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PSMLA
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Pennsylvania State Modern
Language Association

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PEER REVIEWED ARTICLE

ABOUT

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

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

SUBMISSIONS

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

Contributors have the option of submitting their article for peer review. To learn more about that process, please see page 47 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.

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

Welcome to our Fall 2022 issue of the *Pennsylvania Language Forum* (*PLF)*!

Pumpkin spice, cooler air, colorful trees, it must mean that fall is here, which mean one thing for us at PSMLA, it's Conference time! We are excited to convene in person with our colleagues from all over the state, you can take get a sneak peek at this year's fall conference on page 7, including our vendor/exhibitor hall preview on p. 9. As we prepare to meet again, we encourage you to take time to read the insights shared by some current world language teachers on how they use language to explore, understand, and connect in an effort to expand our community. Also, planning is already underway for the Fall 2023 conference to be held at Seven Springs (see announcement on p. 12).

Our fall edition of the *PLF* includes a few special features including an interview between past president, Mina Levenson and our current PSMLA president, Isabel Espino de Valdivia. We hope you enjoy the unique perspective that Isabel shares as we all work hard to advance the work of World Language educators.

PSMLA 2022 Award recipients will officially be honored at our annual Fall Conference and we are excited to honor them as well in this edition on p. 10. Also, our long-standing and very effective PEP Awards continue to support strong K-12 language programs throughout the state by recognizing and awarding their excellence, see p. 16 for the current list of PEP school districts.

The hard work of educators like Cherie Garrett continues to play out through the Seal of Biliteracy. Cherie has offered more information and resources about this exciting endeavor on p. 22. We hope that you will take time to read her article on *Five Steps to Offering the Seal of Biliteracy* and put them to use to bring the Seal to your own world languages program.

We are pleased to share with our readers a small classroom study conducted by PSMLA Outstanding World Language Educator (Post-Secondary), Dr. Lucia Oso-Melero of Duquesne University. In our Peer Review section, you can find the results of her study entitled The inductive versus deductive grammar instruction in a college level Spanish *The Deductive Vs. Inductive Teaching On The Learning Of Ser/Estar At The Introductory Level Of College Spanish*. Classroom-based research of all types at all levels remains an area in need of research on language education, and the *PLF* welcomes more studies that showcase the work we do in the classroom. Not sure where to begin? We recommend re-reading the peer-review sections of the Fall 2020 and Fall 2021 PLF issues, as well as Rich Madel's piece in the Spring 2021 issue (Classroom Teacher's role in Bridging the Research Gap in SLA: A guide for conducting Classroom Research). If you are interested in learning more on this topic, please join Christina at this fall's conference, where she will present a session entitled "Demystifying Classroom Based Research". You can find the aforementioned articles on the PSMLA website using the Compiled Tables of Contents under the Archives on the *PLF* tab.

Please enjoy this Fall issue - and we hope to see you in Lancaster on October 13-15!

Isabel Espino de Valdivia
President
Pennsylvania State Modern Language Association

These past two years, teachers, like never before, have faced and overcome unprecedented challenges to support their students. I salute all teachers for their efforts and extend my best wishes for a fresh start to the new academic year.

PSMLA is very grateful to have been able to hold its first in-person event since the COVID pandemic started. The successful interactive workshop on culture instruction took place last April at Messiah University in Central PA after a two-year hiatus.

Our PSMLA Conference on October 13-15 in historical Lancaster will meet for the first time in person since 2019. I hope to see many of you there attending sessions on diversity, social justice, communicative pedagogy, technology integration and more. The theme of the Conference is Expanding our Community: using language to explore, understand, and connect.

I am very happy to announce that the PSMLA Peer Mentoring Program selected its first cohort of mentors and mentees. The virtual kickoff event was August 31, 2022. The group will meet again face-to-face at the PSMLA Conference in October. The Peer Mentoring Program not only supports new teachers, but experienced teachers make meaningful connections, carry new responsibilities, and take on leadership roles that will impact the World Language teaching profession in our state. My special thanks go to Dr. Rich Madel, Peer Mentoring Program Coordinator, for his dedication to the program.

The Seal of Biliteracy, an award recently approved by the state of Pennsylvania, recognizes students who have attained proficiency in English and one or more other languages by the time they graduate from high school. Already 450 students from 5 school districts have earned the Seal of Biliteracy. Learn more about this award by attending the PA Seal of Biliteracy sessions at our fall conference.

Additionally, PSMLA will continue to host Coffee Hours in French, German, and Spanish every 2nd, 3rd, and 4th Wednesday of the month. Our goal is to provide a forum for teachers to converse in the target language in a pleasant and relaxed way.

PSMLA is a membership-driven organization. To continue advocating for World Language educators throughout the state, we want to hear from you. Send your comments, recommendations, and suggestions to me or any PSMLA ExCo member so that we may better serve you.

Finally, I would like to thank the PSMLA Executive Board members and officers for their commitment to serve PSMLA and all World Language teachers in Pennsylvania.

My sincere wishes for a great start to the new academic year!

