Pennsylvania State Modern
Language Association

TABLE OF CONTENTS

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 15 to be considered for publication in the Spring issue of PLF or by August 15 for the Fall issue.

Contributors have the option of submitting their articles for peer review. To learn more about that process, please see page 48 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). All other questions may be directed to Christina Huhn or Nathan Campbell, Co-Editors of PLF, at PALanguageForum@psmla.org.

John Grande
President
Pennsylvania State Modern Language Association

I am sure by now that we are glad to be in April and not October! We have worked our way through this year in virtual, and/or hybrid schedules. And we have "flexed" whenever necessary… often at a moment's notice! Our focus has stayed strong and steady.

We are not sure what the future holds for us, but we know that we will embrace the changes and strive to move forward providing our students with the best in classroom learning.

As I continue with my presidency, I am amazed and proud of my fellow PSMLA members who have quickly prepared and shared with us their expertise in turning our classrooms into a virtual learning hub for children of all abilities. By the way, those webinars and workshops have been recorded for us to review and revisit when we need a refresher! They are on our webpage at www.psmla.org and are updated regularly. Our PSMLA colleagues have shared their tech knowledge with those who attended the webinars and workshops and contributed articles to the PLF. They have even made themselves available for one-on-one tutorials! You know who you are...and we thank you!

Spring brings new beginnings and a time to recognize the achievements of distinguished students and teachers. Please visit our webpage at https://psmla.org/awards and make sure you utilize the nomination forms available for recognizing those exceptional students and teachers in your life. Congratulations to the PEP schools for your efforts and achievements. Thank you for being a model for us to follow!

We are preparing for our Fall Conference. The theme is "Addressing the Moment: Bridging Differences with Languages". Please save the dates on your calendar! This virtual conference will begin with a keynote on Wednesday, October 13, and continue through Saturday, October 16. We are planning several virtual sessions after school hours each day so that all teachers will be able to attend. Stay tuned for more details as we get closer to the date.

And finally, as we continue to adjust to our new normal, it is my hope that we continue to strive toward social justice for all and cultural understanding of all those who touch our lives every day within and outside of our classroom walls.

All the best,
John Grande

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

Welcome to the Spring 2021 issue of the *Pennsylvania Language Forum*!

In this edition, you will once again notice a blending of the PSMLA Newsletter and the *Pennsylvania Language Forum* (PLF). This combined format will continue to provide information on current activities from PSMLA with articles contributed by your PSMLA colleagues. PSMLA's president also offers his thoughts on the current status of world languages in the state of PA.

As we reach the one-year mark in this unprecedented and uncertain time in education, there is a light beginning to appear on the horizon, and many discussions have begun about what our world may look like as we figure out our future. Not unlike other times in history, a renewed focus on the value of language learning may be taking shape.

In this issue, we present several pieces that contribute to this "new now". To begin, our educational system has embraced technology in a way that has never been seen in our lifetime. As our teachers and schools evaluate the positive contributions of that technology, we present Cherie Garrett (Dallastown High School) and Silvina Orsatti's (University of Pittsburg – Greensburg) "**Tech Tools**" (Cherie Garrett, Dallastown High School) and "**Technology seeds**" (Wilma Dunkle, Cherie Garrett, Edith Guay, and Silvina Orsatti) which represent the first installment of a series on technology for our readers. These tools can be used to support effective pedagogy and classroom environments like never before.

Cherie also chairs PSMLA's **Advocacy Committee** and offers a summary of the ongoing efforts in support of World Languages through JNCL-NCLS and recent legislation, and Jan Stewart's work with Global Scholars and **Global Educators** is forward thinking and globally focused!

Second, we present Dr. Arcides Gonzalez and Amanda Banks' (California University of PA) contribution on **placement testing** and articulation. Many students take their required secondary language classes early in their high school years and then interrupt the essential continued sequence of study before arriving at universities. It is beneficial to all levels to consider placement testing options of the universities they will attend. This article offers information on placement testing offered by universities within the Pennsylvania State System of Higher Education (PASSHE), along with contact points for each institution. Many college majors and then do not continue their study, arriving at universities to find they have to begin anew.

Last but certainly not least, Rich Madel (Colonial School District) provides a detailed article on the **application of second language acquisition (SLA) research** to inform a student-centered, communicative approach to his classroom. His article discusses some of the reasons K12 teachers may be reluctant to conduct research in their classroom and offers practical suggestions for those interested in doing so. We hope you enjoy this Spring issue!

Christina and Nathan, your co-editors
palanguageforum@psmla.org

2020 PSMLA Teacher of the Year

Barbara Kurtz

PSMLA named Barbara Kurtz its 2020 PSMLA Teacher of the Year. Unfortunately, we were unable to honor her appropriately at our annual fall conference, but she was no less deserving of this important award. Congratulations, Barb!

Barbara Kurtz has taught Spanish in grades 1-12, but happily resides at the 9th-12th grade level at Meadville Area Senior High School in northwest Pennsylvania. She considers it both a great privilege and a tremendous responsibility to introduce her students to new languages, new cultures, and new ways of learning. As a teacher, Barb ponders, "How can I best help my students to see the world, to be curious about other languages and cultures, and to learn to learn for themselves"? Her answer is clear: she must model what she desires to see in her students.

Barb is a role model of work ethic to students and colleagues. She strives for excellence in and out of the classroom, constantly working to improve her practice. She will readily confess, she cannot resist a challenge, a trait that has led to unforgettable milestones: achieving National Board Certification and Renewal and being recognized as a Finalist for the 2018 Pennsylvania Teacher of the Year.

In addition to teaching, Barb advises Spanish Club and Key Club, and serves with her school's Attendance Team, communicating with students and families to find ways to improve attendance and academic success. In addition to PSMLA, Barb enjoys membership in the Pennsylvania Association for Educational Communications and Technology (PAECT) and the National Network of State Teachers of the Year (NNSTOY-PA). Barb mentors and speaks to pre-service teachers through the NSTOY-PA TEACH program, and presents at conferences, addressing topics such as language education, classroom connections, professionalism, and of course, her favorite, technology in the classroom. She also blogs about education topics and has written guest blogs for Alice Keeler and Jennifer Hogan.

When you speak with Barb, ask her what she has learned recently. The answer may be unexpected, as her learning pursuits include crochet and woodworking, and she hopes to add welding to the list soon. And it is certain that she is reading three or four books at any given time. What new adventure awaits, just beyond the next horizon?

Connect with Barb online!
ShareableSpanish (website)
Barbara Kurtz: Teacher Mentor (Blog)
@BJKURTZ (Twitter)
Barbara Kurtz (Facebook)
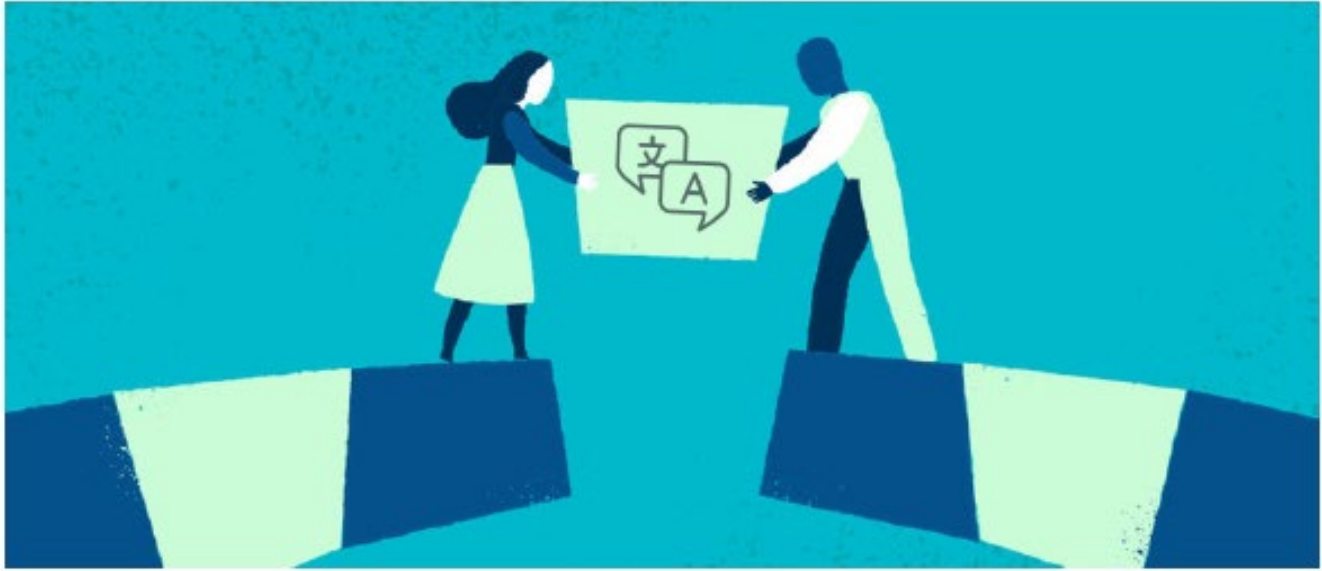
PENNSYLVANIA STATE MODERN LANGUAGE ASSOCIATION PRESENTS

ADDRESSING THE MOMENT: BRIDGING DIFFERENCES WITH LANGUAGES

A VIRTUAL CONFERENCE FOR LANGUAGE EDUCATORS

SAVE THE DATE!

Thursday, October 14 through **Saturday, October 16**
Keynote Presentation on **Wednesday, October 13**
TO SUBMIT A PROPOSAL OR FOR MORE INFORMATION, VISIT

WWW.PSMLA.ORG

Teacher Reflections from a Year of Pandemic Teaching

We asked educators around the state to share their reflections on this school year and teaching during a pandemic. Here are a few of their thoughts.

Adjusting my teaching methods so that my resources are nearly 100% online. I can't use songs like I normally would teach my students certain vocabulary.

Students online are struggling. I'm trying to keep student interest, but it can be difficult when my virtual students are having difficulty. The in-person students recognize that and don't want to work with them.

What has been the biggest challenge that you have overcome this school year?

When we were faced with full virtual learning at the beginning of the school year, I realized how much of my curriculum was based on classroom manipulatives, games, group work, etc. I had to use technology and be very creative to still try and have some semblance of my usual "classroom environment."

