

# REF

## PENNSYLVANIA LANGUAGE FORUM



Pennsylvania State Modern  
Language Association

## Editors' Message



**Nathan Campbell & Christina Huhn**  
Co-Editors, *Pennsylvania Language Forum*  
Pennsylvania State Modern Language Association

Greetings! Welcome to the Spring issue of the PA language forum!

You may be reading this journal in electronic form, possibly for the first time. In keeping with the demands of both our organization and our members, the PLF is now available directly from our webpage, instead of in print. This allows us to include direct links to additional resources and provide easy references to the journal contents. On the PSMLA webpage ([PSMLA.org](http://PSMLA.org)), on the PLF page, you'll find a google document with a master index showing all articles published since 2010 and we hope you will use this resource to access some of the great articles that have been published in recent years!

You'll also notice a blending of the PSMLA Newsletter and the PA Language Forum. This combined format will continue to provide information on current activities from PSMLA with articles contributed by your PSMLA colleagues.

The current volume begins with an introduction to our Executive Board, including their biographical statements and a photo so you can get to know the members who help drive PSMLA's ongoing efforts to support world language in the state. PSMLA's current president, John Grande, also offers his thoughts during this unprecedented and uncertain time in education.

As most of you know, PSMLA celebrated 100 years at the fall conference in 2019. The event was commemorated with some wonderful pictures. We look forward to the next 100 years!

This issue also includes 3 contributed articles:

- Silvina Orsatti offers some current resources for teaching Social Justice through gaming.
- Lucía Osa-Osario shares her experiences in developing community-based language programs, to connect her university students with the community and providing a mutually beneficial opportunity for early language learning.
- Wozolek and McQuiggan offer a detailed summary of the current issues in the crisis facing world language education in the U.S. and propose some potential ways to recast the issue. It leaves the reader with some food for thought about what we offer our students in our current academic environment.

In our ongoing discussions on advocacy for language learning, we would like to introduce a regular feature to our journal: A section dedicated specifically to Advocacy in the Commonwealth. The feature begins with Kathy Fegely's notes on Advocacy Day in Washington, D.C.

Finally, beginning with the fall 2020 issue, we are excited to announce the incorporation of a Peer Review process into our journal. Throughout the history of the PA Language Forum, many scholars have contributed excellent original research and research driven articles, and the addition of the Peer Review component will continue that long tradition. See p. 27 for the guidelines for the Peer Reviewed element of the journal, and submission procedures.

As editors of the PLF, we hope these new and expanded features will support you in the incredible work you do both in and out of your classrooms. We welcome your comments and feedback!

Christina and Nathan, your co-editors

[palanguageforum@psmla.org](mailto:palanguageforum@psmla.org)

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## ABOUT

*Pennsylvania Language Forum* (PLF) is the semiannual online publication of the Pennsylvania State Modern Language Association. It features articles on teaching strategies, lesson plans, project ideas, and research by and for world language teachers in Pennsylvania.

PSMLA Members will receive an invitation to view the journal online through the publications section of our website. A digital archive of previous issues is also available online. Visit <https://psmla.org/pennsylvania-language-forum> to access PLF online.

## SUBMISSIONS

Article submissions are accepted on a rolling basis but must be received by February 1 to be considered for publication in the Spring issue of PLF or by August 1 for the Fall issue.

Contributors have the option of submitting their article for peer review. To learn more about that process, please see page 27 for further details. All other submissions should follow the guidelines outlined below.

### Submission Guidelines

- PSMLA members may submit titled articles related to teaching and language education.
- All submissions must be written in English, though examples of lessons or student work may be in the target language.
- All articles must be submitted as a Microsoft Word document or a Google Doc, formatted using Times New Roman 12-point font and be double-spaced. PDF article submissions will not be considered for publication.
- Scanned documents and photographs that accompany the article submission must be clearly identified and labeled. They must be submitted as a JPG or PNG.
- All documents of the submission must include the following information:
  - Name(s) of author(s)
  - Affiliation(s)
  - Language(s) taught
  - Intended levels, when relevant
  - Release Form(s) (available at <https://psmla.org/pennsylvania-language-forum>)

Submissions must be submitted online using the submission link on the PSMLA website.

All authors and any co-authors must be current PSMLA members. PSMLA members whose work is chosen for publication will be notified via email and will receive a final copy of their submission for approval before publication.

## Contact PLF

PSMLA is not currently accepting ads for the Pennsylvania Language Forum. Vendors wishing to advertise should consult the Advertising Manager's page on the PSMLA website ([www.psmla.org](http://www.psmla.org)). All other questions may be directed to Christina Huhn or Nathan Campbell, Co-Editors of PLF, at [PALanguageForum@psmla.org](mailto:PALanguageForum@psmla.org).

## President's Message



**John Grande**

President

Pennsylvania State Modern Language Association

As we begin a new decade, I am honored to embark on my role as President of PSMLA. This role affords me greater exposure to and dialogue with teachers. I firmly believe that the President's task is to work with the PSMLA officers and to assist world language teachers by providing them with opportunities for professional development, increased collaboration and sharing of educational strategies. I also see that my role is to advocate for world language education and seek the support of our political leaders.

We are now in the middle of a global pandemic which will change the face of our world in many ways. One of those ways is how we continue to teach our students in a virtual world. This, added to the erosion of school district budgets, encourages us to learn, along with our students, new ideas and to make new discoveries for delivery of world language education "classrooms" I am amazed to see teachers not only purchasing classroom materials with their own monies but also investigating various techniques that make their lessons more engaging and motivating for their students. You want professional development tailored to your needs! Additionally, I am awed at the increasing enthusiasm that world language teachers bring to their classrooms every day, year after year! You continually find ways to refine your skills and craft in order to be a more effective educator, so as to be more effective in your classroom.

Please check our website often ([www.psmla.org](http://www.psmla.org)) for workshop announcements in the spring and fall, our annual Fall Conference in the Philadelphia area, this year, and other events offered by PSMLA. My fellow officers continually strive to offer PSMLA members the latest and best educational strategies.

To that end, I encourage you to invite your colleagues and other teachers in your district who are non-members, to join PSMLA! I believe that participating in these events refreshes us and re-ignites within us a spark of new dedication to engage and motivate our students. Please take advantage of our award programs for teachers, as well as, those for students. Recognize a colleague for his or her excellence in teaching by submitting a nomination to our "language educator of the year award!" Honor your best students with our PSMLA certificates so that their hard work and determination are acknowledged.

I welcome you to this new edition of our newsletter which highlights accomplishments of our great members, and which hopefully, will motivate you to join and to share your own exciting classroom activities.

## Editors' Introduction



### **Christina Huhn**

Co-Editor, *Pennsylvania Language Forum*  
Pennsylvania State Modern Language Association

Dr. Christina Huhn is an Associate Professor of Spanish at Indiana University of PA.

She holds a PhD in Foreign Language Education and Technology from Purdue University. Her scholarly work includes published work and presentations on teacher preparation programs, program assessment, classroom language proficiency development of beginning language learners, National Language Standards in post-secondary environments, and technology in language education. In continuing her work in program review, she currently volunteers for the ([Council for the Accreditation of Educator Preparation](#)).

Christina Huhn is currently president of the [Appalachian Professional Language Educators' Society](#). She participates regularly in the ([American Council on the Teaching of Foreign Languages](#)), the Northeast Conference on the Teaching of Foreign Languages, and the PSMLA, and has served on the PSMLA Executive Committee since 2014 and most recently has partnered with Nate to serve as Co-Editor of the *Pennsylvania Language Forum*.

Christina Huhn has received two teaching awards from the [Center for Teaching Excellence](#): The [2014 Faculty Recognition Award for Content Pedagogy](#) (With Leanne Lentz), and the [2018 Faculty Recognition Award for Teaching of Writing](#). This is Christina's twentieth year in education.

Christina is originally from the upper Midwest and came to IUP via West Virginia. She enjoys being outdoors with her dogs, beadwork, and digital photography. She is also a member of Sweet Adelines, and performs with the local chapter, the [Indi-Anna Chorus](#).



### **Nathan Campbell**

Co-Editor, *Pennsylvania Language Forum*  
Pennsylvania State Modern Language Association

Nathan Campbell is a high school Spanish teacher and serves as the World Languages Department Chair at Manheim Central High School in Lancaster County, PA.

He has his Masters in Spanish Education from Millersville University and is a nationally board-certified teacher. Nathan is Co-Founder and Co-Director of the Association of World Language Educators and provides professional development workshops regionally in Pennsylvania. He presents and participates regularly in world language professional development opportunities such as ACTFL, PSMLA, and AWLE.