Pennsylvania State Modern Language Association

INSPIRING MULTILINGUAL COMMUNICATION AND INTERCULTURAL UNDERSTANDING

The mission of the Pennsylvania State Modern Language Association (PSMLA) is to enhance world language education throughout Pennsylvania by:

Promoting the teaching and learning of world languages and culture at all levels (Pre-K through university)

Providing opportunities for professional growth and networking

Recognizing excellence in the field

Collaborating with local, state, and national organizations

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Pennsylvania State Modern Language Association

Fall Conference
October 13-15, 2022

Expanding our Community
using language to explore, understand and connect

PROGRAM FLOW

2022 CONFERENCE

Thursday, October 13, 2022

Pre-Conference Workshop   8 AM - 5 PM

Friday, October 14, 2022

Session 1   8:30 - 9:15 AM
Session 2   9:25 - 10:10 AM
Morning Interlude   10:10 - 11:00 AM
Session 3   11:00 - 11:45 AM
Lunch, Awards + Keynote   12:00 - 1:30 PM
Session 4   1:45 - 2:30 PM
Exhibitor Hall   2:30 - 3:00 PM
Session 5   3:00 - 3:45 PM
Session 6   3:55 - 4:40 PM
Wine & Cheese Reception   4:45 - 6:00 PM
Networking Social   6:30 - 8:30 PM

Saturday, October 15, 2022

Session 7   8:30 - 9:15 AM
Session 8   9:25 - 10:10 AM
Morning Interlude   10:10 - 11:00 AM
Session 9   11:00 - 11:45 AM
Lunch   12:00 - 1:30 PM
Session 10   1:35 - 2:20 PM
Session 11   2:30 - 3:15 PM
PSMLA Business Meeting   3:20 - 3:40 PM
Eating + Walking Tour   4:00 - 5:30 PM

The PSMLA Fall Conference Committee is excited to provide a sneak peek of the many organizations and businesses that will be featured in our Exhibitor Hall.

Be sure to check them out!

2022 PSMLA Award Recipients

PSMLA Teacher of the Year 2022:

Karyn Senita

Karyn Senita is a French Teacher at Grove City Area High School in Mercer County, Pennsylvania, and an adjunct Education Professor of World Language Methodologies at Grove City College. Karyn has been in French education for more than 20 years, and she attributes her successes to a growth mindset. Her passion really lies in pre-service teaching formation and mentoring new world language teachers. In the many iterations of her career and working with students and colleagues in varied public and independent schools, Karyn enjoys being an ever-evolving student in the realm of teaching. She's a self-admitted professional learning enthusiast… from conferences to podcasts to reading the latest research. While at Grove City, Karyn has initiated a Global Scholars program, grown the French program to robust numbers, and continues to advocate for participation in World Language programs at all levels of education. When Karyn isn't with students, she's an avid endurance runner, traveler, and mother.

The PSMLA Teacher of the Year (TOY) is selected to compete at the regional level (NECTFL) and then potentially at the National Level as ACTFL Teacher of the Year. Congratulations to Karyn!

PSMLA Outstanding World Language Educator (K-12):

Katie Weisser

Katie grew up and lived in (West) Berlin, Bonn, Munich, Leipzig, and Potsdam. She received her BA in History and German from James Madison University, and her MA in German History from UNC, Chapel Hill. She has taken graduate courses at Millersville, Westchester, and the Universities of Heidelberg and Leipzig. She is in her 9th year of teaching German at Central Dauphin East HS. Among other things, she brought the National German Exam and Honors Society to CDEHS; has led student trips to Germany; initiated student activities in the community; and has increased the local gnome population through the "Give a Gnome a Home" project.   She is currently working to bring back a middle school program in her district.

Katie is keen on Professional Development. She attends and has led sessions at AWLE, AATG and PSMLA, in addition to running trainings in her district. She is currently on the Executive board for the Central PA AATG as Membership Chair and is a contributor to German student Day at the Lancaster Liederkranz and Kutztown University.   In addition, Katie served on the Conference Committee for the fall PSMLA conference – and hopes that you are enjoying the sessions and being in community with your fellow language educators!

PSMLA Outstanding World Language Educator (Post-Secondary):

Lucía Osa-Melero

Lucía Osa-Melero, from Valencia (Spain), holds an MA in Foreign Language Education, an M.A.T in Teaching Spanish as Second Language from the University of Iowa, and a PhD in language teaching from the English and German department at the Universitat de València, Spain. At the present moment she is an Associate professor at Duquesne University where she designs upper-level community engaged classes and teaches Spanish for the Healthcare Professionals. One of her community-engaged programs Reading to Play, Playing to Read, in which students prepare theatrical plays with children in the Latino community, was awarded by ACTFL with the 2016 Global Engagement Award. Her program Niños y Niñas was awarded with the Mead/Sans Inc. Fellowship 2016. She has published three textbooks for college students of Spanish (*En Contexto: Manual de lecturas y películas; En Comunidad: Comunicación y conexión and En Acción: Español, comunidad y aprendizaje*) and several research articles. Her research interests include cooperative practices in the foreign language classroom, pre-reading activities, inductive teaching, and language learning through community engagement.

PSMLA Frank Mulhern Leadership Award:

Dr. Susanne Nimmrichter

Susanne Nimmrichter has forty years of experience as educator, teacher trainer, and presenter. She taught German language, culture, and linguistics at the graduate and undergraduate level at Millersville University of Pennsylvania for over twenty years and directed the German Graduate Summer School. She also taught the methods course in world languages and supervised student teachers. She retired earlier this year. She has been an active member in the Central PA AATG chapter, serving in various roles including chapter president and secretary for several years. She joined the PSMLA executive council in 2008, was PSMLA president in 2015-2016, and continuous to serve as webmaster. In addition to helping organize numerous in-service conferences at Millersville University, AATG chapter meetings, and PSMLA conferences, she has presented regularly at regional and national meetings to share her expertise in language teaching. She is most proud of the many former students who have themselves become successful teachers and leaders in the profession.