Discerning when extensions to deadlines are beneficial or practical for students and when they're enabling poor executive skills

Lunchtime walks with colleagues and after school exercise.

Take things one day at a time!

Disabling my work email account from my personal devices and being mindful of my contractual hours.

Regular exercise and chocolate have saved me!

What has been your 'go to' for reducing stress amid this high-pressure school year?

Escapism, not the healthiest option but the easiest. When I have a better grip and more time, I go hiking.

Face masks and early bedtime!

My three "go to" things for reducing stress this year have been: talking, complaining, and laughing with coworkers, coloring, and reading.

I will definitely use more interactive games/technology in the future. I think most kids have adapted to all the different types of technology and can find it engaging.

After this school year, I am going to continue using Schoology and Classkick to simplify grading and for immediate feedback. I found these learning tools to be invaluable through this experience.

Online assessments --so much easier to grade!

All the amazing technology-based lessons for promoting and teaching world languages.

What is one change in your teaching from this school year that you will continue to use in future school years?

I will continue to provide online materials for students that are absent or missing class for multiple days.

Creating weekly agendas!

I have created several videos explaining various grammar concepts. I will continue to use those as a means for students who need extra help.

All my presentations and resources are now using Google slides or other Google products so they can easily be shared with students who need to be absent from the classroom.

Digital rubrics for summative assessments.

I have had students record more speaking assignments at home due to mask-wearing in school, and have been thrilled with my students' less inhibited, more creative efforts!
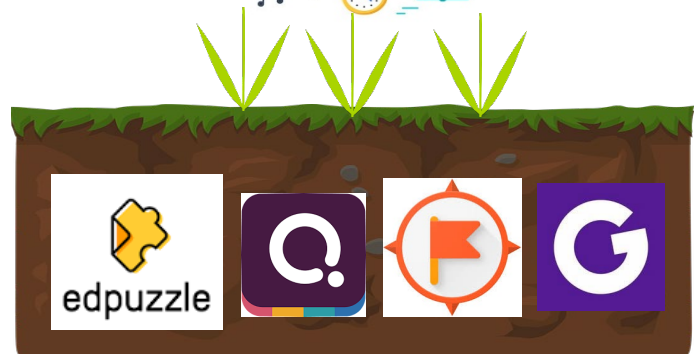
Seed Pack #1

Gardeners:

Wilma Dunkle, Cherie Garrett, Edith Guay, and Silvina Orsatti

Gimkit @ gimkit.com => Students answer questions at their own pace and earn in-game cash when they answer correctly. The questions are cycled multiple times in the game to ensure mastery.

Edpuzzle @ edpuzzle.com => Upload a video or pull one from an online resource. Select stopping points to check comprehension by adding questions in various formats including multiple choice and open-ended, with options to supplement with links to external sources, audio, and visual additions. Closed captioning may be disabled for a more authentic listening comprehension experience.

- A library of premade videos with questions is available. Teachers can tailor new and premade videos to their class
- Teachers can set up classes and assign a

Google Expeditions (app)

- *Virtual reality* expeditions (visuals with descriptions and questions) for interpretive reading/viewing activities
- *Augmented reality* expeditions for interpretive viewing activities

Make Beliefs Comix @ www.makebeliefscomix.com => Students express their ideas and stories in a comic strip. They choose from numerous pre-drawn characters, backgrounds, objects, etc. and then add the text. Great for basic conversations, telling a story, and explaining historical events!

Quizizz @ quizizz.com => Quiz synchronously or assign asynchronous homework with multiple-choice, open-ended, or fill-in-the-blank questions, polls, or check-box responses. Picture prompts are available in the free version with audio and video capabilities in the premium version.

- Incorporate a quiz into your Quizizz slideshow to make it interactive
- A library of premade quizzes is available

College & University Spotlight

Institution Name & Location:
Kutztown University, Kutztown, PA

Department Website:
KU: Modern Languages Department

Contributed by: Nancy Zimmerman, D. Ed., Associate Professor of Spanish

Approximate number of Modern language majors in programs: 16-30

Modern Language Programs

- *Majors related to German & Spanish*
- *Options in each language:*
  - *Bachelor of Arts*
  - *Bachelor of Science in Secondary Education (certification)*
- *Minor option for German & Spanish*
- *Minor in Spanish for Modern Business*
- *Courses in French & Chinese*
- *(New) Spanish-speaking Heritage Learners course (more courses are under development as demand grows)*
- *Multiple learning modes available*
  - *Online*
  - *Face-to-Face*
  - *Asynchronous*

Study abroad

- *Credit towards a major or minor*
- *Options to study a semester, summer, or year-long*
- *Scholarship offerings for study abroad*
- *Current destinations:*
  - *Hildesheim, Germany*
  - *ICADS, Costa Rica*
  - *Valladolid, Spain*

Modern Language Majors at PSMLA, State College, PA

Summer Courses

Summer programs are available through the various study abroad programs in:

- *Valladolid, Spain*
- *Austria*
- *Costa Rica*

KU Study Abroad Students in Hildesheim, Germany

Scholarship Opportunities

- *Available for students in all languages*
- *Program specific grants for students to attend conferences and workshops*
- *Additional study abroad scholarships*

Links

KU's Language & Culture Studies Dept.
(check it out for a more in-depth look at their programs and course offerings)

Scholarships and Awards

Video: Spanish as a Heritage Language

Students participate in Community Outreach

What makes Kutztown´s Modern Language programs special?

Our faculty has fostered a nurturing, caring community that welcomes a diverse group of second language learners, heritage learners and native speakers alike. Many students say that coming to Kutztown and being a part of the Modern Language Studies Department gives them a sense of family and belonging.

This community extends from our own faculty and language learners to area K-12 students and teachers who are invited to attend and participate in a multitude of cultural events hosted by the department (see photo). It was noted in our five-year review that the extended community only had the best things to say about career fairs, high school outreach, teacher education, and other initiatives by the Modern Language Studies Department.

Top Technology Tools for Teaching World Language in a Hybrid or Virtual Classroom

Cherie Garrett, Dallastown Area High School

Teaching during a pandemic has made technology an essential tool for engaging all learners to present information, to engage in the target language, to check for comprehension, and to assess interpretive and communicative skills. Thus, having a variety of tools is now a necessity whether teaching remotely, in a hybrid model, or with students socially distanced in the traditional brick and mortar classroom. With so many tools available, which are the top technology tools to teach students a world language?

One of the most effective tools for presenting new information is Pear Deck. By using Pear Deck, teachers can embed questions within a presentational slide show so students can demonstrate their understanding throughout the lesson. Through a mixture of multiple choice and short answers questions, drawing and pinpointing markers, or typed responses which can be viewed by the teacher and/or projected to the class. This provides valuable input to both the teacher and the students and is effective at keeping students engaged for the entire presentation. Another way to present information is to use EdPuzzle videos, which are videos in English or the target language that have questions embedded to assess for comprehension. As with Pear Deck, EdPuzzle activities can be completed either as a whole class or individually and is a top tool for maximizing student engagement.

Once information is presented, it is essential to provide opportunities for students to engage with the content. One effective way to engage students is with interactive games such as Kahoot, Quizziz, or Quizlet Live; however, many students may get frustrated with not being the quickest at responding. Therefore, a great alternative is Blooket or Gimkit, which allow students to trade up, swap points, or take a percentage of classmates' earnings. This keeps all learners engaged since anyone can place in the final standings. Nonetheless, one limitation of the game modes within these apps is that they are mainly used for recognition, Whereas, however, Pear Deck vocabulary requires students to create with the vocabulary. To accomplish this, students are paired into a day shift and night shift and work together (in-person or remotely) to create flashcards containing an original sentence and an illustration of the sentence. The flashcards are then sent to quality control where the teacher and/or students approve or reject the creation. One perk of using this feature in PearDeck is that the approved flashcards can then be exported and saved as Quizlet flashcards so students can study them for further practice.

Other than through competitive games, there are many other effective ways to engage students with interactive activities. Two outstanding internet sites that include a plethora of different

templates are Flippity and Wordwall. Flippity has templates for virtual bingo, board games, quiz games, spinning wheels, mad libs, word cloud, and more. Once flashcards are made on Flippity, they can be easily imported and used in any of the other templates. Although Wordwall has a limit of 5 usages with the free version, there are excellent templates for group sorts, matching, whack-a-mole, labeling diagrams, and quizzes and provides different ways of practicing content.

In addition to using online activities, it is also necessary to have technology tools for students to share information virtually since using shared materials in collaborative groups for brainstorming, categorizing, and sharing information, creating timelines, and labeling maps is now discouraged. Fortunately, these tasks can easily be done using Padlet or Jamboard. Teachers create a board with a topic and/or image, and then the students add post-it notes to demonstrate their knowledge. Since the teacher has the ability to edit the post-its, error correction can occur quickly and without the students knowing the owner of the original post-it. The benefit of these two technology tools is that it allows students to work together as a class while the teacher acts as a facilitator. The posted information can then be discussed and/or used for higher-level tasks.

Since teacher time is limited, especially due to the shift of teaching during a pandemic, it is essential to have some activities which are automatically graded without teacher input. Google forms and EdPuzzle, when used with multiple-choice questions, are a great way to provide immediate feedback to students. Also, self-grading activities from *conjuguemos.com* are available in numerous languages to practice vocabulary, grammar, and listening comprehension (Spanish only). Using these types of assessments then affords teachers time to provide feedback on students' presentational and interpersonal skills.

Both Flipgrid and Screencastify are video recording tools that can be used to demonstrate students' spoken proficiency. When these tools are used in conjunction with rubrics that can be posted on Google Classroom, the video presentations can be graded in a minimal amount of time. Adding a rubric to Google Classroom can be done when posting an assignment on Google Classroom by clicking on "+ rubric" which is found under the topic. Teachers can then create their own rubric which can then be re-used for other assignments. When grading an assignment, the teacher merely clicks on the grade for each category to display feedback. Moreover, teachers can use Mote, a chrome web extension, to leave verbal feedback instead of typing comments. Two advantages of Mote are that students can hear the correct pronunciation left by the teacher, and students get more listening experience when deciphering the teacher's feedback in the target language.