Nathan has served as the News Manager for PSMLA since 2017 and recently has partnered with Christina to serve as Co-Editor of the *Pennsylvania Language Forum*. He has also been the recipient of several awards, including Manheim Central Teacher of the Year (2013), Best of PSMLA Fall Conference (2014), and PSMLA Outstanding World Language Educator Award (2017). This is Nathan's fifteenth year in education.

In his free time, he enjoys cooking, running, and international budget travel with his wife and two children.

## Get to know your PSMLA Executive Officers!



**John Grande,  
President**  
*33 years in education*  
*PSMLA Member since 2005*  
*8 years of service to PSMLA ExCo*

John is a French and Spanish teacher at the Upper Moreland Middle School. He holds a Master's of Bilingual/Bicultural Education and a Master's degree in Administration. Spending time with family and friends, traveling, and exploring new foods, cultures and places are just a few ways John enjoys life.



**Michael Bogdan,  
Treasurer**  
*15 years in education*  
*PSMLA Member since 2010*  
*5 years of service to PSMLA ExCo*

Michael is a French and Spanish teacher at South Middleton School District. He earned his undergraduate degree from Dickinson College and his master's degree from Middlebury College. Outside of the classroom, he enjoys traveling to Spanish or French speaking countries where he can continue to absorb both the culture and language of each destination.



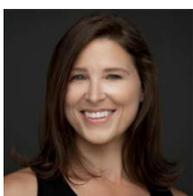
**Isabel Espino de Valdivia,  
First Vice President**  
*32 years in education*  
*PSMLA Member since 1994*  
*7 years of service to PSMLA ExCo*

Isabel is a Japanese and Spanish teacher at Pittsburgh Allderdice High School. She earned her doctorate from Kobe University in Japan and is also a National Board Certified Teacher. Her unique background enriches her students' educational experience. Isabel has taught in three different countries, Peru, Japan and the USA. Learning is always on her agenda. Currently, she is studying Portuguese and the Japanese Koto harp.



**Jan Stewart,  
Secretary**  
*40+ years in education*  
*PSMLA Member since 1995*  
*13+ years of service to PSMLA ExCo*

Jan currently serves as an adjunct professor at Seton Hill University. She earned her doctorate in Curriculum and Instruction from Indiana University of Pennsylvania. Her inspirational career in world language education has led her to serve as a French teacher, department chair, professor, and as PSMLA President. Being active is just one way she relaxes, whether it's skiing, hiking, or golfing Jan enjoys being outdoors and in nature.



**Megan Flinchbaugh,  
Second Vice President**  
*15 years in education*  
*PSMLA Member since 2012*  
*5 years of service to PSMLA ExCo*

Megan is a Spanish teacher at Manheim Central High School. She earned an MBA from Foro Europeo in Navarra, Spain and has a Master's in Social Work from Temple University. Inspiring a love of Spanish and lifelong language learning in her students motivates her to reflect and refine her craft. In addition to travel (especially to Spain), strength training and powerlifting are other passions that she enjoys.



**Mina Levenson,  
Immediate Past President**  
*45 years in education*  
*PSMLA Member since 2005*  
*12 years of service to PSMLA ExCo*

Mina is a retired Spanish teacher from Allderdice High School. She earned a master's degree from la Universidad de Salamanca, in Salamanca, Spain. One of her passions as a teacher has been to assist students to develop an inter-relationship of the language, culture, and history of their language of study. When it's time to relax, Mina can be found reading, cooking, baking, or exercising.

## Get to know your PSMLA Executive Council!

*Terms expire December 31, 2020:*



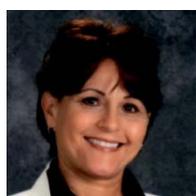
**Kathy Fegely**  
**Council Member**  
*35 years in education*  
*PSMLA Member since 2005*  
*6 years of service to PSMLA ExCo*

Kathy is a German teacher in the Antietam School District. She earned her undergraduate degree from Clarion State College and earned a Master's of Education from Penn State University. As part of her role on Council, Kathy serves as Chair of the Advocacy Committee. When Kathy is not advocating for world language education, she may be found in her garden, reading, or traveling.



**Gabriella Appel**  
**Council Member**  
*41 years in education*  
*PSMLA Member since 2011*  
*4 years of service to PSMLA ExCo*

Gabriella is an Associate Research Professor of Applied Linguistics and German at the Pennsylvania State University. She holds a Ph.D. in Linguistics from the University of Delaware. In addition to her role on Council, Gabriella has served as the PSMLA Historian since 2017.



**Karen Belcastro**  
**Council Member**  
*38 years in education*  
*PSMLA Member since 2016*  
*2 years of service to PSMLA ExCo*

Karen is a French teacher and Department Chair at Chartiers Valley High School. She holds a Master's of French and English from Duquesne University. As part of her role on Council, she serves as Chair of the Awards Committee. Karen enjoys cooking, spending time with family, reading, and of course, travel.

*Terms expire December 31, 2021*



**David Brightbill**  
**Council Member**  
*20 years in education*  
*PSMLA Member since 2013*  
*5 years of service to PSMLA ExCo*

David is a Spanish teacher at the William Penn Charter School. He holds a Master's of Spanish from Middlebury College's Spanish Language School in Madrid, Spain. In his role on Council, David serves as Chair of the Professional Development Committee. When he is not teaching, David loves to run, spend time in the kitchen with his children, delve into target culture through travel, or develop professionally by watching different series *en español* on Netflix.



**Cherie Garrett**  
**Council Member**  
*29 years in education*  
*PSMLA Member since 1991*  
*2 years of service to PSMLA ExCo*

Cherie is a Spanish teacher at Dallastown Area High School. He holds a Master's of Education from Gratz College. As part of her role on Council, Cherie serves as Chair of the Publications Committee. When she finds time to unwind you may see her spending time with family and friends, traveling, or running.



**Silvina Orsatti**  
**Council Member**  
*34 years in education*  
*PSMLA Member since 2000*  
*2 years of service to PSMLA ExCo*

Silvy is a Spanish instructor at the University of Pittsburgh at Greensburg. She earned her doctorate in education from the University of Pittsburgh with a focus in language, literacy and culture. Her academic interests include gamification of language learning and digital storytelling. As a well-rounded xenophile, she enjoys traveling, eating good food, dancing, singing, playing the guitar, time outdoors, and most importantly, spending time with her son.

**Terms expire December 31, 2022:**



**Jennifer Campbell**  
**Council Member**  
*16 years in education*  
*PSMLA Member since 2012*  
*1 year of service to PSMLA ExCo*

Jennifer is a German and Spanish teacher at Manheim Central High School. She holds a Master of Education in German from Millersville University and Instructional Technology Specialist Certification from Wilson College. Jen is a whiz at international budget travel. She enjoys supporting the local arts community and the robust food scene in Lancaster.



**Wilma Dunkle**  
**Council Member**  
*13 years in education*  
*PSMLA Member since 2016*  
*2 years of service to PSMLA ExCo*

Wilma is a German teacher at Meadville Area Senior High School. Her undergraduate work is from Allegheny College and includes course work from Cologne, Germany and Middlebury College. In addition to her role on Council, Wilma serves as our NECTFL Representative. Seeing her students grow and gain confidence in their speaking motivates her. Outside the classroom, she spends time with her young family working on their farm, traveling, and playing volleyball.



**Melissa Moran**  
**Council Member**  
*8 years in education*  
*PSMLA Member since 2016*  
*1 year of service to PSMLA ExCo*

Melissa is a Spanish teacher at the Science Leadership Academy at Beeber. She holds a Master's of Foreign Language Education from Saint Joseph's University and principal certification from the University of Pennsylvania. Melissa is an advocate for World Language education and for international student travel. Away from the classroom, she loves animals, traveling, coaching girls volleyball, and home décor!

**Non-Voting Members**



**Sister Mary Helen Kashuba**  
**PACIE Rep. & Parliamentarian**  
*65 years in education*  
*PSMLA Member since 2000*  
*14 years of service to PSMLA ExCo*

Sister Kashuba is a professor of French and Russian at Chestnut Hill College. She earned a doctorate in modern languages in French and Russian from Middlebury College. She enjoys sharing the French and Russian languages and cultures with her students. Traveling, especially to destinations related to her studies, is her favorite way to learn.