PSMLA Merit Award:
Church World Service, Lancaster, PA
https://cwslancaster.org/

Church World Service was born in the wake of the devastation of World War II. Seventeen Christian denominations came together "to do in partnership what none of us could hope to do as well alone."
In our early days, the CWS family mobilized more than 11 million pounds of food, clothing and medical supplies for war-torn Europe and Asia. In the United States, we began to welcome refugees who were looking to start new lives in safety, resettling more than 100,000 refugees in our first 10 years.
Over the decades, the specifics of our programs have shifted and evolved. The CWS family has grown. And our foundation of collaboration and welcome has remained unshakable. We proudly serve as the toolbox that our neighbors near and far use to build healthy, dignified and safe lives

PSMLA Cemanahuac Scholarship:

Kelly Mullen

Kelly Mullen is a first year ESL Teacher for Pittsburgh Public Schools. She previously taught all levels of high school Spanish for 10 years in Pennsylvania and Ohio. Kelly has been involved in various extracurricular activities during her time as a Spanish teacher. Her most memorable experience is travelling with groups of students to the U.S.-Mexico border during summer vacation to participate in service activities and learn more about issues surrounding the border. She has also moderated Spanish Club as well as chapters of the National Honor Society and the *Sociedad honoraria hispánica*. Kelly is thrilled to have the opportunity to travel to Cuernavaca, Mexico through PSMLA.

2022 PSMLA Exemplary Program (PEP) Award Schools and PSMLA Global Scholars awards have also been announced. The full list of awardees from all years, as well as program criteria can be found on
https://psmla.org/awards

Pennsylvania State Modern Language Association

RESET-RECHARGE-RECONNECT
Rediscover Yourself
in the Language Teaching Community

PSMLA FALL CONFERENCE
November 2-4, 2023
Seven Springs Mountain Resort

Open, affordable, and customizable online language programs

Discover Carnegie Mellon University's online programs for Arabic, Chinese, French, and Spanish

Designed by experts in Carnegie Mellon's Department of Modern Languages, our online language programs provide the best of language education for universities and community colleges.

- Video-centered learning featuring diverse cultural content

- Easily integrated for online, face-to-face and hybrid courses

- Affordable and fully editable for your institution's needs

Scan or click QR code for a video tutorial

Learn More

"I love these courses and have been using them since 2009!"
— *Betty Facer, Instructor at Old Dominion University*

A Presidential Conversation

Isabel Espino de Valdivia, current PSMLA president (left) and Mina Levenson, past president PSMLA (right)

This summer, past president, Mina Levenson (2018-19), recently sat down with current PSMLA president, Isabel Espino de Valdivia to discuss current trends in World Language education in Pennsylvania and to further introduce her to our members.

Mina: *Tell us a bit about yourself*.

Isabel: I am an immigrant teacher born in Peru and educated in Peru, Japan, and the United States. My native language is Spanish, but I also speak Japanese, English, and Portuguese. Having been educated in 3 different continents, having learned in three different languages, and having functioned in three different cultures, have surely contributed to my pedagogical development and perspectives.

Mina: *What initially attracted you to PSMLA?*

Isabel: The first time that I attended a PSMLA Conference, I was impressed by the warmth and camaraderie of its officials and members. PSMLA made me feel that I belonged!

Mina: *Why are we, as professionals, so involved in PSMLA?*

Isabel: The mission of PSMLA is to promote, enhance, and advocate for World Languages. Therefore, we have the opportunity to identify programs of excellence through PEP, as well as, supporting World Language Department growth and development. PSMLA has been actively involved in the development and passage of the PA Seal of Biliteracy. On an ongoing basis, PSMLA provides professional development and networking for World Language teachers. These are just some of the venues and paths through which language professionals can support and advocate for programs and for each other.

Mina: *What is the current situation of World Languages in PA.?*

Isabel: In general, the past three years have been very difficult for all aspects of education. To that regard, World Language education has suffered disproportionately because we have lost many teachers and many programs, as schools focus on the core subjects.

Mina: *What advice would you give current World Language teachers?*

Isabel: Be compassionate. Try to understand your students' perspectives. Keep and transmit your passion for the language and culture that you teach. Think back to how you learned a second language and keep it in mind as your students try to learn now. Advocate for your students, your department, your school, and World Languages in general.

PSMLA Peer Mentoring Program Welcomes its Inaugural Cohort

The PSMLA Peer Mentoring Program welcomed its first-ever cohort of mentors and mentees for the 2022-2023 school year. On August 30, participants met virtually to orient themselves to the program's theoretical foundation, core concepts, and expectations. By the end of the session, each pair developed a specific goal to support the novice teachers in their development of successful communicative language teaching. Mentors and mentees meet monthly to check in on their goals and discuss feedback, resources, and support as needed.

The 2022-2023 PSMLA Peer Mentoring Program participants are:

MENTORS	MENTEES
Traci DeGarmo *Spanish Teacher* North Allegheny School District	**Lindsay Westwood** *French Teacher* Ringgold High School
Cherie Garrett *Spanish Teacher* Dallastown Area High School	**Kaylee Andrews** *Spanish Teacher* Carlisle High School
Kaytlyn Byers *French Teacher* Southern Lehigh High School	**Luisa Mina** *Spanish Teacher* Jenkintown High School
Karyn Senita *French Teacher* Grove City Area High School	**Bill Lynch** *French Teacher* Central Bucks School District
Christine Yardley *Spanish and French Teacher* Souderton Area High School	**Adam Fisher** *French Teacher* Parkway Center City Middle College

The PSMLA Peer Mentoring Program is designed to support novice world language teachers while simultaneously recognizing and further developing teacher leadership among experienced Pennsylvania world language educators. PSMLA members with fewer than three years of teaching experience are invited to apply to be mentees. Mentor applicants are also expected to be PSMLA members and should have at least eight years of experience teaching a world language. Applications are accepted through June 30 in order to match mentors/mentees for the following school year.

Learn more and apply today at https://psmla.org/psmla-peer-mentoring-program

PSMLA Exemplary Program
2022 Awards Showcase

In honor of the national "2005 Year of Languages", PSMLA began an award program to recognize and honor Exemplary PA high school foreign language Programs (PEP). All PA high schools (public, parochial, private, charter) are encouraged to SHOWCASE their exemplary programs!