A major transformation in education has taken place over the last year (2020) due to teaching during a pandemic, and teachers are now charged with the task of teaching students who are learning from home, attending in-person, or who are learning in both scenarios. As a result of these challenges, technology tools have become an integral part of education and have empowered world language teachers to reach all learners during a time when communication and cultural understanding is more important than ever to overcome a global pandemic.

PSMLA Global Educator Certificate: Recognizing Excellence in World Language Educators

Jan Hostler Stewart, D.Ed.,Adjunct Professor, Seton Hill University

PSMLA Secretary and Global Scholars Facilitator

Educators provide opportunities for students to grow academically, socially, emotionally, and personally. They provide learning scenarios that inspire and challenge. And what could be more important than to prepare students to lead and contribute on local, state, national, and global levels? Contributing on a global level is not a lofty idea in the 21st-century. International news, cultural and economic information, and entertainment are constantly available at our fingertips on personal devices and streamed into our homes.

World language educators work daily to promote the development of interculturality, cultural competence and tolerance, the understanding of global perspectives and interdependence as well as language development in their students. These attributes are inherent in the study of a second (third or fourth) language. ACTFL recognizes that,

> "In the 21st Century knowing a second language is not only beneficial, but necessary for success in life"

"In the 21st Century knowing a second language is not only beneficial, but necessary for success in life. The continual globalization of the world's economy is bringing diverse cultures and communities into more frequent contact with each other. The ease of global travel and the internet have collapsed the barrier of distance that once kept the world's communities separate."

"Employers and businesses are seeking applicants who can navigate the modern global economy. It is through learning another language that students can develop both these skill sets. Learning another language also provides many other benefits including greater academic achievement, greater cognitive development, and more positive attitudes towards other languages and cultures. Simply put, language learning is necessary for students to effectively function in the modern global marketplace."
(ACTFL, n.d.)

To these ends, many world language educators take learning beyond the classroom for added benefit to the students. Such is the case in the Commonwealth of Pennsylvania where PSMLA Global Scholars advisors from 26 Pennsylvania schools have implemented the PSMLA Global Scholars

program. During their high school experience, the students in this program commit to meaningfully select interdisciplinary studies and activities with a global focus that will lead to developing global awareness and competency and better prepare themselves for personal and professional success in an increasingly global society.

Critical to implementing and sustaining the program as well as mentoring students through the program in each high school is the PSMLA Global Scholars advisor. PSMLA is proud to recognize the efforts and dedication of the advisors who have supported the PSMLA Global Scholars program in their schools to lead to PSMLA Global Scholars graduates in two consecutive years with the PSMLA Global Educator Certificate. The PSMLA Global Educators Certificate is valid for 2 years after which these same teachers will be eligible to again receive this designation.

In addition to the evident commitment of the PSMLA Global Scholars advisors to work toward the enhancement of students' academic growth, in these unusual times of challenges of alternating between face-to-face, hybrid, and remote learning, they have been adapting their instructional and learning strategies as well as the strategies to guide students through the PSMLA Global Scholars program process.
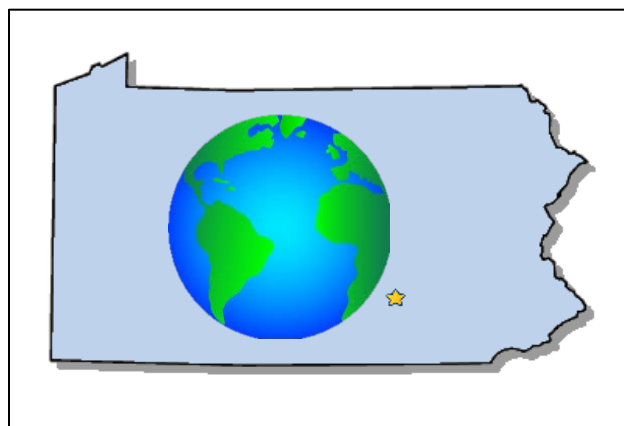
The PSMLA Global Scholars program was piloted in 2015 along with similar programs at the high school and college levels throughout the country. The program is designed to be compatible with the existing curriculum and activities in each school and community. No new courses are necessary. While is it a 4-year program in which students complete the requirements of 4 sets of components which include academic courses, extra-curricular activities, service hours, and literature and media reviews, many students complete the criteria in fewer than 4 years. In fact, in the first year of the program, three Pennsylvania students were able to apply what they had already achieved during their high school years and complete the remaining criteria to graduate as PSMLA Global Scholars in just one school year! The number of PSMLA Global Scholars graduates has grown steadily from 3 in 2016 to 121 in 2020.

Congratulations to these 17 Pennsylvania world language educators who are the first to be awarded this honor. The PSMLA Global Scholars advisors who are recognized as PSMLA Global Educators in 2021 are (in alphabetical order):

1. Theresa Andreucci — *Saucon Valley High School*
2. Kelly Barone — *Fox Chapel Area School District*
3. Joan Bastian — *Selinsgrove Area High School*
4. Karen Belcastro — *Chartiers Valley High School*
5. Patricia Dánnunzio — *Plymouth Whitemarsh High School*
6. Laura Fleischer Proano — Highlands High *School*
7. Cherie Garrett — *Dallastown Area High School*
8. Stacy Hart — *Avonworth High School*
9. Casey Hoffman — *Governor Mifflin Senior High School*
10. Danielle Llerena — *Norwin High School*
11. Beth Marsiglio — *Shaler Area High School*
12. Donna Montich — *Penncrest High School*
13. Melissa Reagle — *Avonworth High School*
14. Erica Shafran — *Hempfield Area High School*
15. Karen Snyder — *Kennard-Dale High School*
16. Kerrie Tonet-Berlin — *Franklin Regional High School*
17. Katie Zalewski — Greater Latrobe High School

This opportunity can be implemented free of charge in any PSMLA member's high school. For more information about the free PSMLA Global Scholars program and help foster students from your district to expand their perspectives and prepare to participate on multiple levels in the school, local, state, national, and global communities, please see https://psmla.org/global-scholars .

References

American Council for the Teacher of Foreign Languages. (n.d.). *Benefits of language learning*. Retrieved from https://www.actfl.org/resources/guiding-principles-language-learning/benefits-language-learning

World Language Placement at the 14 PASSHE Universities

Arcides Gonzalez. Ph.D., California University of PA
Amanda Banks, California University of PA

In order to facilitate language proficiency development, students must have the opportunity for sequential, articulated sequences of study (ACTFL, n.d.). Students who, for example, take required language study early in their secondary studies and then stop language classes until they arrive at a university interrupt this key sequence. Many college majors and university programs offer opportunities for students to pursue language study simultaneous to their degree, increasing their marketability; the interruption in this sequence of study may slow that process.

As students enter universities, language placement exams allow universities to place incoming students at the appropriate language level for their course of study. There are benefits to the students as well as to the university and the department offering the languages. For the student, it means getting credit for prior learning, that is, depending on how well the student does, the institution can place the student at a higher level or permit the student to satisfy a university language requirement. In certain instances, the institution may grant the student credit towards their degree. This is the case, for example, with the CLEP exam. Language credit has been around for a long time. The CEEB, or the College Entrance Examination Board, has been in existence since 1901. (Hacsi, 2004) The CEEB developed the AP exam, which allows students to get up to 9 credits towards their college degree. (Hacsi, 2004).

Students often study languages before attending the university, whether it is at the elementary, intermediate, or secondary levels. Universities are well aware of this and have developed *internal* or adopted *external* placement exams or other methods, which allow their entering students to find the appropriate level to begin their language study. Some schools simply allow the student to self-place, that is, based on the number of years the student has studied the language they can enroll in a course at a level beyond the first elementary language course, be it second semester or intermediate, second-year language study. Depending on the student's abilities, they may even place at a more advanced level, which allows them to pursue maximum proficiency in a shorter span of time. A placement assessment also allows a student to test out of a language while satisfying language requirements. In some cases, students who take 3+ years of HS language are considered to have met graduation requirements, which is the case at Millersville University or Shippensburg University.

Within the Pennsylvania State System of Higher Education (PASSHE), each university approaches world language placement differently. Appendix A provides a list of the ways in which

schools in the PASSHE system grant language credit or place students in their language programs. Language placement evaluations are used to help students satisfy their language requirements or further their language study. For schools that do not have a language requirement, these assessments provide incentive for those who wish to pursue further language study for their own benefit or to gain an edge when looking for employment in their chosen career. For example, a student who has already developed language skills but plans to work in a field with Spanish-speaking populations. As indicated in the table, a number of parameters were considered such as internal or external methods of placement. It is evident from the table that language placement varies greatly across PASSHE Universities. Some schools have their own internal or other methods for language placement and providing language credit or satisfying language requirements; others let the students self-place, while still others don't have any placement or requirement at all.

It behooves students applying to universities to find out about college language requirements and what they can do to satisfy them even before starting their university studies. It saves them and their parent's money, time, and energy, especially if they are awarded credit for the language they studied. They can do this, for example, by taking the CLEP exam. Many universities in the system allow credit by CLEP. California University of PA, for instance, grants up to 6 credits depending on the exam score. Other assessments such as AP, OPI, SOPI, or CBE are relatively inexpensive and can save students and their parents thousands of dollars of college tuition.

Finally, it is of great benefit for universities to have placement assessment as it serves as a recruiting tool, especially if they give the student credit for the language taken in High School, in an AP class, or on a CLEP exam. Additionally:

- Students can pursue more advanced courses of study by taking and doing well on a placement exam, which allows them to continue their sequence of study, rather than repeating previous courses.
- Students are therefore more successful and have ample opportunities to develop greater proficiency in their more advanced courses.
- Opportunities to earn college credit for prior learning may also draw a student to study within one of our PASSHE schools.
- Students may be able to graduate sooner if they can more quickly earn the number of credits they are required for graduation. This supports university-level graduation rates, which is beneficial if universities use graduation as a metric for funding and/or recruitment.

In conclusion, having a clear placement testing policy and procedure is useful for both students and our universities; it is a win-win situation for all.