**Junko Yamamoto**  
**Advertisement & Exhibits Manager**  
*24 years in education*  
*PSMLA Member since 2008*  
*9 years of service to PSMLA ExCo*

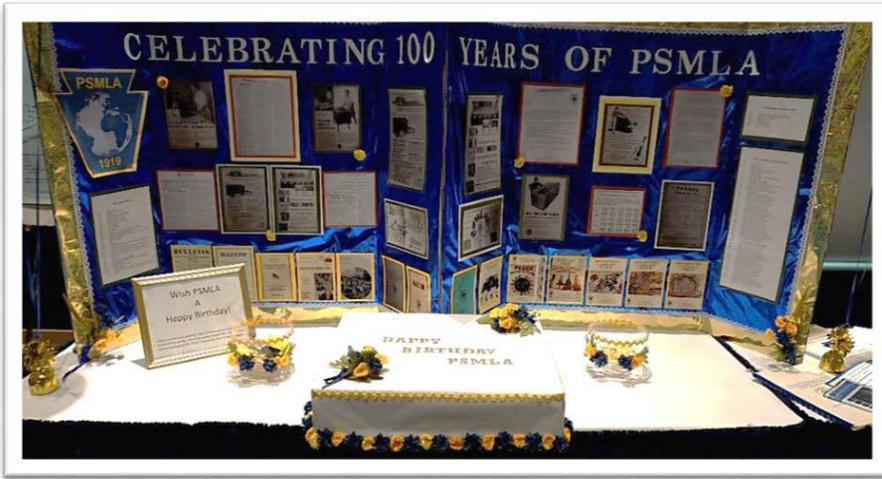
Junko is an associate professor of World Languages Methodology at Slipper Rock. She holds a master's degree in Public and International Affairs and a doctorate in Instructional Technology. Her educational interests include Japanese, Latin, TESOL, French and Spanish. She is currently interested in cross-cultural military leadership.



**Susanne Nimmrichter**  
**Webmaster**  
*35 years in education*  
*PSMLA Member since 2000*  
*12 years of service to PSMLA ExCo*

Susanne is a professor of German and Foreign Language Methodology at Millersville University. Her post-secondary education began in Germany and continued in the USA as a Fulbright scholar. She earned her MA in ESL at the University of Arizona and her Ph.D. at University of Pennsylvania in Educational Linguistics. Susanne's professional interests are in teacher education, WL methodology, and language acquisition research. When she is ready to relax, she enjoys playing tennis, hiking and reading.

PSMLA Celebrated its 100<sup>th</sup> anniversary!



PSMLA Past Presidents Reunite



*Pictured left to right: Susanne Nimmrichter, Thekla Fall, Thomasina White, Mina Levenson, Bonnie Adair-Hauck, Eileen W. Glisan, & Jan Stewart*



*Kathy F. and Isabel E. greet attendees at the Welcome Center*



Photographs courtesy of Rob Sternberg

# Pre-conference Workshop



*Dr. Richard Donato & Dr. Eileen W. Glisan*



*Drs. Glisan and Donato facilitate the pre-conference workshop on their HLTPs.*



*Pre-conference attendees share and collaborate on Thursday.*



*Lynn S. shares an activity at the technology roundtable.*



*Pre-conference attendees learn about High-Leverage Teaching Practices.*



# Friday Luncheon & Keynote Address



Attendees gather to eat and listen to the Keynote address.

Don Gentile, Intelligence Community Senior Language Authority and Chief Learning Officer gave the Keynote address at our Friday luncheon.



Past President, Susanne Nimmrichter, speaks.

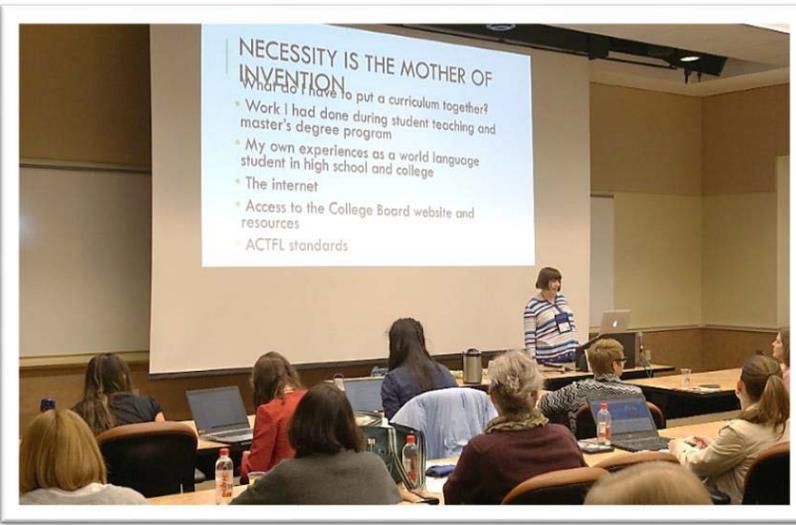
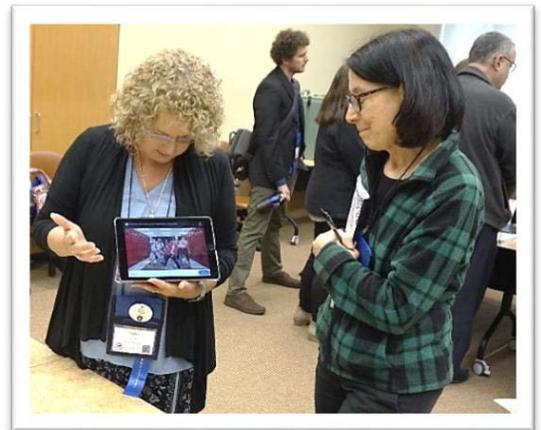


Lunch is served!



Photographs courtesy of Rob Sternberg

# Sharing, Collaborating, and Learning



## Awards



### **PSMLA Teacher of the Year 2019:**

#### **Megan Flinchbaugh**

Megan Flinchbaugh is a high school Spanish teacher at Manheim Central High School in Lancaster County. In addition to her teaching and club advisor responsibilities at Manheim Central, Megan is very active in the professional community. At the national level, she has served on the board of the Sociedad Honoraria Hispánica as editor of *Albricias*. She currently serves PSMLA as editor of its annual journal *Pennsylvania Language Forum* and as such sits on the Executive Council.

She hopes to continue her work with PSMLA as its second vice-president. Together with her colleague Nathan Campbell, Megan co-founded the regional organization Association of World Language Educators (AWLE) to offer professional development and consulting to world language teachers and departments. Through her involvement in these organizations, Megan discovered the value of connectedness and collaboration. In particular, her work with Nathan has been key to her professional growth and success.

In the classroom, Megan's passion and goals revolve around inspiring a love of Spanish and lifelong language learning among her students, beginning on the first day of Spanish 1. Her students describe her as hardworking, passionate, encouraging, and supportive, which she strives to be every day for every student.

The PSMLA Teacher of the Year (TOY) is selected to compete at the regional level (NECTFL) and then potentially at the National Level as ACTFL Teacher of the Year. Megan was selected as the NECTFL representative and will compete in San Antonio, TX, at the Annual ACTFL Convention against representatives from throughout the United States. Congratulations to Megan!



### **PSMLA Outstanding World Language Educator (K-12):**

#### **Devin Brown**

Mr. Devin Browne has been a world language teacher in the Pittsburgh Public Schools since 1999, and currently teaches French and Russian at Pittsburgh Brashear High School. He has presented locally and nationally on a range of issues, most recently focusing on the experience of LGBTQ students in schools and in language classrooms. Mr. Browne is one of several advisers for the school's Gender Sexuality Alliance, a spirited bunch of activist-oriented kids who strive to make one of the city's biggest and most diverse schools a safe and supportive place for all.

Mr. Browne received the Changemaker Award by Pittsburgh-based A+ School for work at the district and community-levels to develop and implement a policy that supports transgender and gender expansive students in Pittsburgh Public Schools. In addition, he was the keynote of the TransPride Pittsburgh conference for professionals working with trans and non-binary youth. Mr. Browne spoke about the role of elevating the voices of LGBTQ students at Brashear High School and how the experience helped to transform the culture of not just this school, but of the whole district. He lives in the Hill District of Pittsburgh with his husband, their kid who makes him rethink he knows anything about adolescents, and an average-sized cat named Tiny.



## **PSMLA Outstanding World Language Educator (Post-Secondary):**

### **Heather Dravk**

Ms. Heather Dravk currently serves as Senior Lecturer in French at Messiah College in Mechanicsburg, PA where she directs the French program, advises French majors and minors, and teaches all levels of French. She also leads a three-week May Term interdisciplinary cross-cultural course in Strasbourg, France. In over twenty years in education, Ms. Dravk has been fortunate to experience many aspects of the educational field—per-diem and long-term substituting, teaching middle and high school courses from exploratory to AP, French Club fundraising and leading trips to Québec, and adjunct teaching.