To participate, high schools must submit documented evidence that they meet the rigorous criteria established by PSMLA – with signatures of the school superintendent, principal, and supervisor or department chair to attest to the accuracy of the information submitted.

PEP criteria are detailed in the form of the 11 Indicators and the PEP Rubric (www.psmla.org). The PEP Rubric serves as a BLUEPRINT to assist schools by helping them to evaluate their world language programs and by providing concrete goals for improvement, as needed. The two- year awards may be earned at four levels: Globe, Bronze Globe, Silver Globe, and Golden Globe.

PSMLA believes that all PA students deserve exemplary foreign language programs! Therefore, PEP is not a competition; every school that meets and provides the required evidence receives a commensurate award.

GOLDEN GLOBE AWARDS

Academy of Notre Dame de Namur, Villanova, 2005-23*
Gettysburg Area High School, Gettysburg Area S.D., Gettysburg, 2015-23
Merion Mercy Academy, Lower Marion S.D., Merion Station, 2015-23
North Hills Senior High School, North Hills S.D., Ross Twp., 2014-23
Owen J. Roberts High School, Owen J. Roberts S.D., Pottstown, 2013-23
Penncrest High School, Rosetree Media S.D., Media, 2014-23
Sewickley Academy, Sewickley, 2022-2023
Strath Haven High School, Wallingford-Swarthmore S.D., 2022-2023

SILVER GLOBE AWARDS

Greater Latrobe Senior High School, Greater Latrobe S.D., Latrobe, 2019-23
Upper Merion Area High School, Upper Merion Area S.D., King of Prussia, 2019 -23

GLOBE AWARDS

Titusville Area High School, Titusville Area S.D., Titusville, 2017-23

(*Years listed represent years of consecutive PEP Awards.)

View the complete PEP school profiles on our website.

PEP Award

BE RECOGNIZED FOR EXCELLENCE

Your school may already qualify if you...

- ✓ Offer a variety of languages in a 4 year sequence

- ✓ Strive to maintain high enrollment

- ✓ Retain students until level 4 or higher

- ✓ Paritcipate in AP, IB, or College in High School programs

- ✓ Schedule classes one level per period

- ✓ Encourage WL professional development & memberships in professional organizations

- ✓ Offer special learning opportunities & experiences

- ✓ Use the target language and engage in communicative activities

- ✓ Administer performance assessments

If you check most of these boxes, why not be recognized as a PSMLA Exblemplary Program?

See psmla.org/pep-awards for more info

Fall 2022

SCAN ME

NORTHEAST CONFERENCE
on the Teaching of Foreign Languages

March 2–4, 2023

New York Hilton Midtown
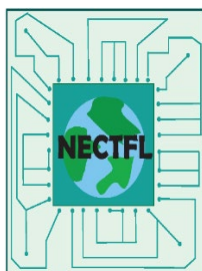
Reimagining the World Language "Classroom": The Future Starts Today

NECTFL
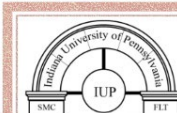
Spring Methodology Conference
ON
Foreign Language Teaching

SAVE THE DATE!

Dr. Florencia Henshaw
University of Illinois - Urbana-Champaign

April 21, 2023
Chestnut Ridge Resort, Blairsville, PA
https://tinyurl.com/2023Methodology

Want an awesome tech tip? Here are a couple of tips for using PowerPoint!

PowerPoint

Quick Tech Tips from Cherie Garrett!

Blackout a PowerPoint Slide:
Need to hide the screen during a presentation?
Hit the "B" key to blackout a PPT slide during a presentation. Tap it again to resume.

Blackout isn't your style? Hit the "W" key to do the same thing but as a whiteout.
Tap it again to resume.

Member Survey: Expanding our Community

As we gear up to gather for our first in-person conference since 2019, we asked our members to reflect on the ways that language has enhanced their ability to explore, understand and connect with others within the local and broader community. We hope that you enjoy their reflective and thoughtful responses.

– Nathan Campbell, co-editor, *PLF*

Since I am a native speaker of the language I teach, I don't see any difference or any other way of existing. I have taken two other languages besides my native language and my first second language, and even though I am not fluent in those two other languages, learning languages has given me the opportunity to open my eyes to the richness of other cultures. It has taught me that what I know from my own culture is only one way to do things, there are many ways, many realities.

Language study has equipped me with the skills and desire to be a life-long learner with a deep yearning to understand the world and people around me.

I have learned that I can communicate in any situation and be able to enter any establishment. I also feel language study has fueled a passion to travel and learn more about cultures.

How has language study equipped you to explore your community (or beyond)? What have you learned about yourself and/or others as a result?

I work closely with Hispanic immigrants in several ways: I teach ESL on weekends; I help with the citizenship exam and I work to provide advocacy for Spanish-speaking families in my community. I would not be able to do this if I did not speak Spanish well. My Spanish has allowed me to become a more altruistic person. It also helps me get my students involved in advocacy and volunteerism. I have learned that collectivistic cultures really do understand better what we all need to survive. It is our relationships with each other and our responsibilities to our communities that keep us whole.

My local community, which is principally my school, is very international, with 24 countries represented for the 2021-22 school year. Many students come from Spain, Guatemala, Mexico, and the Dominical Republic. My language study has allowed me to connect with these students, their families, and their culture on a level I would never have been able to achieve without my knowledge of Spanish. It has been a wonderful ride experience!

Language study has opened the door to new cultures and has taken away the fear of travel or speaking with strangers. I have learned that I enjoy exploring new destinations and communicating with others in the target language.