Glossary

ACE: American Council on Education. Provides college credit recommendations based on the results of an official Oral Proficiency Interview conducted by LTI. https://www.acenet.edu/Pages/default.aspx

AP: Advanced Placement. Test taken at the end of an AP class. Based on the level obtained, a student can get college level credit. It is offered by the Education Testing Service (ETS): https://apcentral.collegeboard.org

CAPE or **WEBCAPE**: Computer Adaptive Placement Exams. Measures level in French and/or Spanish and places you based on your skills. It is a strictly multiple-choice test, with no listening or speaking parts. The university can provide it (see Millersville, IUP or West Chester in the table.) It is also available at: https://emmersion.ai/products/webcape/

CBE: Credit by Exam. Usually, the institution develops the exam. **PLA** (Prior Learning Assessment) is also grouped in this category.

CLEP: College Level Examination Program. Credit-by-examination program in existence for over 50 years and administered in over 2000 test centers. It allows students to demonstrate mastery of college-level material and earn college credit. (https://clep.collegeboard.org)

DANTES: Defense Activity for Non-traditional Education Support. Helps service members pursue their education by providing funding for DSST exams. https://www.dantes.doded.mil

DSST: DANTES Subject Standardized Test. Based on the score on the DSST exam, students earn college credit. Developed by the **DOD** (Department of Defense). https://www.dantes.doded.mil; https://www.getcollegecredit.com/

IB: International Baccalaureate. **IB** offers programs in core areas, including languages. Based on the score obtained, usually 4 or higher, universities can award credit. https://ibo.org

OPI: Oral Proficiency Interview. Oral interview assessing a speaker's proficiency level from beginner to superior. Person gets credit or is placed based on the level of proficiency obtained. The one given by ACTFL (online or in person) is very well known: https://www.actfl.org

SOPI: Simulated Oral Proficiency Interview (online). Similar to the OPI. Provides a score based on speaking proficiency. Institutions may purchase it for use in their language programs. Berlitz also offers it: https://www.berlitz.com

WPT: Writing Proficiency Test. This is the writing equivalent of the OPI. It is also given by ACTFL: https://www.actfl.org

References:

Hacsi, Timothy A. (2004). *Document-Based Question: What Is the Historical Significance of the Advanced Placement Test?* **Journal of American History**: Mar2004, Vol. 90 Issue 4, pp 1392-1400.

American Council on the Teaching of Foreign Languages (ACTFL). https://www.actfl.org/resources/guiding-principles-language-learning/articulated-sequences-language-learning Accssed on April 1, 2021

PASSHE Language Placement Requirements							
University	**Language Placement**	**Internal testing**	**External testing**	**OPI**	**Other Methods**	**Lang. Dept. chairs/advisors/ contacts**	**Lang. Dept. websites**
Bloomsburg University	Required for levels above 101	Internal, in-person (no online) placement testing.	N/A	OPIs are not required for placement.	In-house testing not only places students at appropriate level, but they can also test out of a lang. while satisfying lang. requirements.	Dept. chair: Dr. Christopher Donahue cdonahue@bloomu. edu 570-389-4714 ; Dept. sec: Roni Naparsteck 570-389-4750	Bloomsburg University. Department of Languages & Cultures: https://bloomu.edu/languages-cultures
California University	Recommended, not required	French - self placement; Spanish - interview & placement test (in-person or online). Students scoring 90% & above are placed in interm. level, scores btwn 70-90% are placed in 2nd semester level. Also have a D2L test; Arabic - no test	N/A	OPI (ACTFL) for Arabic	Can use CBE/WPT/CLEP exams to challenge course; if over 70%, receive credit and place at higher level. PLA for Arabic	Dept. chair: Dr. Michael Slaven; slaven@calu.edu; 724-838-4035 Dr. Arcides Gonzalez, gonzalez@calu.edu 724-938-4485 Michael Perrotti, perrotti@calu.edu 724-938-5678 Dr. Andrea Cencich, cencich_a@calu.ed u 724-938-5664	California University. Department of Humanities: https://www.calu.edu/catalog/current /undergraduate/academic-departments/humanities/index.aspx

PASSHE Language Placement Requirements							
University	Language Placement	Internal testing	External testing	OPI	Other Methods	Lang. Dept. chairs/advisors/ contacts	Lang. Dept. websites
Cheyney University	Not currently offering foreign languages.	N/A	N/A	N/A	Previously used WebCAPE placement exams. Also accepted CLEP and AP exams.	Dr. Norma George ngeorge@cheyney.edu	Cheney University. Department of Humanities: https://cheyney.edu/academics/academic-departments-programs/curriculum/
Clarion University	Strongly recommended even for transfer students.	Clarion U. Language Placement Exam (online)	No external testing required.	OPIs accepted, not required. Decisions based on OPIs, AP, & misc. language tests are left up to the Registrar.	CLEP exams; AP exams	Dept. chair: Dr. Leah Chambers, lchambers@clarion.edu, 814-393-1642; Dr. Katy O'Donnell, kodonnell@clarion.edu, 814-393-1642; Ms. Sue Gourley, sgourley@clarion.edu; Dr. Yun Shao, yshao@clarion.edu	Clarion University. Department of English & Modern Languages: https://clarion.edu/academics/colleges-and-schools/college-of-arts-and-sciences/english-and-modern-languages/
East Stroudsburg University	Does not require placement testing. Language dept. reviews previous experience & students sometimes self-place.	N/A	No external testing required.	Will accept OPIs & DLPTs to determine language placement.	Uses approximation - looks at what students studied in high school to determine placement. Uses a spreadsheet with courses & grades to determine placement. CLEP credits accepted.	Dept. chair: Timothy Connolly tconnolly@esu.edu 570-422-3406; Dr. Jeff Ruth, jruth@esu.edu, 973-337-3218; Dep. Sec: Karin Drennan, kdrennan1@esu.edu, 570-422-3407	East Stroudsburg University. Department of Modern Languages. Philosophy, & Religion: https://www.esu.edu/modern_languages_philosophy_religion/modern_languages/index.cfm
Edinboro University	Does not require placement testing prior to	Faculty recommend courses to students	No external testing required.	OPIs are not required.	Faculty recommends courses to transfer students based on	Dept. chair: Amanda Frantz-Mamani frantzmamani@edi	Edinboro University. Department of History, Politics, Languages, & Cultures: https://www.edinboro.edu/academics/schools-and-

University	Language Placement	Internal testing	External testing	OPI	Other Methods	Lang. Dept. chairs/advisors/ contacts	Lang. Dept. websites
	enrollment in language courses.	who enquire about placement.			course equivalency.	nboro.edu 814-732-1133 / 2575	departments/cahss/departments/history-politics-languages-and-cultures/index.php
Indiana University	Strongly encouraged for language majors, minors and certificates, students with previous study or if a program has language requirements.	Spanish & Chinese students use in-house placement testing.	French and German use WebCAPE; AP; certified OPI for ACE Credits from LTI.	Students can earn credit in Spanish, French & German from OPIs via ACE credit recs. All costs are students' responsibilities.	French & German students can take a proctored WebCAPE test. AP exams are also recognized. Advanced students eligible for ACE Credits; CLEP credit is also possible.	Dept Chair: Charles McCreary, chasmc@iup.edu , 724-357-2325; Dr. Christina Huhn (Spanish), huhn@iup.edu; Jean-Louis Dassier (French), dassier@iup.edu Heide Witthöft (German),	Indiana University. Department of Foreign Languages: https://www.iup.edu/foreignlanguages/
Kutztown University	Placement exam is required for students with prior language experience.	N/A	Students complete a questionnaire & WebCAPE testing. Students earn up to 9 free credits by taking the WebCAPE test and passing the higher-level	OPIs required for language majors exit exam, NOT for language placement.	Utilizes WebCAPE in French, German & Spanish. Students can receive up to 9 credits for scores of 102 or higher.	Dept. chair: Dr. Christine Coleman Núñez, nunez@kutztown.edu 610-683-4428 Sec: Merlene Oswald moswald@kutztown.edu	Kutztown University. Department of Modern Language Studies: https://www.kutztown.edu/academics/colleges-and-departments/liberal-arts-and-sciences/departments/modern-language-studies.html

| | | | | | | Lang. Dept. | |
University	Language Placement	Internal testing	External testing	OPI	Other Methods	chairs/advisors/ contacts	Lang. Dept. websites
			course with a "C" or higher.				
Lock Haven University	Placement testing is not required.	Students are able to test out of lower levels via informal consultation with faculty.	N/A	OPIs are considered, not required.	AP exams are accepted, not required. Military DLPTs are considered, not required.	Dept. chair: Dr. Robert Sandow 570-484-2027 rsandow@lockhaven.edu	Lockhaven University. Department of History, Political Science, International Studies & Foreign Languages: https://www.lockhaven.edu/historydep/
Mansfield University	Placement testing is not required.	N/A	N/A	OPIs are not required.	Recognized exams: AP, IB, CLEP, DSST (DANTES).	Dept. chair: Dr. Jimmy Guignard, jguignar@mansfield.edu; Dr. William (Bill) Keeth wkeeth@mansfield.edu	Mansfield University. Department of World Languages & Cultures: https://www.mansfield.edu/wlc/
Millersville University	Required for levels above 102 and transfer students.	N/A	WebCAPE placement form and short placement exam are required for French,	Teacher Ed. students seeking certification must take the AAPPL test at Sophomor	Students may earn up to 12 credits via CLEP, AP, or International Baccalaureate Higher Level exams.	Dept. chair: Dr. Christine Gaudry, christine.gaudry@millersville.edu,717-871-7152	Millersville University. Department of Language & Culture Studies: https://www.millersville.edu/languages/faculty/index.php

University	Language Placement	Internal testing	External testing	OPI	Other Methods	Lang. Dept. chairs/advisors/ contacts	Lang. Dept. websites
			German & Spanish.	e level, and OPI/WPT as Seniors.			
Shippensburg University	No longer requires language testing prior to enrollment. Placement is based on high school transcripts. Encourages students to meet with the professor for informal evaluation.	Internal language placement test for anything above beginner level.	N/A	OPIs are primarily used for optional placement purposes. Not all language students are screened with OPIs. French students are interviewed to determine placement.	CLEP exams; AP exams; dept. oral testing. Students who completed 3 years of language in high school have already met the language requirement.	Dept chair: Dr. David Wildermuth, dwwildermuth@ship.edu, 717-477-1119; Dr. Blandine Mitaut, bmmitaut@ship.edu, 717-477-1503	Shippensburg University. Department of Global Languages & Cultures: https://www.ship.edu/academics/colleges/cas/programs/global-languages/
Slippery Rock University	Language placement required.	Short online exam via D2L in Spanish & French. Does not give credit, only determines placement.	No external testing required for placement.	OPIs are accepted, but not required for placement.	No other methods reported.	Dept. chair: Dr. Gisela González Dieter, gisela.dieter@sru.edu, 724-738-4226; Sec: Deborah Kosciuszko, 724-738-2062, deborah.kosciuszko@sru.edu; Dr. Junko Yamamoto,	Slippery Rock University. Department of Modern Languages & Cultures: https://www.sru.edu/academics/colleges-and-departments/cla/departments/modern-languages-and-cultures