Ms. Dravk holds a BA in French from Randolph-Macon Woman's College and an MA in French Language and Civilization from the University of Northern Iowa. She maintains her Instructional II Certification in French with an endorsement in English as a Second Language and also received the Certificat Pratique de Français Commercial et Economique de la Chambre de Commerce et d'Industrie de Paris. Ms. Dravk has studied in Caen, Paris, and Angers, France.

Ms. Dravk's role as President of the Susquehanna Valley Chapter of the American Association of Teachers of French allows her to continue to engage with all who are contributing to language learning in Central PA. Based on the intersection of her professional experiences, she firmly believes that secondary and post-secondary language programs are codependent and must work together to ensure the future of our programs.

When Ms. Dravk is not teaching or at an AATF event, you will find her exploring central Pennsylvania's roads by bike or trails by foot, supporting her daughter on the volleyball court, encouraging her son to finish his college applications, or plotting the next home project with her husband of 24 years.



## **PSMLA Merit Award:**

### **Dr. Harrison Wick, IUP Special Collections and University Archives**

Formally established in 1981, the Indiana University of Pennsylvania (IUP) Special Collections and University Archives is open to the public and provides research assistance in support of the university and the IUP Libraries. Collection strengths include – record groups, manuscript groups, the Pennsylvania Collection, and the Rare Book Collection. Record group collections reflect the institutional history of the university from its founding as Indiana State Normal School in 1875 to the present day. Manuscript group collections are papers donated by individuals, businesses, organizations, and unions in Pennsylvania. This includes Manuscript Group 118, the archival collection of the Pennsylvania State Modern Language Association.

The Pennsylvania Collection includes many out-of-print and fragile books related to the history of the Commonwealth. The Rare Book Collection provides access to and preserves examples of fine printing, limited and first editions, and significant materials that have been donated, purchased using established collection development policies, or transferred from the library circulating collection. The IUP Special Collections and University Archives, located in Stapleton Library Room 302, answers more than 1,500 requests for archival information each year.

Dr. Harrison Wick is the Special Collections Librarian and University Archivist at Indiana University of Pennsylvania (IUP) since 2007. Dr. Wick has been an archivist and academic librarian for more than 17 years. He holds an earned doctorate in Administration and Leadership Studies and his dissertation studied how logistics influenced the Civil War Battle of Gettysburg. He has graduate degrees in history and library science from Indiana University – Bloomington.

Manuscript Group 118: The Pennsylvania State Modern Language Association (PSMLA). Indiana University of Pennsylvania. <https://www.iup.edu/archives/manuscript-group-collections/>



## **PSMLA Frank Mulhern Leadership Award:**

### **Dr. Richard Donato**

Richard Donato (Ph.D. in Linguistics, University of Delaware) is Chair of the Department of Instruction and Learning and Professor of Foreign Language Education and Applied Linguistics in the School of Education at the University of Pittsburgh where he teaches courses in foreign and second language education, sociocultural theory, and language education theory and research. He holds

joint appointments in the Department of French and Italian, the Department of Hispanic Languages, and the Department of Linguistics.

Dr. Donato has received the Modern Language Journal / American Council on the Teaching of Foreign Languages Paul Pimsleur award for his published research in 1997 on early language learning and in 2006 on the connection of language learning to literature instruction in university foreign language classes. He has also received the Northeast Conference Freeman Award (2004) and the French Institute of Washington Award (2003) for his article on storytelling and grammar instruction published in the French Review. He is the co-author of the book *A Tale of Two Schools: Developing Sustainable Foreign Language Programs* (2010). He is the editor of *Foreign Language Learning, Journey of a Lifetime* and developed the book *Stories Teachers Tell* for the Northeast Conference on Foreign Language Teaching for which he also served as chair. He is co-author of the recent book *Enacting the Work of Language Instruction: High Leverage Teaching Practices*.

In 2003-2004, he worked with the WGBH/Annenberg video project on standards-based professional development for foreign language teachers for which he also served as discussion moderator for seven video programs in the series. He serves on the editorial board of *Review of Educational Research*, *Critical Inquiry in Language Studies*, *Studies in Chinese Learning and Teaching*, and *PASSA*, the research journal of Chulalongkorn University, Thailand. He has also worked internationally on innovative language program development and teacher action research. His research includes foreign and second language learning in K-12 classrooms and in university advanced language courses, classroom discourse analysis, language program assessment, language learning and sociocultural theory, and foreign and second language teacher education.



## **PSMLA Merit Award:**

### **Latin American Alliance, Lancaster, PA**

<http://latinamera.com/>

Latin American Alliance (LAA) is an organization dedicated to bringing together Latinos in educational, civic, and charitable activities to encourage all in the preservation, development, celebration, and promotion of the spirit, diversity, and richness of the Latin American cultural heritage. Their organizational mission and vision is aimed at celebrating the diversity and commonality of Latin American cultural heritage, traditions and arts toward mutual understanding among all and to share it in common cross-cultural experiences with non-Latinos.

Latin American Alliance began in 2013 as the reality of a South American Latino's dream, and a new direction for Hispanics in Lancaster County. The organization began as a united and visible Hispanic organization representing and working for all Hispanics from all twenty-one Latin American countries. Members and volunteers of defunct or inactive individual Latin American country organizations decided to pool their experience, ideas, and energies, thus discovering that there is strength in unity.

But what event or activity would announce the commencement of this visible Latin American presence? The decision was to present a free, family-oriented, and culturally focused Latin American festival. Against many odds, it was a great success and being favorably received, it was held to kick off Hispanic Heritage Month.

In the Lancaster County public schools, the foreign language most taught (and spoken) is Spanish. Since Latin American children frequently stop using their native language, especially written and read, while other students of many races are learning Spanish, LAA wanted to encourage and stimulate the learning, use, and mastery of the rich Spanish language, an important part of Latinos' great cultural heritage. Our poetry contest provides a way for all Spanish teachers to encourage all who are learning and using Spanish to participate. In this way, LAA works with all Spanish language teachers to encourage their magnificent teaching efforts.



After several years, with the contest open to high school and post high school students, LAA expanded the theme to "The Family" (and adapted artwork) and added a short story category, so the name was changed to Spanish Literature Contest. Additionally, instead of competition among the grades, LAA made the competition among the Spanish language learning levels. As a result, the submissions have been serious, funny, heartwarming, sad, and representing an insightful into family life in content as well as some impressive submissions of creative thought and superior language usage.



**2019 PSMLA Exemplary Program (PEP) Award Schools and PSMLA Global Scholars awards** were also announced at the fall conference. The full list of awardees from all years, as well as program criteria can be found on <https://psmla.org/awards>

## 2019 PSMLA Award Recipients



*Pictured left to right: Mina Levenson, Devin Browne, Richard Donato, Megan Flinchbaugh, Jamie Zabala, Harrison Wick, & Heather Dravk*

*Congratulations*

# Teaching about social justice with digital games

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Games motivate students, pose challenges, and break up the classroom routine while providing teachers with creative ways to use technology. They are designed with elements such as rules, challenges, goals, and reward systems. Games are beneficial in the world language classroom because gameplay is a social practice (Sykes & Reinhardt, 2013). Furthermore, well-designed games have the potential to create authentic contexts for the use of the target language, provide ways to practice communicative skills and help language teachers reinforce 21<sup>st</sup> century skills, such as critical thinking. Recent research shows that games are recognized as new contexts, spaces and means for language learning (Sykes & Reinhardt, 2013). Therefore, when selecting a game, language instructors need to assess its value as a tool for learning both the language and culture. An infographic, based on Bloom's Taxonomy, [Taxonomy Alignment for Gaming](#) (Green, 2014), can serve as a tool for choosing games. In this infographic, games are classified as Memorization, Judgement, Consequence, Strategy, Exploration, and Simulation games.

Digital games are often designed for a primary purpose other than pure entertainment. 'Serious' games are linked to industries such as scientific exploration, healthcare, emergency management, city planning, engineering and politics. Some serious games target the seventeen Sustainable Development Goals identified by the United Nations that address the global challenges humans face [[see a complete list here](#)] (United Nations, 2019). Teachers could design activities to be used in conjunction with digital games (listed below) not only to make gameplay meaningful and relevant to the language-learning process but to also discuss social justice issues addressed with the Sustainable Development Goals.

[The table below provides several games that provide students with a chance to engage with others on topics in Social Justice.]