My knowledge of multiple languages has helped me better understand and connect with others in and beyond my community by equipping me to seek opportunities to include others and celebrate everyone regardless of language or background. It has also increased my sensitivity to the cultural and language needs of others. Learning a few phrases or pleasantries in a new language is a easy way to connect to a person and culture.

Because of my Spanish, I am able to do a lot of volunteering and advocacy. I am a board member of our Diversity Alliance and I am connected with most of the people who try to make my community a more accepting place to live.

In what ways has your knowledge of another language (or multiple) helped you to better understand and connect with others in your community (or beyond)?

I have been able to make deeper connections with Spanish-speaking students and parents in my community. I have learned about their accomplishments and struggles and have gained a better understanding of their lives.

My study of Spanish, French, a little Italian, Chinese, etc., has helped me welcome students and families from a variety of cultures in their own language, thus providing them with an initial experience of comfort and knowledge that someone here knows and understands who they are, their values, their language. It has deepened the experience for them and for me!

When walking the Camino de Santiago de Compostela, I was, of course, able to use Spanish day in and day out. But what surprised me was the need for me to help those who spoke no Spanish and/or English to navigate this challenge. I found I was able to help those who spoke Japanese, French and German although my knowledge of these languages is next to none!

I am very grateful to be able to know two languages to the point that I can say that I am fully bilingual, not everyone can say that due to inequalities and other issues. As an interpreter, I can see how my knowledge of the two languages has helped me understand the struggles of those who do not speak the language where they live. It has given me the opportunity to be in a position where I can help others.

I am much more aware of others' language and tend to approach people when I hear them speaking with an accent. I explain that I'm curious because I speak a couple of languages and love to hear others' stories about their language. It has always resulted in a positive interaction. In addition, when I am in another country, people are pleasantly surprised when expect me to speak English and I respond or interact in their language. Unfortunately, Americans tend to have the reputation of being monolingual. I have always been treated respectfully and graciously in other countries and I think it's because of my attempt to interact in their language.

EF

Language & culture go hand in hand

On our Language & Culture tours, your students can use a new language to order churros, chat with locals, or bargain at the market. You'll see them form a deeper connection to the words they're speaking and the people they're speaking them to. After all, to learn a new language, it helps to fall in love with where it's from.

Learn more about our Language & Culture tours, and our 50+ years of educational travel experience, at eftours.com/connection

Contact Natalie Resparc
natalie.resparc@ef.com
215-996-7983

Fall 2022

Five Step Process to Offer the PA Seal of Biliteracy

Cherie Garrett
Dallastown Area High School

The PA Seal of Biliteracy is an award that recognizes students who have attained an intermediate-high or greater level of proficiency in English and a second language by high school graduation. This award encourages students to pursue biliteracy, recognizes the skills that students attain and serves as evidence of linguistic skills sought by college admission boards and by future employers. This article will outline five steps to offer the PA Seal of Biliteracy.

Step 1: Meet with the administration to explain the PA Seal of Biliteracy and its benefits.

To get support for the Seal, it is necessary to meet with administration to explain the numerous benefits of offering such an award such as encouraging students to study world languages and to continue through the upper levels of the program, to recognize the diverse languages and cultures in the school, to prepare students with 21st century skills and to certify students' levels of language proficiency which can be used by college admissions boards and future employers. In addition to benefits for the students, it also provides positive public relations for both the school's language programs and the school district as a whole. Lastly, it is imperative to explain the process of implementing the PA Seal of Biliteracy and any costs (proficiency assessments, certificates, medals, etc.) associated with it.

Step 2: Gather data about potential candidates and hold an informational meeting.

After getting approval to offer the Seal, advertise the PA Seal of Biliteracy to all students in the school. The target audience of students are students taking world languages (including classical languages), ELL students, exchange students, and deaf and hard of hearing students).

It is important to explain the benefits of earning the Seal and setting the biliteracy goal for underclassmen, so they can take the necessary classes to prepare them to gain the required proficiency level. Once identified, invite interested students, to a meeting to determine which students are candidates for taking the proficiency assessments. Since the AAPPL and Stamp 4S assess all 4 skills (reading, writing, listening and speaking) in Arabic, English, French, German, Hindi, Japanese, Korean, Mandarin Chinese, Portuguese, Russian, Spanish, and Thai, it is important to make sure that students can perform all four skills in their target language before registering them for a test. In languages not assessed by the AAPPL or Stamp 4S, the students need to be able to speak (OPI) and write (WPT) in the language. At the high school level, the students should be assessed no sooner than 18 months before graduation so that the PA Seal of Biliteracy reflects their current level of proficiency.

Step 3: Gather English proficiency scores.

Speak to the guidance counselors to find out the students' English proficiency scores by using the Keystone Exam in Literature. For English Learners, speak to the ELL teacher to find out which students have already earned a 4.5 or higher on the WIDA or are likely to demonstrate at least an intermediate-high proficiency on the assessment.

Step 4: Assess students' proficiency in a language other than English.

Register the students to take a proficiency test (AAPPL, Stamp 4S, etc) at least 3 months before the end of the school year so that the results are determined before the end of the school year.
Students must obtain intermediate-high or advanced level of proficiency to earn the PA Seal of Biliteracy.

Students taking the Advanced Placement (AP) exams must earn a 4 or higher while students taking the AAPPL must obtain an I-5 or higher. Students who are proficient in non-traditional languages need to successfully complete an Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) which are administered by LTI (Language Testing International) and Avant World Speak.

For some exams, such as the AP exams, the results are not received until mid-July, so the award is not announced until that time. The cost of the exams varies from $20 for the AAPPL or Stamp 4S, $55 for the OPI and WPT (if the AAPPL is given to other students) and $95 for the AP exam. The cost of the proficiency exams can be covered by educational grants, Title III funds, school funds or the students could pay of their own accord.