PASSHE Language Placement Requirements							
University	Language Placement	Internal testing	External testing	OPI	Other Methods	Lang. Dept. chairs/advisors/ contacts	Lang. Dept. websites
						junko.yamamoto@sru.edu	
West Chester University	Language placement required.	In-person placement (unproctored) exam to help students decide appropriate language level.	Students can take WebCAPE exam to help with placement.	OPIs accepted, not required.	AP; CLEP; CBE; International Baccalaureate test; DSST (Dantes). CLEP exams (French, German & Spanish only) allow students to earn language credit only up to the 201 level. Outside placement exams from other institutions are not accepted.	Dept. chair: Dr. Mahmoud, Amer mAmer@wcupa.edu, 610-430-5077	West Chester University. Department of Languages & Cultures: https://www.wcupa.edu/arts-humanities/languagesCultures/

Investing in the Future: Advocacy for World Language Programs

Cherie Garrett, PSMLA Advocacy Committee

Dallastown High School

The PSMLA Advocacy Committee is actively involved in gathering, processing, and sharing information from a number of active organizations that support advocacy for World Languages programs. One goal of this committee is to report to World Language teachers across Pennsylvania about the work and activities that are occurring at local, regional, and national levels.

The Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) is a coalition of more than 300,000 professionals from education, non-profit organizations, and industry who have ties to the language field. The goal of JNCL-NCLIS is to ensure that Americans have the opportunity to learn English and at least one other language to ensure a civil and fair society, national security, and economic opportunity. To realize these goals, federal resources need to be allocated for language and cultural studies, and this article will describe the programs and acts that support the mission of JNCL-NCLIS (Advocacy resources, 2021).

The World Language Advancement and Readiness Act (WLARA) is a program which has been granted $15 million through the Department of Defense. Schools with a JROTC program can apply for 3-year competitive grants to establish, improve or expand innovative programs in world language teaching. Priority for these grants is given to programs with STEM, distance learning, underrepresented populations, and evidence-based program models. Preference will also be given to applications that promote the sequential study of world language for students beginning in elementary schools, promote immersion programs, make effective use of technology for language learning, involve non-native English speakers from the community, and/or operate through a partnership with an institute of higher learning. This partnership would allow high school students to take advanced language courses earn college credit, or take education courses. One of the main goals of WLARA is to increase the number of language teachers at all levels of education so that every child in the U.S. has the opportunity to learn a language in addition to English. To support this goal, special consideration will be given to grants used for intensive summer programs for professional development for world language teachers (Advocacy resources, 2021).

The impetus for WLARA began in 2017 when the American Academy of Arts and Sciences released a report entitled, "America's Languages: Investing in Language Education for the 21st

Century" (2017) which found that the US had neglected languages in the educational curricula, its internal strategies, and its domestic policies. Currently, only 1/5 of America's population speaks a language other than English and only a fraction of this group speaks, reads, and comprehends a second language. The majority of Americans remain monolingual. The report concluded with five recommendations to improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background. The recommendations include increasing the number of language teachers at all levels of education, supplement language instruction across the education system, support heritage languages already spoken in the U.S., provide targeted support for Native American languages, and promote opportunities for students to live in another country to learn the target language. To incentivize and to recognize proficiency in a second language, JNCL-NCLIS developed an act directed toward students K-12.

The Biliteracy Educational Seal and Teaching (BEST) Act, which is being reintroduced to the Senate this year, would provide federal funding for equitable implementation of programs to allow every student in the U.S. the opportunity to achieve a Seal of Biliteracy, The Seal is awarded to graduating high school seniors who demonstrate proficiency in English and a second language. This is useful to universities for placement and/or to award college credit and is very beneficial to employers who are searching for bilingual workers. The BEST Act would also provide funding to establish and implement Seal of Biliteracy programs in states like Pennsylvania, which hasn't yet passed the Seal of Biliteracy. The Seal of Biliteracy in PA was introduced to state representatives over 18 months ago and has been put on hold due to the COVID-19 pandemic. Even though legislation hasn't yet passed at the state level, the Seal can still be given at the school building or school district level. The Seal of Biliteracy Program, which has passed in 40 states, will strengthen our economy, support our national security, increase the value of bilingual high school students, motivate students to become proficient in a second language and help to maintain the heritage of the EL students who speak a language other than English in their homes (Advocacy resources, 2021).

The preservation of one's heritage is especially important for our Native Americans whose languages are dying at an alarming rate. The Native American Languages Resource Center Act would authorize the creation of a resource center to preserve, protect and promote rights of Native Americans to use, practice, and revive Native American languages. At this time, only 150 of the original 500 Native American languages are still spoken today. According to the 2017 American Academy of Arts and Sciences, "every Native American language other than Navajo has fewer than 20,000 speakers and many are down to less than 10 speakers." The Native American Languages Resource Center Act would encourage and support revitalization of the languages and development

of teacher preparation programs for these languages. Moreover, it would provide a resource base for best practices and for the use of technology to support the teaching and learning of the Native American languages (Advocacy resources, 2021).

It is essential that all languages receive the necessary support and funding to prepare our students for the 21st century since The American Academy of Arts and Sciences (AAAS) and the American Council on the Teaching of Foreign Languages (ACTFL) demonstrated that the United States has not prepared our youth for the jobs of today. As of 2017, one in three foreign language-dependent employers reported a language skills gap. Twenty-five percent of employers lost business due to a lack of foreign language skills, and a GAO report found that 23% of US Department of State foreign service officers lacked language proficiency requirements necessary for their overseas postings (Rivers & Brecht, 2018).

The United States needs to focus on language learning and cultural understanding so that our children graduate from high school with proficiency in English and a second language and can be an asset to our country. This is essential to fill jobs in health care, social assistance, construction, business, manufacturing, law enforcement, education, government, military, etc., and will have a tremendous impact on our economy. Also, the increase in cultural understanding will lead to improved global relations, better and more frequent communication, and improved race relations resulting in a more peaceful world where people will live and work together in harmony.

References

Advocacy resources. (2021). Retrieved February 07, 2021, from
https://www.languagepolicy.org/resources
America's Languages: Investing in Language Education for the 21st Century. (2017). Retrieved
February 07, 2021, from https://www.amacad.org/project/language-learning
Rivers, W. P., & Brecht, R. D. (2018). America's languages: The future of language advocacy.
Foreign Language Annals, 51(1). Retrieved February 07, 2021, from
https://onlinelibrary.wiley.com/doi/pdf/10.1111/flan.12320

Classroom Teachers' Role in Bridging the Research Gap in SLA: A Guide for Conducting Classroom Research

Rich Madel, Ed.D., Colonial School District

Spanish Teacher, World Languages Department Chair

Plymouth Meeting, PA

As a high school Spanish teacher, Rich Madel relies on the principles and foundations of second language acquisition (SLA) research to inform a student-centered, communicative approach to his classroom. His doctoral dissertation led him to conduct an investigation to better understand the association between variables of perceived influence on classroom practices and the expressed value of explicit grammar instruction. It was revealed that teachers who perceive SLA research to be more influential tend to evaluate their classroom practices as more communicative in nature while also associating positively with an increased sense of self-efficacy. Considering the important relationship between research from the field and practices in language classrooms, the gap that exists between the two deserves broader recognition and, as such, is described in this essay. Moreover, Rich is an advocate for teachers to use their classrooms as a laboratory of exploration and innovation in an effort to support both teachers' pedagogical growth and students' proficiency development. In this article, he provides the justification and guidance for world language teachers to both conduct their own research and ultimately share their experiences and conclusions with their scholarly and practicing colleagues alike. In doing so, classroom teachers can play an integral role in bridging the gap between SLA research and practice.

Understanding the gap between SLA scholars and practitioners

The academic field that explores world language teaching and seeks to better understand the processes that facilitate language learning, known most commonly as SLA research, is a robust field that encompasses a variety of sub-disciplines and impressive scholars. Unsurprisingly, most world language teachers believe that knowing about SLA research is useful and can improve teaching (Nassaji, 2012). In spite of the espoused belief relative to its value, some have indicated a significant gap between classroom practitioners and SLA scholarship (Borg & Liu, 2013; Mady, 2013; Mardsen & Kasprowicz, 2017).

What accounts for the lack of interaction from classroom practitioners with SLA research? The literature indicates a variety of plausible explanations for such a disconnect. For example, Mady (2013) suggested a gap in linguistic registers (i.e., practical and academic registers) between the two professional cultures may have some responsibility. Register, in this case, refers to the language style or variety utilized to communicate in respect to its particular context (Biber & Finegan, 1994). Bailey (2003) described the academic register as often more formal, more cautious, and tends to use more complex, academic vocabulary that would otherwise be inappropriate in the more informal, day-to-day interpersonal interactions that are characteristic of classroom teachers in K-12 settings.

Schwartz and Kardos (2009) believe that researchers often prefer to communicate with their workplace contemporaries by publishing technical results in peer-reviewed journals that "do not necessarily value clear language, practical implications, nor frequently offer open, timely access to research outside the academic sphere" (Mady, para. 3). Whether intentionally condescending or not, Cooper (2010) indicated that the register variance is a gap in and of itself and suggested that teachers often lack the necessary skills or research literacy that result in incomprehension of the researchers and their work.

In the preceding quote, Mady (2013) alluded to a second possible cause for the divide between scholars and practitioners: access. On one hand, some have indicated that there is a poor dissemination strategy in academia that hinders any invitation for a broader audience to engage and communicate with its findings (Hemsley-Brown, 2004). To that end, Masden and Kasprowicz's (2017) study of nearly 400 world language educators indicated that both physical and conceptual access is problematic. But while Ellis (2010) echoed their studies' sentiment, he also concluded that practitioners' minimal interaction with published research may be due to the lack of time needed to locate and read the field's findings.