Digital Game	Sustainable Development Goal	Type of Game	Platform	Languages	Teaching Resources
<b><i>Do I have a right?</i></b> <a href="http://bit.ly/HaveRight">http://bit.ly/HaveRight</a>	Peace, Justice and Strong Institutions	Simulation	online/App Store/ Google Play	2 (English and Spanish)	Yes
<b><i>3<sup>rd</sup> World Farmer</i></b> <a href="http://bit.ly/3rdworldfarmer">http://bit.ly/3rdworldfarmer</a>	No Poverty Zero Hunger	Exploration	online	9	Yes
<b><i>Sustainable Shaun</i></b> <a href="http://bit.ly/ShاونSostenible">http://bit.ly/ShاونSostenible</a>	Sustainable Cities and Communities	Strategy	online/App Store/ Google Play	5	Yes
<b><i>2020 Energy</i></b> <a href="http://bit.ly/2020energygame">http://bit.ly/2020energygame</a>	Affordable and Clean Energy	Consequence	online	10	Yes
<b><i>Against all odds</i></b> <a href="http://bit.ly/VientoYMarea">http://bit.ly/VientoYMarea</a>	Peace, Justice and Strong Institutions	Consequence	online	4	Yes
<b><i>La aventura universal de los derechos humanos</i></b> <a href="http://bit.ly/AventuraUniversal">http://bit.ly/AventuraUniversal</a>	Gender Equality Reduced Inequality	Judgement	online	1 (Spanish)	Yes

More games:

Games for change @ <http://www.gamesforchange.org/games/>

Games for sustainability @ <https://games4sustainability.org/gamepedia/>

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# Community Engagement to the Next Level: The Student Takes Full Initiative

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Duquesne University is well known regionally for the impactful work of the Community-Engaged Teaching and Research Office (CETR) and its long-lasting collaboration with community partners. As a result of the support of CETR and the motivation of many professors, several departments across campus implement creative community-engaged programs that strategically fulfill the learning objectives of the course curriculum.

I consider myself one of the fortunate professors who has received much support from CETR and the McNulty College of Graduate Studies and Liberal Arts to implement two different community-engaged programs in upper-level Spanish classes with different community partners. As an Associate Professor of Spanish in the Department of Modern Languages and Literatures, I have witnessed, since my first years in this institution, how the department had to face three major challenges, (1) low enrollments in the Spanish Education program after a five-year moratorium; (2) declining enrollments in upper-level Spanish courses, and (3) a pressing need from the College of Liberal Arts to reshape old courses or create new courses with the community-engagement designation awarded by CETR.

One of my strategies to respond to these challenges was to develop and implement community-engaged programs for upper-level students, with the hope that these courses could motivate students to take more courses in the department. The idea was to help students experience the target language through an innovative pedagogy and help the community with their most pressing needs. Community engagement pedagogy was already commonly used by other departments, such as English, Sociology and Political Science, with successful results. Why shouldn't our department give it a try? We had nothing to lose, but a lot of work ahead of us.

During the beginning of my second year at Duquesne (Fall 2013) I became very familiar with CETR and the type of programs that they supported. I met with the CETR director and assistant, professors involved in the community, and students taking courses with a CE component. While I was familiarizing myself with the community-engaged culture at Duquesne, I was also trying to think which community partners would have a need that my students could alleviate. What could students majoring and minoring in Spanish do to improve our community by using their talents?

One morning, during Fall semester 2015, while I was dropping off my 3-year-old daughter at the YMCA- Duquesne Child Development Center, I came across what would be the inspiration of one of the most impactful language community programs in our area. It was a chilly morning, and I was just reminding my daughter in Spanish that she needed to listen to her teachers well today. "*Escucha bien a tus maestras Adel, escucha.* [Listen well to your teachers, Adel, listen.]" I said. I also reminded her that she needed to take off her sweatshirt and her hat before entering her preschool class. "*Quítate el gorro y la sudadera, por favor.*" [Take off your hat and sweatshirt please] I told her. One of her close friends, Marlo, who was staring at us very attentively, repeated with a giggly voice. "*Escucha Adel, por favor, Adel.*" The two kids looked at each other and laughed hysterically. I was not sure what was so funny, but I felt that those innocent comments could inspire me. Before leaving the center, I hugged and kissed my daughter and said "*Adiós cariño, adiós.* [Good-bye, dear, good-bye]", which to my surprise her friend repeated: "*Adiós Adiós.*", with pretty good pronunciation. I looked at her with an expression of surprise in my face and asked her: "Marlo, do you know Spanish?" to what she immediately responded: "No" and while smiling she shared "but I would love to learn!"

I left the center with a tornado of ideas in my head. I went to my office with Marlo's last words roaming constantly in my mind "I would love to learn!" Her motivation was so straightforward and transparent, her pronunciation was very good, and her way of smiling at us while my daughter and I spoke in Spanish was so reassuring. Everything was telling me that learning a language or at least hearing another language was fun for her and made her want to try to speak it. Why couldn't these kids learn Spanish? Why couldn't the Spanish majors and minors in our department make this happen?

I spent the whole week thinking about this incident, and I finally got the courage to make an appointment with the director of the YMCA- Duquesne Child Development Center, not to talk about my daughter, but to share and discuss my drafted project, *Niños y Niñas Bilingües y Biculturales* [Bilingual and Bicultural children].

*Niños y Niñas Bilingües y Biculturales* was designed to be a program in which Spanish students in the Conversation and Composition I class would work cooperatively in groups of 3 or 4 to deliver lessons on basic vocabulary, geography, and cultural features of Spanish-speaking countries to the English-speaking preschool children, ages 3 to 5, in the YMCA-Duquesne Child Development Center. First, students would teach basic vocabulary and geography lessons, and later they would teach cultural content from comparative and contrasting perspectives to the preschoolers. They would help the little ones to compare their culture with the culture of various Spanish-speaking countries with the hope that they could find differences, but also many similarities. My intended underlying goal of this program was to show preschoolers that our traditional culture in the United States is not so different from other cultures as we think it is.



Gabriela Smith, Claudia McKinley and Molly Cavanaugh at YMCA-Duquesne

Current research suggests that children, including those with special needs, are capable of learning a foreign language from their earliest months of life, and this language challenge benefits learners in multiple ways; it improves cognitive abilities, influences achievement in other disciplines, and results in higher reading and math test scores (Espinosa, 2015). Due to the effects of globalization and the increased movement of labor across countries, more and more children in the US are exposed to a foreign language or bilingualism from a very early age (Cha & Goldenberg, 2015). Ignoring this reality not only restrains monolingual children from being prepared to face interactions with neighbor citizens, but it also places monolingual children at a cognitive disadvantage.

The director of the YMCA center was aware of the benefits that would come with this program and eagerly contributed to the planning of the program, the logistics, materials, assessment and so forth. With the support of CETR and the Department of Modern Languages and Literatures, I designed the program and decided to pilot it by the end of October. It was only a pilot program at that point, but the enthusiasm from both partners was extraordinary.

Most foreign language majors and those students who double major in education and psychology, are aware of the benefits that come with exposure to an L2 from a young age. They are also familiar with different foreign language teaching approaches while feeling comfortable implementing them in their teaching performances. Students used the *learning by teaching* approach by the psychologist Lev Vygotsky to teach the preschoolers. *Learning by teaching* allows students to prepare and teach lessons or parts of the lesson to other learners while constantly reflecting on the content. In many of his writings, the psychologist Vygotsky described the positive and profound connection between language and cognition, and in particular the relationship between oral language/speech and learning. “The one who does the talking, does the learning” may best summarize the point made by Vygotsky. Students who implement this approach learn by practicing what Vygotsky called social learning, the learning that occurs through interactions and communications with other peers. When focusing on academic settings, Vygotsky (1962) stated that considerable learning takes place through the interactions that students have with peers, teachers, and other experts. Hence, educators strongly recommended creating a learning environment that maximizes the learner ability to interact with each other through discussion, balanced cooperation, and teaching and learning practices.

The community-engaged project *Niños y niñas bilingües y biculturales* uses the *learning by teaching* approach to raise awareness about the importance of learning a foreign language from an early age. At the same time, it helps children to develop an interest in Spanish language and culture. Students researched and reflected on the cultural content as they prepared lesson plans suitable for younger learners. To complete the research, students conducted interviews via Skype with native speakers from five different Spanish-speaking countries to learn about the traditional festivities that they were assigned to teach the children, such as *Día de los Muertos* and *Día de San Valentín*. Students also learned about *Día de los Muertos* in a special workshop organized by the Modern Languages and Literatures Department led by instructor Mildred López.

Students in Spanish Conversation and Composition I, for six consecutive years (2013 to 2019), have worked cooperatively to develop a 3-week



Joy Padolf at Edgewood Daycare

program covering basic vocabulary, geography, and cultural features from Spanish-speaking countries for the English-speaking preschoolers. In 2019, the program expanded to Edgewood Daycare, located close to Duquesne in the Swissvale neighborhood.