Step 5: Compile the testing data and recognize the PA Seal of Biliteracy recipients.

After the students complete the testing, it is important to share the results with the students so they know their current level of proficiency. Both the level(s) of proficiency and the languages should be documented on their high school transcript so universities can use the data for placement or credits. Each student should receive a certificate and/or medal to recognize his/her achievement. Also, the school administration and the local media should be notified. Lastly, complete the reporting form under the PSMLA Advocacy tab, so your school can be recognized, and current data can be tracked.

The PA Seal of Biliteracy is an excellent opportunity to provide students with an accurate assessment of their proficiency and to recognize those who achieve an intermediate-high through advanced level of proficiency. Moreover, the award creates positive public relations for both the school and the programs that develop the students' linguistic skills. The award not only encourage students to study languages and to continue their pursuit of proficiency, but also provides recognition of the diverse cultures and languages in the school.

Resources

Seal of Biliteracy webpage:
https://sealofbiliteracy.org/
A useful resource which explains the Seal of Biliteracy, its purpose, state guidelines, steps for implementation, ways to award it and support materials.

Seal of Biliteracy Toolkit:
https://www.pdesas.org/Page/Viewer/ViewPage/57/#:~:text=The%20Pennsylvania%20Seal%20of%20Biliteracy,additional%20world%20languages%20upon%20high
The toolkit outlines the requirements and provides sample forms that may be used by districts as they develop their process for awarding the Seal.

World Language Enrollment and Retention in 13 PSMLA Global Scholars Schools

Jan Hostler Stewart

PSMLA Global Scholars Facilitator

Have you wondered how enrollment in your World Language department compares to other schools? Has your administration, guidance department, school board or community expressed concern about the imbalance of enrollment in the various languages in your school or even suggested eliminating one of the languages offered in your school due to low enrollment? Do some languages tend to have a higher percentage of students who continue study in the upper levels?

One Pennsylvania school district recently expressed these concerns prompting an informal investigation and survey of several other Pennsylvania high schools to gain a broader understanding of the enrollment and retention of world language students in high school programs.

State and national departments of education perspectives on world language study

The Pennsylvania State Board of Education in the Pennsylvania Code ([22 Pa. Code § 4.25](#)) requires all schools to provide instruction in at least two world languages stating that,

- World Language programs must prepare students to be proficient in meeting the World Language Standards issued by the Department and available on its web site; and

- every school district shall provide planned instruction in at least two languages in addition to English, at least one of which shall be a modern language, and at least one of which shall be offered in a minimum 4-year sequence in the secondary program (middle level and high school).

Both the state and national departments of education recognize the importance of world language study. The Pennsylvania Department of Education (PDE) supports the study of world languages specifying:

"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. From the corporate marketplace to the individual consumer, from the pre-schools to universities, from the beach vacationer to the global jet set, the world community has become integrated and interdependent. Institutions of higher learning are scrutinizing applicants to identify future world leaders." (PDE 2020)

The United States Department of Education (USDE) also published, in 2018, a document entitled "Succeeding Globally through International Education and Engagement" that states that people who are globally and culturally competent are: (USDE 2018):

- proficient in at least two languages,

- aware of the differences that exist between cultures,

- critical and creative thinkers, who can understand diverse perspectives, and;

- able to operate at a professional level in intercultural and international contexts.

Furthermore, the USDE (USDE 2018) states that "these competencies are not isolated skills, but rather interrelated skills and areas of knowledge that are used together to enable individuals to understand the world and take action."

Additionally, the Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness, found in the same US Department of Education publication, synthesizes the need and benefits of world language study at all levels of education. (Figure 2)

Figure 2: Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness


https://sites.ed.gov/international/global-and-cultural-competency/
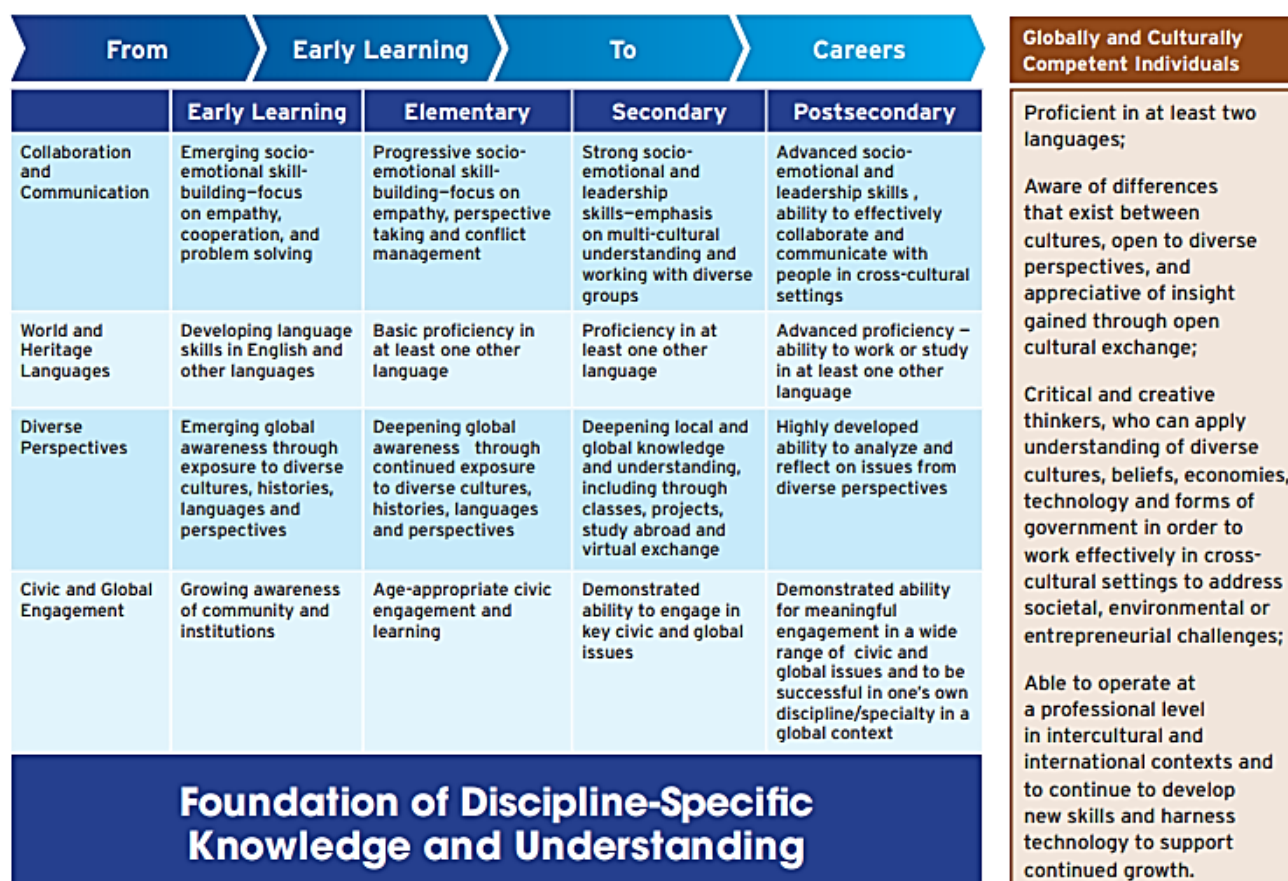
Trends in world language enrollment and retention in 13 Pennsylvania high schools