According to Kamiya (2016), simply accessing SLA research in isolation is insufficient for language teachers to modify their practice. In her study, she examined the effect of research articles pertaining to oral corrective feedback on the study participants' teaching practices and found that both their stated beliefs about the topic as well as their observable actions had not changed regardless of the fact that they demonstrated a raised consciousness of the articles' theme. Klein (1998) would consider this evidence of a broader concern relative to the research gap. That is, he believes that SLA research has been primarily theoretical rather than practical and, therefore, unable to influence the applied setting. Moreover, as Ellis (2010) said, all research within the field of SLA is "necessarily conducted in a specific research site" (p. 186) and not always in a classroom. As a result, teachers may be skeptical about accepting results that do not relate to their classroom realities.

Efforts from the field to bridge the gap

In spite of the apparent gap between SLA scholarship and classroom practitioners, there have been scholarly foci and efforts made to help unite the important stakeholders in the field especially as it relates to improving the quality of classroom practices and world language instruction in our schools. In fact, in a survey study of over 600 world language teachers, Madel (2020a) identified a significant inverse relationship between participants' perceived influence of SLA-related academic publications on their practices and their value of explicit grammar instruction. That is to say, as teachers perceived SLA research as more influential, they were more inclined to favor communication

over language accuracy as a focus in their practice. As a result, increased exposure to SLA research was among other significantly associated variables (e.g., participation in online professional learning networks [PLNs] and formal WL professional development, peer-to-peer collaboration, and distancing from world language textbooks) as a part of a broader recommendation for language teachers to support the evolution of their practices toward a more communicative, research-based pedagogy. Online PLNs are a phenomenon described by Tour (2017) as teachers using social media to take individual responsibility for their professional learning and seeking opportunities to collaborate with other teachers within informal contexts online. Platforms for such networks include Twitter, Facebook, forums, e-mail listservs, etc. These communities and platforms often espouse members willing to share and publicly digest relevant SLA scholarship and its applied implications for the language classroom.

The American Council on the Teaching of Foreign Languages (ACTFL) has made a concerted effort to increase the accessibility of their academic publications for practice-oriented consumption. First, authors published in their research journal *Foreign Language Annals* are encouraged to record video abstracts of the paper that are accessible to members of the organization. Furthermore, acknowledging the concerns of both the register gap (Cooper, 2010; Mady, 2013; Schwartz & Kardos, 2009) and the perceived lack of practical applications (Ellis, 2010; Klein, 1998; Marsden & Kasprowicz, 2017), the bi-monthly ACTFL publication intended for an audience of language teachers and school-level stakeholders, *The Language Educator*, began including a section focused specifically on summarizing new research in accessible chunks. The summaries of the recent studies are short and the register is clearly modified to accommodate a non-academic audience. Moreover, the section is organized in such a way that the reader can focus on three critical aspects of the scholarship: 1) What is the challenge described in the study? 2) What was the study the researchers conducted and what do the findings suggest? and 3) What are the implications moving forward? [1]

Conducting Classroom Research

Perhaps a more direct way to bridge the research gap in SLA would be to arm classroom teachers with the tools necessary to conduct and share their own investigations on practices relevant to their own authentic teaching environments. As a result, classroom teachers can assume the role of scholar-practitioners (see Horn & Jenlink, 2003 in Mullen, 2003) in a way that meaningfully addresses issues concerning the practicality of SLA research (Ellis, 2010; Klein, 1998; Marsden & Kasprowicz, 2017), their applicability to classroom contexts (Ellis, 2010), and the register gap between scholars and practitioners (Cooper, 2010; Mady, 2013; Schwartz & Kardos, 2009). In essence, this is a call for more teachers to conduct thoughtful investigations and reflections on their practice and share the

conclusions with their peers in the form of "action research" (see Hopkins, 1993; Nunan, 1989; McKernan, 1996). Block (2000) described this form of research as involving "the teacher as [the] exclusive actor in the complete research cycle of identifying research questions based on personal teaching experience, doing background reading on the subject identified, collecting and analyzing data, [and] drawing conclusions" (p. 138).

The *Pennsylvania Language Forum* is a classroom-oriented publication ideal for sharing such research with an audience of both scholars and practitioners alike with experience and interests concerning best classroom practices for world language instruction. As an example, Madel (2020b) published classroom research that described the process, analysis, and conclusions of a newly-implemented free voluntary reading program in his Spanish classes. Basic data collection and analysis strategies facilitated his ability to make empirical conclusions that informed future practices in his classroom while also providing additional support for recommendations by scholars from the field regarding the use of free reading in the language classroom. The subsequent sections of this paper are intended to provide a step-by-step guide for classroom teachers who may be inclined to conduct and share classroom-based research using Mertler (2009) as a foundation. (See Appendix A for a condensed checklist of the steps described below.) Consider, though, that these steps are only briefly described and that more information is readily available online as needed.

Step 1: Identifying the Topic

Perhaps obvious, the first step is to decide what the teacher would like to investigate further. Given that action research is so closely centered to the practitioner's personal and professional experiences (Block 2000), it is suggested to consider topics or themes that are of genuine interest, relevance, or intrigue to the teacher-researcher. Moreover, it is worth considering that a common goal of classroom-based action research is to improve in some fashion or understand further current practices already in place.

Step 2: Gather Information and Review Related Literature

Once a topic has been identified, it is incumbent on the researcher to gather as much relevant information about what is already known about the phenomenon in question. Mertler (2009) reminded that related literature may derive from professional books, research journals, reputable Web pages, teacher resource manuals, school or district documents, and more. Consider databases and academic search engines such as Google Scholar and EBSCOHost. Most institutions of higher learning can provide a wealth of access to broad and niche databases alike. This preliminary information gathering allows the action research project to be grounded within existing theory and

knowledge while also identifying an opportunity for the project's conclusions to further develop the field's collective understanding.

Step 3: Develop a Research Plan

Once the teacher has explored the breadth of information relevant to the topic that he/she has chosen, a specific research question assists in further concentrating the focus. As Mertler (2009) said: "The research question provides guiding structure to the study itself" (p. 33). A well-developed research question should also identify specific variables that are central to the investigation as well as lend itself to an instrument that can be used to measure the relevant aspects there within. To the greatest extent possible, the teacher-researcher should develop a plan that isolates the variable in question so that any conclusions can be made without concerns from possible confounding variables present in the classroom environment. Relevant data may be qualitative in nature, quantitative, or both. Common research designs that can be successfully implemented in an action research context are surveys, comparative studies, correlational studies, experiments, observations, interviews, analysis of existing records, among others (Mertler). Upon identifying the variables, design, and measurement instruments, the teacher-researcher should also consider logistical procedures related to collecting the data and who in his/her environment could provide the richest and most relevant data to inform the research question.

Step 4: Confer with Administration

A critical consideration when developing a research plan is that of research ethics. Mertler (2009) described this as dealing "with the moral aspects of conducting research, especially research involving human beings" (p. 34). In the context of higher learning, Institutional Review Boards (IRB) exist whose sole purpose is to ensure ethical research procedures and to protect participants from undue harm that could result from their participation in the study. Given that K-12 students are legal minors, even the action researcher must take serious precautions regarding any potential ethical violation. While it is uncommon for K-12 institutions to have an IRB committee to review proposed research plans, it may be possible to collaborate with a local institution of higher learning to gain their perspective and guidance. Another possibility is to simply confer with building and/or district administration to ensure that the classroom researcher is proceeding transparently and with approval within the district's expectations or protocols. The action researcher should consider also communicating with both students and guardians the intent to collect data and how the data can or will be used beyond the research phase. Moreover, a critical aspect of ethical research that should be communicated is any participant's ability to opt-out of the investigation at any time without penalty or bias.

Step 5: Implement the Plan and Collect Data

After having received written approval from institutional leaders and giving participants and their families the opportunity to opt-in or out of any experimental interventions, the teacher-researcher should begin implementing the intended plan. Frankel and Wallen (2003) suggested researchers consider three distinct categories for rich data. First, action researchers can rely on that which they observe in their classrooms. Field notes or journals are considered valuable tools used to document what the teacher sees, hears, interprets, or thinks during this data collection phase. (See Appendix B for an example of field notes taken during a classroom observation to reflect on the quality and effectiveness of target language use.) Second, interviews may provide the researcher an opportunity to probe the participants' specific views and beliefs, referred to as "attitudinal information" by McKay (2006, p. 35). Of course, this information can be collected asynchronously via questionnaires or surveys. Third, the examination of documents or records that already exist can provide relevant data to reach important conclusions. Lastly, Mertler (2009) added a fourth possible data source as the formal and informal assessments that are commonly used in the school setting: checklists, rating scales, tests, etc.

Step 6: Analyze the Data

At the data analysis stage, the process may depend on the type of data that is being used. For quantitative investigations, the data analysis is traditionally completed once the entire data set is collected. Some background in statistics may support analyzing the data and drawing conclusions from the generation of means, comparing means (e.g., t-test or analysis of variance), identifying relationships (e.g., Pearson's correlation), or making predictions (e.g., linear regression) among many other possible analyses. While there is a variety of powerful statistics software on the market such as SPSS (Pallant, 2013) that can facilitate computing the aforementioned quantitative analyses, many basic analyses can be computed using free calculators online. Of course, working with quantitative data presents a great opportunity for language teachers to collaborate with math or statistics-oriented colleagues. Further, if the action-researcher made a relationship with a member of a local higher institution (see Step 4), he/she may have access to members of the academic community more skilled and qualified to conduct complex statistical analyses.[2] Of course, one need not limit oneself to only qualitative or quantitative methods to understand the researcher's question. A mixed-method approach synthesizes both quantitative and qualitative data to inform the study (see Madel, 2020b).