My second child attended this preschool, and when I proposed to the director that Edgewood Daycare become a community partner and start implementing Spanish lessons, she accepted without hesitation. During the semester, students attended both preschools with the goal of reaching out to as many young monolingual children as possible. They implemented their lessons at the end of October to teach the *Día de los Muertos* lesson plan and mid-February for *Día de San Valentín*. In order to interfere as little as possible with students' schedule, and nap time for the preschoolers, all the lessons took place during our class time 3:05 to 4:20 pm on Tuesdays and Thursdays. The lessons were only 40 minutes. The rest of the time was devoted to walking/ traveling to the site and preparation.

Following the principle of reciprocity that guides most community-engaged programs, both preschools benefited greatly from the work of the students, and students learned a great deal from the preschoolers. Giving our students the opportunity to experience teaching at two different locations with different approaches to discipline and organization, was eye opening for most students, especially those in the field of education or psychology. The chance to develop positive relationships with preschoolers, as well as with the director and teachers, was definitely one of the highlights of this program.



*Haley Kerr at Edgewood Daycare*

The time students invest in this program is key to the relationship they build with the community partner. The more hours they interact with children and administrators at the community site, the more comfortable they become in engaging in the community. I strongly encourage students, especially those completing majors in education, to nurture these relationships and expand their professional network as much as possible. The idea was that students would feel comfortable asking the director of the center for a letter of recommendation, practical advice for the job market and/or suggestions to prepare for a job interview. I used to tell my students – “Take care of the relationships with the community because you never know what can come out of this engagement.”

One day during the Spring 2019 semester when I went to Edgewood Daycare to drop off my son, I had this interesting conversation with one of the teachers.

Teacher: “We will see you at 10 am, correct? With your students?”

Me: “What? We already completed the program.”

Teacher: (With a very surprised face) “Well, the director is not here today, but in the calendar, it says- Lucías’s students’ community-engaged activity 10-11am.”

Me: (with great disbelief) – That is not possible. I never said we were coming this week, I don’t teach today, and I have meetings basically all day, so I am pretty sure this is a misunderstanding.

I responded with a lot of perplexity. The teacher was very confused, and it took her a minute to respond.

Teacher: “Let me call the director later and figure this out, because if this is not happening, we definitely need to plan an activity for the kids.”

I left the center thinking and thinking. Who might have talked to the director of the center to make arrangements for a community-engaged activity? I spent the whole day thinking about it and could not wait to pick up my child and find out what happened. When I picked him up, the teacher that I had spoken to in the morning was not there, so I had to rely on information from my four-year-old and some details that the part-time instructors were able to offer I asked my son:

Me: “Ed, did my students come today?”

Ed: “Yes!” He said effusively without hesitation.

Me: “Are you sure they were my students?”

Ed: “One of them was your student and the other lady, I am not sure”

Me: “Do you remember her name?” I asked before he would lose his train of thought.

Ed: “Yes. Her name was Haley.”

Me: “What did you guys do with her?”

Ed: “We learned about the planet! And that was it.”

I did have a student named Haley, but I was very confused about the situation. “Why did she go to the center to teach without informing me? Who did she go with? Why did they use my name to make the arrangements? What type of activity did she do?”

As soon as my son and I got home I sat down and emailed my student Haley and asked her about the mystery: “Did you go to Edgewood Daycare today?” I needed to know who went to the center, using my name to conduct a program focused on the planet with the preschoolers. She kindly responded in Spanish – *Sí, di una lección sobre la naturaleza con mi compañera de clase. Es un proyecto para la clase de psicología y naturaleza. Necesitábamos trabajar con la comunidad y yo preferí usar nuestros compañeros en la comunidad de la clase de español porque me siento muy cómoda y porque creo que les gusta aprender sobre la naturaleza. Llamé a la directora de Edgewood Daycare y también con la de YMCA-Duquesne. Cuando fuimos a YMCA-Duquesne y los niños decían: - We have Spanish class! Pero yo les dije, “No, this time I am teaching about recycling and Planet Earth in English.” [Translation: Yes, I taught a lesson on nature with a classmate. It’s a project for psychology and nature. We needed to work with the community, and I preferred to use our community partners from Spanish class because I feel very comfortable and because I believe that they like to learn about nature. I called the directors of both Edgewood Daycare and YMCA Duquesne. When we went the children were saying “We have Spanish class!.”]*

The mystery was finally solved. The initiative, resourcefulness and self-autonomy that drove Haley to initiate this parallel relationship with the community partner is the optimal outcome of a community-engaged program at a higher education institution. The goal is that our students independently think outside the box to create learning opportunities that benefit themselves, as well as their community. There is so much to teach and to learn outside the classroom. Our role as community engagement scholars is to inspire them to autonomously create relationships with the community that support their own interests and the community’s needs. Haley went to the next level, and for this reason, the community partners have already asked her to come back and work with them on any other program that enriches the preschoolers’ education, as well as Haley’s experience as a young educator.

The program *Niños y Niñas Bilingües y Biculturales* was awarded with one of the Mead/Sans Inc. Fellowships by the Northeast Council on the Teaching of Foreign Languages during the year 2016. This award recognized the impact of the integration of a language curriculum within the community engagement experience, as well as the dynamic and productive relationship with the community partner. This fellowship offered the researcher continuous mentorship from experts in the fields of foreign language teaching and early education.



Poster created by Ms. Linda Stagon, director of Edgewood Daycare to showcase the Recycling and Environment Program led by Haley Kerr, student of Spanish and Psychology

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# **The World Language Crisis: Problems and Solutions: Diminishing Language Programs in US Schools**

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The United States is currently dealing with a crisis in world language programs. Specifically, world languages have become a declining priority across the country (Parks, 2020). This statement is shared by world language teachers who regularly give anecdotes regarding waning student interest and diminishing support from their respective districts and state boards of education. When compared to national data collected by organizations like the American Council on the Teaching of Foreign Languages (ACTFL), the Center for Applied Linguistics (CAL), and the Modern Language Association (MLA), these stories become imbricated with national concerns regarding the tension between the global necessity for bilingual citizens that is met with diminished support for learning a second language. For example, in K-12 education across the United States, just 20 percent of students study a world language (American Councils for International Education, 2017) while at universities the number drops to below 8 percent (Looney & Lusin, 2018). These low enrollment numbers are in friction with global trends calling for bilingual people in medicine (e.g., Ali & Johnson, 2017), law (Reimann, 2018), and engineering (2018), to name a few fields that require bilingual employees.

This article first documents several complicating factors of this crisis in American schools by discussing the need for a uniform language requirement, funding, and issues with growing fear of foreign people and cultures, or xenophobia, that impact language programs in schools. This article continues by analyzing some potential solutions for local districts in Pennsylvania and across the country. Attending to this crisis and the potential solutions to bridge the growing gap between bilingual Americans and bilingual people from across the globe is important because learning a language continues to be a rather significant part of preparing global citizens to participate in an increasingly connected economy.

## **Losing languages: Some complicating factors**

The world language crisis in the United States is founded on several factors. First, there are no shared national standards that guide dialogues as to when children should begin studying a world language at school or how many credits in a world language they need to receive prior to graduation. Since only about 10 percent of American households speak a second language (Ruggles et al., 2018), language programs early in a child's education becomes increasingly significant in preparing students for a global economy. Further, at universities that offer education degrees in the United States, there remains no requirement to have a designated, tenure-line faculty member to teach world languages in teacher education (Saint-Paul & Hendley, 2016). This concern about uniform language requirements extends to Pennsylvania, where there are no set standards across the state focused on language learning and only about 9 percent of households speak a second language (Statistical Atlas, 2018). This means students in Pennsylvania are largely not speaking a second language at home and may not acquire one at school, leaving them less prepared than some of their peers from other states to enter an interconnected, global workforce. Additionally, while some districts and states indicate the necessity for world language programs, they often leave out early childhood and elementary classrooms in their policies and funding. This continues to oppose literature that shows better success in second language acquisition in young learners (Hu, 2016). This issue becomes magnified when comparing world language education programs in the United States to those in European countries, where the United States continues to come up short of international standards (Saint-Paul & Hendley, 2016) in terms of mandated programs, the introduction of second languages to young learners, and funding.

To this last point, a second complicating factor is funding. With the ever-growing focus on science, technology, engineering and math (STEM) programs, world language programs across the United States continue to experience funding cuts in order to bolster STEM programs, leaving a dearth of funding for well-developed world language programs (Pufahl & Rhodes, 2011). Although a lack of funding makes strong instruction difficult, it also affects teacher, student, and community perspectives on second language learning. The strength of any program indicates community commitment to the curriculum. Take, for example, recent responses to budget cuts in arts and music programs where communities fought to keep the arts alive, indicating a community investment in music and arts programs (Carter & Roucher, 2020). However, this fight to keep language programs happens far less often, showing how communities generally perceive the significance of second language acquisition. As program cuts continue largely unabated, it teaches students how second languages are not a valuable aspect of their education, a lesson that will eventually spill into community perception as these students

become adults and settle into a community context.