In an effort to further their students' opportunity to develop global and cultural competence here in Pennsylvania, 33 high schools participate in the [PSMLA Global Scholars Program](). On January 17, 2022, an email was sent to the PSMLA Global Scholars advisors an enquiring about retention (percentage of students that continue to the upper levels of language) and the distribution of students across the languages asking them to respond to the following two questions:

1. On average, for the past 2-4 years, how many students have been enrolled in level 2 of each language and how many in level 4 of each language in your school?
2. On average, for the last couple of years, how many students are enrolled in each of the languages that your school offers?

Of the 33 PSMLA Global Scholars schools, 13 schools from across the state were able to provide enrollment and retention information from their language departments. (Figure 1) The limited response from the schools surveyed cited that they did not have access to this information, while others needed to gain permission from administrators to share the information with the promise that their district would remain anonymous.

Figure 1: Pennsylvania counties represented in the study
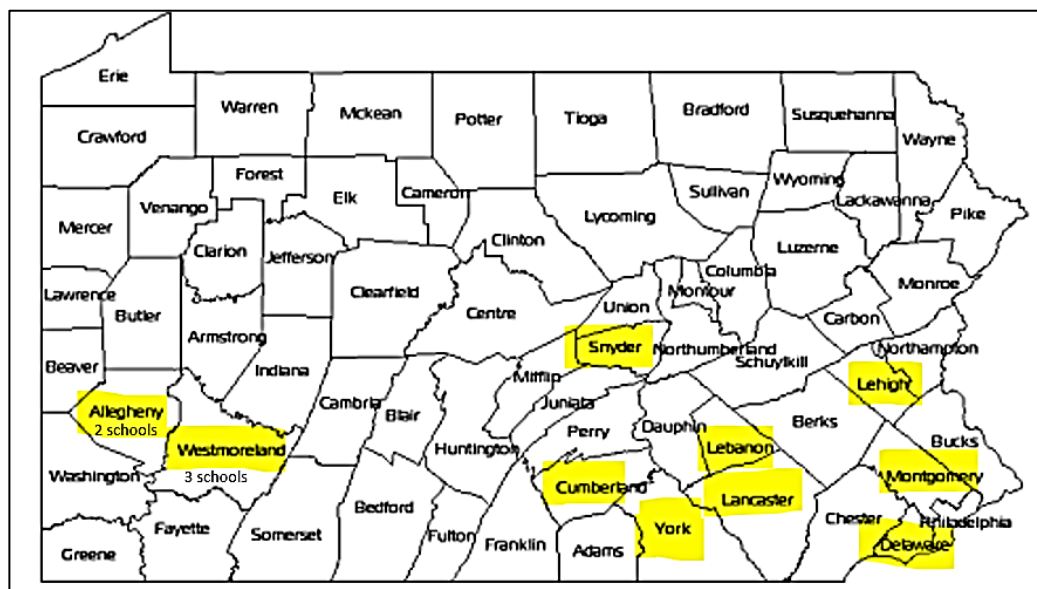
In these 13 schools, some combination of Chinese, French, German, Latin, and Spanish were offered in each school. The results of this limited informal survey revealed that not all world languages have equal enrollment. While this may not be too surprising, and while the motivation of students when selecting which world language(s) to study is unclear, it is nonetheless interesting that common trends emerge among these 13 schools.

Below are the enrollment averages in the various world languages from highest to lowest.

1. Spanish consistently has the highest average enrollment (average 69% of total world language enrollment)
2. French (average 19% of total world language enrollment)
3. German (average 17% of total world language enrollment)
4. Chinese (average 15% of total world language enrollment)
5. Latin (average 7% of total world language enrollment)

In these same 13 schools, retention rates were consistent from highest to lowest as shown below.

1. French has the highest average retention rate (average 40% of level 2 students who continue 2 years later in level 4 classes)
2. German – average 36% of level 2 students continue 2 years later in level 4 classes
3. Latin – average 35% of level 2 students continue 2 years later in level 4 classes
4. Spanish – average 27% of level 2 students continue 2 years later in level 4 classes

(N.B. There was not enough data to make a conclusion about retention in the study of Chinese.)