Step 7: Develop an Action Plan

Once these data have been analyzed and interpretations evolve into conclusions about the phenomenon, the teacher-researcher may develop a plan in reaction to the information presented by the process. As Mertler (2009) rightfully reminded: "this is really the ultimate goal of any action research study – it is the 'action' part of the action research" (p. 36). Given the aforementioned critiques of SLA research studies pertaining to its inapplicability to some classroom contexts (Ellis, 2010; Klein, 1998), it is particularly useful in the context of SLA for other teachers to understand how the teacher-researcher is using the data to better support language learning in his/her classroom environment. To that end, the action researcher can review the data and its conclusions with colleagues to determine the best course of action in response to the investigation's results.

Step 8: Share and Communicate the Results

An important part of the research process is sharing the findings with the field of interested colleagues. When sharing an action research project, it is helpful to understand its complete context. That is, one should consider communicating the following:

- What is the problem being addressed?
- What does the literature already say regarding this topic?
- What is the specific research question?
- What is the research design and methodology?
- Who are the participants?
- What is the data collection and analysis process?
- What are the results?
- What makes the results meaningful and how does it relate or contribute to what is already known in the field?
- What limitations should others keep in mind when interpreting the results?

There is a wide variety of forums in which action research is appropriately shared. Informally, the research process can be shared during professional collaboration time among colleagues. Reaching a broader local audience, teacher-researchers may consider sharing their experience and conclusions with school or district leaders as well as with the participants and their families. Beyond the teacher's local community, world language professional organizations often organize conference at the local, state, regional, and national level that showcase research-based classroom practices. Teacher-researchers should also consider documenting the experience in order to reach a larger audience. World language teachers engaging in this form of action research can find captive audiences in online professional networks on platforms such as Twitter (Weseley, 2013), Facebook, listservs like FLTeach (LeLoup & Ponterio, 1995, 2017), as well as personal blogs dedicated to

language teaching practices. More formally, publications like the *Pennsylvania Language Forum* focus on classroom-related issues and practices and would welcome quality submissions. Academic journals (e.g., *NECTFL Review*, *Foreign Language Annals, Hispania*, etc.) may also find research from scholar-practitioners of relevance for their audience.

Conclusion

It is clear that the field could benefit from demystifying the idea that SLA research is beyond reach for the classroom practitioner and only reserved for those in academic settings. Many language teachers in classrooms across the world recognize the value of embracing theories and practices that can support teachers and students in their effort to engage respectively with an additional language. While the current gap between SLA research and classroom teachers undoubtedly exists as evidenced by the review of literature above, bridging the gap is not insurmountable. Teachers interested in formalizing their own explorations and investigations in their classrooms in the form of action research can follow the steps outlined in this article and join the growing ranks of SLA researchers as both the academics and practitioners work together to better understand and improve our collective pedagogy. Lest we forget that the true beneficiaries of connecting SLA research to classroom practices are our language students.

FOOTNOTES:

[1]*An exemplar edition of ACTFL's The Language Educator that demonstrates the publication's priority of bridging the research and classroom gap for its readers was the April/May 2019 edition which compiled articles that specifically supported the theme of connecting research to practice in world language classrooms.*

[2]*Boulanger (2017) is a model of classroom-based action research that relied on quantitative data to drive his conclusions. An acclaimed language teacher in his own right, he expresses gratitude for the support of a colleague for her statistical assistance.*

References

Bailey, S. (2003). *Academic writing: A practical guide for students.* New York: Routledge Falmer.

Biber, D., & Finegan, E. (Eds.). (1994). *Sociolinguistic perspectives on register.* Oxford: Oxford University Press.

Block, D. (2000). Revisiting the gap between SLA researchers and language teachers. *Links & Letters, 7*, 129-143.

Boulanger, G. (2017, November 8). *A nail in the coffin, part 1: CI increases enrollment.* Retrieved from http://www.grantboulanger.com/a-nail-in-the-coffin-part-1-ci-increases-enrollment/

Borgs, S., & Liu, Y. (2013). Chinese college English teachers' research engagement. *TESOL Quarterly, 47*(1), 279-299.

Cooper, A. (2010). Knowledge brokers: A promising knowledge mobilization strategy to increase research use in education. Paper presented at the Annual Meeting for American Education Research Association, Denver, Colorado.

Ellis, R. (2010). Second language acquisition, teacher education and language pedagogy. *Language Teaching, (43)*2, 182-201.

Frankel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education.* (5th ed).
　　　　New York: McGraw Hill Higher Education.

Hemsley-Brown, J. V. (2004). Facilitating research utilisation: A cross sector review of research
　　　　evidence. *International Journal of Public Sector Management, 17*(6), 534-553.

Hopkins, D. (1993). *Action research for education change.* Buckingham, UK: Open University Press

Kamiya, N. (2016). What effect does reading academic articles on oral corrective feedback have on
　　　　ESL teachers? *TESOL Journal, 7*(2), 328-349.

Klein, W. (1998). The contribution of second language acquisition research. *Language Learning,
　　　　48*(1), 527-549.

LeLoup, J. W., & Ponterio, R. (1995). FLTEACH: On-line professional dialog. In M. Warschauer (Ed.),
　　　　Virtual Connections: Online activities & projects for networking language learnings (pp. 375-
　　　　392). Honolulu, HI: University of Hawai'i Press. Retrieved from
　　　　https://web.cortland.edu/flteach/articles/virconfl.html

LeLoup, J. W., & Ponterio, R. (2017). FLTeach: Foreign Language Teaching Forum. Retrieved from
　　　　http://web.cortland.edu/flteach/

Madel, R. (2020a). Understanding the cycle: Identifying influences on world language teachers' value
　　　　of grammar instruction. (Doctoral dissertation, Saint Joseph's University.)

Madel, R. (2020b). Evaluating the impact of Free Voluntary Reading (FVR) in Spanish class.
　　　　Pennsylvania Language Forum, 9(1), 50-63. Retrieved from
　　　　https://www.psmla.org/sites/default/files/PLF2020Fall.pdf

Mady, C. (2013). Bridging the gap between second language researchers and teachers: Lessons
　　　　learned. *Babel, 47*(2), 30-38.

Mardsen, E., & Kasprowicz, R. (2017). Foreign language educators' exposure to research: Reported
　　　　experiences, exposure via citations and a proposal for action. *The Modern Language Journal,
　　　　101*(4), 613-642.

McKay, S. L. (2006). *Researching second language classrooms.* Mahwah, NJ: Lawrence Erlbaum
　　　　Associates, Publishers.

McKernan, J. (1996). *Curriculum action research: A handbook of methods and resources for the
　　　　reflective practitioner.* (2nd ed). New York: Routledge Falmer.

Mertler, C. A. (2009). *Action research: Teachers as researchers in the classroom.* (2nd ed). Los
　　　　Angeles, CA: Sage. Retrieved from https://uk.sagepub.com/sites/default/files/upm-
　　　　binaries/23146_Chapter_2.pdf

Mullen, C. (2003). What is a scholar-practitioner? K-12 teachers and administrators respond. *Scholar-
　　　　Practitioner Quarterly, 1*(4), 9-26.

Nassaji, H. (2012). The relationship between SLA research and language pedagogy: Teachers'
　　　　perspectives. *Language Teaching Research, 16*(3), 337-365.

Nunan, D. (1989). *Understanding language classrooms: A guide for teacher-initiated action.* New
　　　　York: Prentice Hall.

Pallant, J. (2013). SPSS survival manual: A step by step guide to data analysis using SPSS for
　　　　Windows (5th ed.). London, UK: McGraw-Hill.

Saldaña, J. (2016). *The coding manual for qualitative researchers.* (3rd ed.). London: Sage
　　　　Publications.

Schwartz, R., & Kardos, S. (2009). Research-based evidence and state policy. In J. Bransford, D.
　　　　Stipek, N. Vye, L. Gomez and D. Lam (Eds.), *The role of research in educational improvement*
　　　　(pp. 47-66). Cambridge, MA: Harvard Education Press.

Tour, E. (2017). Teachers' self-initiated professional learning through personal learning networks.
　　　　Technology, Pedagogy, and Education, 26(2), 179-192.

Wesely, P. M. (2013). Investigating the community of practice of world language educators on Twitter.
　　　　Journal of Teacher Education, 64(4), 305-318.

Appendix A

Classroom research process, adapted from Mertler (2009).

☐ **Step 1:** Identify the topic
☐ **Step 2:** Gather information and review related literature
☐ **Step 3:** Develop a research plan
☐ **Step 4:** Confer with administration
☐ **Step 5:** Implement the plan and collect data
☐ **Step 6:** Analyze the data
☐ **Step 7:** Develop an action plan
☐ **Step 8:** Share and communicate the results

Appendix B

Qualitative research may prompt analysis both during the data collection phase as well as once the data collection has concluded. For certain qualitative data sources, Saldaña (2016) recommended that researchers interpret the information by first looking for broad themes within the set, a process known as coding. From the themes, categories or patterns may emerge that are relevant to the phenomenon in question. As an example, Appendix B shows observational field notes that were initially coded after the data collection event by identifying like trends in the observation that resulted in six categories relevant to the focus of the action research study. These categories were further analyzed to detect subthemes that were used to provide important insights regarding the research questions.

Observation field notes demonstrating coding process as per Saldaña (2016). Colored highlights represent initial review of the notes with codes. As codes were reviewed, subthemes emerged and were identified accordingly.

Subject Codes

1. Teacher – Spanish 3 Teacher
2. Student 1 – Male student
3. Student 2 – Male student
4. Student 3 – Male student
5. Student 4 - Male student
6. Student 5 – Male student
7. Student 6 – Male student
8. Student 7 – Male student
9. Student 8 – Male student
10. Student 9 – Female student
11. Student 10 – Male student
12. Student 11 – Male student
13. Student 12 – Female student
14. Student 13 – Male student
15. All student – Block 5 Spanish 3 student group

Description of environment
Bright classroom, decorated with cultural *realia* on two bulletin boards on opposite sides of the room. Five flags from Spanish speaking countries (Peru, Argentina, Costa Rica, Chile, and Uruguay) adorn the room as decoration. A warm-up is written on the board in Spanish instructing students to "take out their vocabulary lists and command sheets (green and red)." The board also relays the class' objectives in Spanish. The room is bright, as five large windows allow plenty of natural light into the room. The classroom is shaped as square, with windows on along one wall and whiteboards along the front and back of the room. The other side of the room shares space with a door and more whiteboards. There are 19 students; 4 groups of 4 students and 1 group of 3. The class consists of 15 male students and 4 female students. The teacher is a young female dressed in a floral-print dress with a tan sweater covering her shoulders.