Finally, language programs and their educators are forced to fight growing national concerns of xenophobia. Xenophobia is the fear of foreign people, along with their respective cultures and languages. This fear tends to leak into the world language classroom, where studies are showing an increase in apathy toward second language acquisition and, in some cases, downright opposition to children learning a language that is based in fear of the “other” (Kubota, 2016). This creates a paradox where on one hand parents/guardians might object to their child knowing a language while participation in the global economy encourages bilingualism.

Regardless of the challenge, the United States must address the growing world language crisis, especially as world language education contributes to academic opportunities within the classroom and beyond. Not only does participation in a language help students be prepared for a rapidly changing global community but it has been shown to increase brain function, improve memory, enhance student ability to think laterally across ideas, and increase their awareness and interest in other cultures. Given this significance, this article will now turn toward an analysis and possible solutions.

### **Seeking solutions: Possible reactions to the challenges presented**

As a result of the aforementioned issues, not all teachers are equipped with essential support to teach basic world language skills to their students. Even world language education programs in well-funded districts fail to resolve the inadequacy of language classes taught in the United States. As school districts struggle to create well-developed world language programs, they are often so overwhelmed with the task of triage to keep these programs alive, that they can understandably fail to recognize possible solutions to creating a successful program. After reviewing and analyzing these issues, we have come up with a few recommendations.

First and foremost, we attend to the tenets of culturally sustaining pedagogy (Paris & Alim, 2017), which foregrounds supporting the cultural and linguistic competence of students’ communities, while simultaneously offering access to dominant cultural competence. Paris and Alim (2017) argue that culturally sustaining pedagogy goes beyond questions of “cultural relevance,” and instead requires that educators aim to sustain youth culture with its counter-dominant culture potential. This necessitates an emphasis on multilingual and pluralistic cultural ideas and ideals that help students learn how to critique dominant culture as well as their own in order to think about how to build more democratic social structures. The argument for culturally-sustaining pedagogy is an attention to the fact that teachers should not just be cultural brokers, taking up the politics of race and class in their teaching, but that there is value in recognizing the fact that marginalized communities are fully capable of creating successful citizens and that teachers need to act to sustain these cultures.

In terms of language acquisition, we begin with heritage speakers—or students raised in non-English homes who understand the heritage and language of their home culture. In attending to culturally sustaining pedagogy, we argue that heritage speakers should be elevated as bilingual individuals and provided with opportunities to expand on their existing knowledge. To be clear, this is not an argument that English Language Learners should be expected to teach English-only students. As with many culturally sustaining arguments (e.g., Paris & Alim, 2017), it should not be the burden of the minority to carry the needs of the majority. However, this is an argument that heritage speakers should be given alternatives toward language credit. Take, for example, students in one Pennsylvania district where nearly a quarter of the students speak Russian at home. In terms of language learning, the Russian-speaking students cannot deepen their home language skills and, if they decide to take a language, they are required to choose a world language to study that already exists in the school. Consequently, students end up repressing their home language and losing interest in further developing their language skills in reading and writing. Over time, this can impact students’ cultural pride, social-emotional growth, and overall home language proficiency (Carreira, 2018).

One scenario, recommended by experts, is for students whose language correlates with languages offered at the school, to be able to receive alternate credit for tutoring second language learners (Reznicek-Parrado, Patiño-Vega & Colombi, 2018) while offering credits through the school or university partnership where students will work to deepen their reading and writing skills through advanced coursework in their home language. In addition to the credit, we recommend financial compensation as possible. If we want to move away from seeing heritage speakers through a deficit lens, their skills and time should be compensated similarly to how districts might compensate any other expert. At a time when teachers are already stretched thin due to increasing class sizes, utilizing the skills of heritage speakers not only supports teachers but it also can give heritage speakers who are new to the district, or otherwise socially excluded, the ability to connect with peers.

Additionally, by elevating the bilingual abilities by using them as a source of positive influence on a subject that is difficult to many second language learners, the narrative about the value of these students in schools might begin to shift away from xenophobic norms. This shift, Carreira (2018) argues, could mean that “what happens in Spanish will no longer stay in Spanish, but will impact language education as a whole” (n.p.). Students, Carreira writes, do not experience the repression and loss of interest in their language but, rather, they experience the benefits of using their heritage language in the classroom and reinforce the value of their home culture. Practically speaking, this might mean splitting the time requirements for heritage speakers between tutoring peers and enrollment in an advanced language course that focuses on further developing their home language skills.

A second possible consideration in this crisis is the use of technology. This becomes important for districts without the benefit of heritage speakers. While technology cannot replace classroom instruction and face-to-face interaction, there are benefits of using technology to aid world language learning. In one study on the use of technology for language learning, Duolingo was used to improve language skills. Results showed that the application improves students' listening comprehension. In addition to improving students' listening skills, students were able to use the application to enhance their studying and to work at their own pace (Bastillo, Rivera, Guzmán, & Ramos, 2017). As the increased use of technology in daily life continues, student participants in the study became increasingly receptive to the application of these learning tools, especially as they were made readily available (Bastillo, et al., 2017) in several platforms (e.g., Android vs Mac). Above all, many language-learning applications, such as Duolingo, are free and/or low cost. Duolingo, for example, offers a version of its language-learning platform specifically designed to enhance the classroom, called "Duolingo for Schools," which is "completely free for students and teachers" (Duolingo for Schools, 2020, n.p.). The use of language-learning applications can allow a coalescence of growing technologies in the classroom as it relates to language acquisition. As STEM programs continue to get funding for increased technology components, it becomes more significant for language teachers to incorporate multimedia language tools into their classroom to, on one hand, demonstrate how funds for technology will be well utilized and valued in a language classroom and, on the other, appeal to a generation of students who rely on technology for a large part of their learning styles.

Aside from grammar-based tools, there are applications that allow students to immerse themselves in the culture of the language, viewing places and people from whom they might otherwise be isolated. In terms of decreasing the fear of the "other," technology offers a positive outlet to explore what might otherwise feel like the unknown. In another sense, returning to culturally sustaining pedagogy, in districts where there are only a few heritage speakers, negating the hybrid options listed above, the application of technology can allow students to reconnect with home cultures from which they might be isolated while developing their language skills. It can also allow these students to bring some information about their home cultures into the classroom through multimedia opportunities.

Finally, we recommend that districts in Pennsylvania consider participating in the Seal of Biliteracy program. The Seal of Biliteracy is a newly emerging form of bilingual recognition, and, therefore, is currently under consideration in Pennsylvania. This is a certificate that is currently recognized in thirty-eight states and the District of Columbia. The award designates that a student has "mastered standard academic English and any other language, including American Sign Language" (Seal of Biliteracy, 2020). The use of the Seal of Biliteracy helps to create standards in world language education (Abbott, 2018), as students need to perform at a proficient level on exams, such as Advanced Placement Tests (AP) and International Baccalaureate (IB) exams (The Seal of Biliteracy, n.d.). The creation of standards for such an award may help encourage a national world language education standard in the future, especially as students around the country continue working regularly to obtain awards and recognition that are similar to the Seal of Biliteracy. It also provides pathways for English Language Learners to be recognized for their accomplishments, a necessary step in encouraging culturally sustaining practices across the United States.

### **Conclusion**

Without schools taking advantage of enriching opportunities, students miss out on many academic, social, and emotional growth opportunities. For example, within a standardized curriculum, students who study a world language receive higher scores on standardized tests, such as the SAT and ACT, and AP exams (Chen, 2018). In addition to missed opportunities academically, lack of world language education also contributes to missed cultural connections and abilities to be successful in the global economy. Students learn to better understand other cultures when they study world languages, as they gain "an insider's view of another culture" (Chen, 2018). Similarly, cultural understandings gained through second language study are becoming more crucial as the United States has a growing need for multilingual individuals (Carreira, 2018). Children must begin language studies early to gain competency to allow them to keep up with the changing world (Chen, 2018). Most importantly, knowledge of a second language opens doors in the workforce, as multilingual employees continue to be highly desirable in company networking and customer outreach (Chen, 2018). In short, lack of world language education extends far beyond questions of communication.

The lack of world language education standards in the United States is at the root of the current world language crisis. The severity of the crisis becomes clearer when considering the lack of funding for language programs, inadequate standardization nationally and locally, and growing problems related to xenophobic ideas. There is hope, however, as districts consider the value and possibilities within heritage speakers, technology integration in the classroom, and the recognition of certificates tied to students' diplomas that might encourage more uniform implementation for language programs. Success in areas of world language study continues to grow in importance, as the United States is part of the global economy and changing world. Without obtaining a level of competence in a world language, students may be more limited in their job opportunities, and, perhaps more importantly in their engagement and acceptance of other cultures.

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**Advocacy Report From JNCL- NCLIS**  
**Language Advocacy Day**  
February 5-7, 2020 Washington, DC  
Submitted by: Kathy Fegely, PSMLA Advocacy Committee Chair  
& Rosalina Beard, Harrisburg Community College

Wednesday evening was an informal reception for delegates used as a meet and greet for past and new participants to the Language Advocacy Day. Forty-two states were represented at Advocacy Day; many states had delegations of at least eight representatives.

Thursday was a full day which began with a working breakfast at the Hyatt Regency, Capitol Hill, Washington, DC. Rita Oleksak, President for JNCL-NCLIS gave the welcome address followed by a congressional advocacy panel presenting strategies for dealing with meetings on the Hill in a roleplaying setting.

Bill Rivers and Trey Calvin provided delegates with detailed preparation for meeting with congressional representatives. Pennsylvania was represented by Rosalina Beard from Harrisburg Community College and Kathy Fegely, representing PSMLA. Rosalina and Kathy had appointments to meet with representatives for Senator Pat Toomey and Senator Bob Casey. Kathy also met with Representative Daniel Meuser's staffer. The focus of the meetings was to encourage support of several key bills with priority being given to encouraging House members to join the newly created, bipartisan caucus, *The America's Languages Caucus*; funding the inaugural year of the World Language Advancement and Readiness Grant Program, co-sponsoring the World Language Teacher Student Debt Reduction Act; and co-sponsoring the Biliteracy Education Seal and Teaching Act (The BEST Act). All staffers were attentive, gracious listeners who expressed an eagerness to support world language education. Reports were submitted to JNCL-NCLIS after the meetings regarding the reception of the message.

A suggestion was made by Senator Toomey's staffer that Pennsylvania World Language teachers should try approaching the PA Department of Labor about our need for a World Language Coordinator and the Seal of Biliteracy.

A question asked regarding the state of world languages in Pennsylvania were not able to be answered: How many language programs are offered and at which levels in the state?

Ohio and West Virginia provided sample newsletters available on their webpages but presented as hard copies to their representatives and senators giving data and anecdotes regarding world languages in their state.

Some states invite the ACTFL president and executive director to their conferences.

It was recommended that constituents visit town hall meetings hosted by their senators and representatives. PSMLA members could contact their local representative for the House and encourage him/her to join The America's Languages Caucus. ([www.languagepolicy.org/americaslanguages](http://www.languagepolicy.org/americaslanguages))

The Language Links reception and presentation of awards was held Thursday evening. The Rush D. Holt Award for language service to the Nation was presented to Representative Jim Langevin from the state of Rhode Island. The James E Alatis Founder's Award for a long and distinguished career advancing America's Languages was presented to Christine Schulze, executive director of the Concordia Language Villages. The J. David Edwards Power of Advocacy Award, was presented to Toni Theisen for her grassroots advocacy and her involvement at all levels of World Language learning.

Friday's Keynote address was presented by Everette Jordan from the Department of the Treasury who shared his experiences with languages at the international level. Following the welcome address, each state shared about their experiences on Capitol Hill by submitting a short video to Flipgrid, available for all participants to view. A question and answer forum moderated by Amanda Seewald followed with six participants giving ideas for world language advocacy at the local level as it pertains to their situations. The closing speaker was television journalist Vincent Makori from Voice of America who shared his experiences with language learning and the advantages this has made in his career.

Rosalina and Kathy agreed that Pennsylvania needs to develop goals and a timeline to achieve those goals in advocating for world languages at the state level. We believe that a state advocacy day in Harrisburg is a must to begin improved communication with local state representatives and senators. This needs to be a collective effort of all world language instructors in the state. We feel that a cohort of world language groups from across the state might be useful in establishing concrete, attainable goals in a setting such as a five-year plan. We believe that it would be beneficial to have back-to-back sessions at the conference with JNCL-NCLIS directing strategies in general and interested prospective PA advocates sharing and developing concrete goals immediately after the first session.

Delegates to Advocacy Day were reminded that their local senators and representatives at the state level may have no idea what reforms in world language are occurring at the national level. Therefore, it is our job to keep them informed.

The ideas and discussions that occurred at Advocacy day will inform continued discussions by the PSMLA Advocacy Committee.

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For further information on Advocacy in the Commonwealth, please visit our webpage:  
<https://psmla.org/advocacy-commonwealth>

# Call for Submissions – Peer-reviewed Articles

## Pennsylvania Language Forum (PLF): Peer-review Process

**Aim and Scope:** *Pennsylvania Language Forum* (PLF) is PSMLA's annual publication. Beginning in fall of 2020, the journal will feature a selection of original scholarly articles that are chosen by a peer review process.

The Editorial Board of *Pennsylvania Language Forum* (PLF) welcomes original scholarly, research-based articles that address issues directly related to world language teachers in Pennsylvania. Topics may include original, empirical research studies and application of high-leverage practices in the World Language Classroom. Peer-reviewed articles should maintain a classroom relevance for world language educators at all levels in Pennsylvania. Articles focusing on language proficiency development are also of interest. Articles on literary topics or interdisciplinary topics are welcome, provided the article is focused on classroom applications. Dissertations should be refined and re-focused, as dissertations are too long and detailed for a published article.

**Peer-review Process:** All manuscripts follow a blind review process and are first reviewed by the editor(s) of the journal and then sent for blind review by members of the Editorial Board.

Manuscripts must follow the submission guidelines below.

### Manuscript Preparation Guidelines

1. Submissions must be original work that has not been previously published or be presently under review by another journal.
2. Submissions must be written in standard academic English. Authors should follow APA guidelines consistently. Use [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) as a reference as needed.
3. All submissions are initially read by the Editor(s) (first review) and then if deemed appropriate and *all* guidelines were followed, sent out to a group of appropriate experts for blind review. Submissions should include a title page as a separate document that includes:
  - a. Article Title
  - b. Article abstract
  - c. Name(s) of author(s)
  - d. Affiliation(s)
  - e. Language(s) taught
  - f. Intended level(s), when relevant
  - g. Release Form(s) (available at <https://psmla.org/pennsylvania-language-forum>)
4. The anonymity of the author(s) *must be ensured* by removing all identifiers from the manuscript. This can be done by referring to any identifying information as "Author X, University X, etc.)
5. All manuscripts must be submitted as .doc, docx, or rtf files. Use Times New Roman 12 point, double space.
6. Tables and Figures will be numbered sequentially and need to be prepared as either WORD or *jpeg* files. (Do *not* use *pdf* files for tables and figures.) They need to appear at the end of the article following References. Place a note [insert Table X/ Figure Y here] in text to indicate their suggested locations.
7. All in-text quotes require page numbers or paragraph sources for nonpaginated sources. Use *italics* for emphasis; not quote marks.
8. Word limitations are as follows: Title [15 words]; Abstract [150 words]; Key Words [5]; full article, [approximately 5,000 words (roughly 15 pages)].
9. Submissions must be submitted online using the submission link on the PSMLA website <https://psmla.org/pennsylvania-language-forum#call>
10. All submissions will be acknowledged by the Editor(s) within 2 weeks of receipt.
11. Authors are responsible for securing publication rights when using images.

Submissions for the peer-reviewed section of the journal should generally include the following Sections:

- Introduction
- Literature Review
- Methodology
- Discussion or Results
- Implications for the Classroom
- Conclusion
- Acknowledgements
- Reference / Works Cited

Additional article types may be accepted but should follow the general constructs of academic research and be applicable to the World Language Classroom in Pennsylvania.

	<b>Exceeds</b>	<b>Meets Expectations</b>	<b>Further Development Required</b>
<b>Relevance</b>	Article is very relevant and timely both to the Aim and Scope of the PLF and World Languages.	Article is relevant to Aim and Scope of PLF but some improvements should be considered by the editor(s).	Article topic not relevant to Aim and Scope of PLF.
<b>Citations</b>	Article is well cited, following APA citation guidelines as identified in the Author instructions.	Article is well cited, following APA citation guidelines, but there are a few errors that will require attention from the editors,	Article is missing citations or citations are largely inaccurate.
<b>Mechanics</b>	Article is very well-written, free of typographical or structural errors.	Article is well-written and free of typographical errors but may have a few sections that will require the editor(s) attention.	Article contains significant typographical errors or structural errors beyond what the editorial process can support.

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## Pennsylvania State Modern Language Association