This class meets once a day from 1:16 to 2:20. The content is Spanish, is a natural progression from Level 2, and is taught at the academic (non-honors) level. Students are expected to demonstrate a novice-high to intermediate-low proficiency in the TL.

Initial Process Coding Key:

Unprompted consecutive self-interpretation

Language too complex for students prompting consecutive self-interpretation

Successful teacher-student interaction in the TL

Strategic code-switching for less complex ideas

Message too complex; TL not attempted; L1 only.

Missed opportunity for basic TL use

Time	Subject	Notes	Subthemes
1:11	Teacher	Greets students entering from her desk as she organizes materials for the upcoming class after the last class has just ended.	Community building
1:11	Teacher	Responds to student question "Can I speak in English?" followed by a grammar related inquiry: *"¿Por qué? ¡Nunca!"* Directs student in Spanish to take out sheet to answer question.	Classroom management
1:12	Teacher	Teacher enters hallways to great students as they enter. Teacher uses basic Spanish salutations (*Hola, buenas tardes,* etc.) and questions (*¿Cómo estás? ¿Qué tal?*).	Community building
1:16	Teacher	Teacher greets entire class in Spanish asking how they are.	Community building
1:16	Student 1	Student responds answering the question in Spanish.	
1:16	Teacher	Teacher explains expectations of the class in Spanish. (There shouldn't be any phones on the desk.)	Classroom management
1:17	Teacher	Teacher begins to explain required materials for the class in Spanish.	Classroom management
1:17	Teacher	Teacher asks for comprehension by asking "*me entienden?*" (Do you all understand me?)	
1:17	Teacher	Teacher repeats instructions in English to small group that seems confused by instruction.	
1:17	Teacher	Teacher responds to student question that was asked in English: "I'll make it for you *porque eres especial.*"	Community building Positive reinforcement
1:18	Student 2	Student asks for paper in Spanish.	
1:18	Teacher	Teacher responds in Spanish. Explains in length in English about the instructions on the paper.	
1:18	Student 3	Student asks questions about first activity in English.	
1:18	Teacher	Teacher responds in English.	Classroom management

1:19	Teacher	Teacher explains initial instructions to warm up activity in Spanish. Taps instructions with English "are we all good?"	Classroom management
1:20	Teacher	In Spanish, reminds students to write. Immediately repeats instructions in English.	
1:21	Teacher	Teacher tells students in Spanish what to do when they are finished. (Put your pencil on your desk.)	Classroom management
1:22	Teacher	Teacher announces in Spanish that there are 30 seconds left of the warm up.	Classroom management
1:22	Teacher	Teacher leads review of warm up activity in Spanish.	Content instruction
1:22-1:25	Teacher	Teacher responds to student participation with "*muy bien*" and other affirmative responses.	Community building Positive reinforcement
1:23	Teacher	Explaining the morphological intentions of the practice activity: "*No hacemos nada con este verbo*" followed by English translation "we don't do anything [conjugate] with this verb."	Content instruction
1:23	Teacher	Teacher slows down Spanish to emphasize grammatical point.	Content instruction
1:24	Teacher	English: "If you didn't get one of these or got one wrong mark it down because it will go with the next activity"	Classroom management
1:24	Student 2	"*Gracias*" as teacher hands out papers.	
1:24	Teacher	"*De nada.*"	Community building
1:25	Teacher	Teacher describes the station activity in English.	Classroom management
1:25	Student 4	Asks clarifying question in English.	
1:25	Teacher	Teacher responds in English: Yea.	
1:26	Teacher	Teacher continues explaining the stations activity as an extension of the warm up: "*Ahora tienen las marcas en el papel.*" Immediately followed with English translation: "You all have marks, right?" Continues to explain station activity to follow in English.	Classroom management
1:26	Teacher	Teacher provides examples of questions that students might have in English.	Classroom management
1:26	Teacher	"You should have *LÁPIZ Y DOS PAPELES*." Teacher breaks use of English to use Spanish terms that students should already know.	Classroom management
1:27	Teacher	Teacher describes good behavior in Spanish as students transition to stations.	Classroom management
1:28	Teacher	Teacher explains expectations of how to not break paper clip in English.	Classroom management
1:28	Teacher	"*Tendrán uds. 10 minutos.* You guys will have about 10 min. *Si tienen preguntas*, if you have questions" –	Classroom management

		Teachers continues to code switch/consecutively interpret instructions between Spanish and English.	
1:29	All students	All students begin to move to new station.	
1:30	Teacher	Teacher talks to individual group in English to explain the station's activity.	Classroom management
1:30	Teacher	Teacher tells other group in Spanish how to physically form the group with their desks.	Classroom management
1:30	Student 7	Student asks clarifying question in English.	
1:30	Teacher	Teacher responds in English.	Classroom management
1:31	Student 8	Student asks question in English clarifying the station's activity.	
1:31-1:33	Teacher	Teacher initially responds in Spanish before realizing that student needs individualized attention with the activity. Teacher pulls student to different station to work one-on-one in English to explain practice.	Content instruction

Content instruction |
1:33	Teacher	Teacher tells group in Spanish she forgot to start the clock. Reminds the class in Spanish that they have 6 more minutes. She moves to the desk to start the clock and returns to work with the student one-on-one.	Classroom management
1:37	Students 8, 9, and Teacher	Students raise hand and ask to speak in English. The teacher allows and the students ask a question in English. The teacher responds by explaining a grammatical point in Spanish. As she sees that the student are not understanding, she tell them that she will visit their station soon for individualized attention.	Content instruction
1:37	Teacher	Teachers moves to station and begins explaining the grammatical point in Spanish before resorting to English as the explanation becomes more complex.	Content instruction
1:39	Teacher	Bell rings. Teacher explains that they will have 10 more minutes in Spanish.	Classroom management
1:39	Teacher	Teacher explains in English that they have the option to stay or that they can move to their next stations.	Classroom management
1:40	Teacher	"*Muevan*! *Muevan!*" to corral students to next group	Classroom management
1:41	Student 10	"*Puedo ir al baño más rápido?*"	
1:41	Teacher	"*Más rápido?! Muy rápido, no?*" – Teacher provides oral corrective feedback.	Content instruction
1:41	Teacher	Teacher arrives to group to provide individualized attention. Begins explanation in Spanish, resorts to English as explanations become more complex.	Content instruction
1:42	Teacher	"*Perfecto*! See what you did there?" Teacher resorts back to Spanish to respond affirmatively to work in	Community building –

		Spanish and returns to English as the teacher and student continue to collaborate.	positive reinforcement
1:43	Teacher	Teacher moves to new group and is greeted with questions in English. Teacher responds in English to provide individualized instruction.	Content instruction
1:45	Teacher	In response general class chatter increasing and becoming louder: "*¡Chicos! ¡Chicos! No soy policía. Tenemos una prueba mañana, ¿no?* We have a quiz tomorrow right? I don't need to police you right now. We're being obvious about the fact that were not completely on task. *¡Enfoquen!*" After, teacher continues to provide individualized attention to station in English and guide students through practice activity.	Classroom management
1:48	Student 2	Student asks question in English.	
1:48	Teacher	"*Vamos a cambiar en 2 minutos. Debes tomar tus cosas.*"	Classroom management
1:48	Student 2	Walks away.	
1:48	Teacher	"Take your things."	
1:49	Teacher	"*OK chicos parecen listos para mover.*"	Classroom management
1:49	Teacher	"*¡Chicos! Pueden mover. Pueden mover.* You guys can move! You can move on to your next section."	Classroom management
1:50		Responding to something the teacher sees on STUDENT 10's sheet: "*No necesitas ir en orden. No es parte de tu prueba.*"	Classroom management
1:50	Student 10	"So you want me to go there?"	
1:50	Teacher	"*Sí.* It's not going to be part of the quiz tomorrow."	
1:50	Teacher	Teacher moves to station to let them know in English that the station activity is not part of the quiz tomorrow and that if they want more practice they should move to another one.	Classroom management
1:51-1:52	Teacher	"*Chicos chicos escuchen.* Affirmative commands *es verde.*" Continues to explain practice activity to small group in both interchanged Spanish and English.	
1:53	Student 11	Student approaches teacher to ask question: "*¿Me permite hablar ingles?* Do I need to conjugate after the verb *deber*?"	
1:53	Teacher	Teacher responds: "*NO debes conjugar después de 'debes.*'" – (you SHOULDN'T conjugate after debes)	Content instruction
1:53	Teacher	Teacher moves to station to provide individualized attention to group in English.	Content instruction
1:55	Student 12	Approaches teacher with clarifying question in English.	
1:55	Teacher	Responds to student indicating areas of the practice worksheet and conversing in English.	Classroom management

1:56	Student 13	Student asks questions "for the quiz tomorrow, is it going to be all the stations?"	
1:56	Teacher	Teacher affirms question as he forms it with "*Sí…. Sí….*" Then responds to question English to clarify is doubt.	Classroom management
1:57-1:58	Teacher	Teacher circulates throughout groups observing activity.	
1:58	Teacher	"…*para los padres un poco gordos*" in response to overhearing students conversation about golf being an old person sport.	Community building - humor
1:59	Teacher	Teacher tried to regain attention to activity by asking "*¿a quién le toca?*"	Classroom management
1:59	Teacher	Bell rings. "*Tenemos tiempo para una estación más…*" Teacher explains the process in Spanish…. Teacher tags explanation with the question "*¿entiendes?*"	Classroom management
2:00	All students	Silence.	
2:00	Teacher	Explains instructions in English.	

Call for Submissions – Peer-Reviewed Articles (FALL 2021)

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 now features 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. Research conducted in the K-12 classroom is highly encouraged.

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 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) for any images or materials (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](#).
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 of empirical research 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
- Acknowledgments
- 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.

	Exceeds	**Meets Expectations**	**Further Development Required**
Relevance	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.
Citations	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.
Mechanics	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.

Thank you to all our authors, reviewers and PSMLA ExCo for their support of and contributions to this publication!

To view previous issues of the *Pennsylvania Language Forum*, please visit our website and access the archives section from the publication page.
www.psmla.org/publications

Pennsylvania State Modern Language Association

https://psmla.net/