A summary of the information provided by these 13 PSMLA Global Scholars schools reveal that:

1. Spanish
    a. has a higher percentage of students.
    b. students typically leave the study of Spanish prior to level 4, therefore limiting the development of language proficiency.
2. French, German, Latin, and Chinese
    a. have a smaller percentage of students than Spanish.
    b. reveal an a noticeably higher percentage of students who continue their study to at least level 4 (less Chinese), suggesting a commitment to pursuing an enhanced level of proficiency in those languages.

    N.B.: While developing proficiency in a language may be an established goal of educators and students, we need to clarify what constitutes proficiency. According to American Council for the Teaching of Foreign Languages (ACTFL), Intermediate High is the lowest level of proficiency at which the speaker can be understood by native speakers unaccustomed to dealing with non-natives.

(For further data of the results, please see Appendices A, B, C, and D.)

The above results report the information provided by 13 Global Scholar schools from January 2022. While it was an informal survey, the results seem to indicate some consistency in enrollment and retention among languages and show trends that could be useful to other schools.

Recommendations for further study

While this informal survey was limited to only 13 schools in Pennsylvania, additional study of enrollment and retention trends in world languages may reveal additional and more comprehensive information.

1. A qualitative study of students in each language may disclose
   a. reasons for selecting each language, as well as;
   b. reasons influencing decisions to continue to more advanced levels.
2. Professional development opportunities for world language educators may assist in developing means to engage students and encourage them to continue to study to further their proficiency in each language.
3. Other factors to consider that may influence student choice in language study, may include:
   a. location of the classrooms in the building,
   b. perceived support of the guidance department, administration, and other faculty in choosing world languages; and,
   c. scheduling of upper-level world language courses opposite AP and honors courses in other disciplines.
4. Further studies may be expanded to include additional schools in Pennsylvania and/or schools from other states.

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Appendix A: Summary and interpretation of the survey

French
 	
• Percentage of total world language enrollment in the schools:
   o Range: 14%-27%
   o Average: 19%
• Retention of level 2 students who continue study 2 years later in level 4:
   o Range: 23%-63%
   o Average: 40%
 	
This data shows the average enrollment in French is significantly lower than Spanish and similar to German in each school, but the retention rate is higher than Spanish and similar to German which shows that a higher percent of students does continue study in French 4.
	Latin – With data from only 3 schools, it appears that
	
	• Latin enrollment tends to be significantly smaller than the other languages, while
	• retention of level 2 students who continue study 2 years later in level 4 is similar to retention in French and German.

	Chinese – With data from only 2 schools, it appears that • Chinese enrollment tends to be significantly smaller than the other languages while • retention of level 2 students who continue study 2 years later in level 4 is similar to retention in French and German.

German
 	
• Percentage of total world language enrollment in the schools:
   o Range: 9%-25%
   o Average: 17%
• Retention of level 2 students who continue study 2 years later in level 4:
   o Range: 18%-58%
   o Average: 36%
 	
This data shows the average enrollment in German is significantly lower than Spanish and similar to French in each school, but the retention rate is higher than Spanish and similar to French. This shows that a higher percent of students does continue study in German 4.
	Spanish
	
	• Percentage of total world language enrollment in the schools:
	   o Range: 58%-83%
	   o Average: 69%
	• Retention of level 2 students who continue study 2 years later in level 4:
	   o Range: 12%-47%
	   o Average: 27%
	
	This data shows the average enrollment in Spanish is significantly higher in each school, but the retention rate is lower. This shows that a higher percent of students does NOT continue in Spanish 4 than in French and German.

Appendix B: Total enrollment by language (SUMMARY) - See Appendix 1 for more detailed information from each school.

School	1	2	3*	4*	5	6	7	8	9*	10	11	12*	13	AVG
COUNTY	Delaware	York	Lebanon	Cumberland	Allegheny	Westmoreland	Westmoreland	Allegheny	Lancaster	Montgomery	Snyder	Lehigh	Westmoreland	
French AVG	201	135		61		223	180			222	84		59	
French % of total enrollment	21%	14%		17%		27%	21%			22%	20%	17%	15%	19%
German AVG		83			87	125	102	100			72		56	
German		9%			24%	15%	12%	25%			17%		14%	17%
Latin AVG	56	44								75				
Latin % of total enrollment	6%	5%								8%				7%
Chinese AVG	92													
Chinese % of total enrollment	10%											20%		15%
Spanish AVG	593	671		297	270	474	562	300		707	266		290	
Spanish % of total enrollment	63%	72%		83%	76%	58%	67%	75%		70%	63%	64%	72%	69%
AVG TOTAL	941	850		358	357	822	844	400		1004	422	617	405	638

Appendix C: Average retention from level 2 to level 4 over 3-year period (except * as not 3 years of data was submitted)

School	1*	2	3*	4*	5	6	7	8	9*	10*	11	12*	13	AVG
COUNTY	Delaware	York	Lebanon	Cumberland	Allegheny	Westmoreland	Westmoreland	Allegheny	Lancaster	Montgomery	Snyder	Lehigh	Westmoreland	
French		43%		45%		37%	35%	40%		63%	30%		23%	40%
German		27%				58%	18%	39%	33%		23%		57%	36%
Latin		26%					36%			43%				35%
Chinese														n/a
Spanish		23%	12%	20%	26%	28%	18%	39%	36%	47%	30%		13%	27%

Appendix D: Total enrollment by language (detailed)

School	1	2	3*	4*	5	6	7	8	9*	10	11	12*	13	AVG
COUNTY	Delaware	York	Lebanon	Cumberland	Allegheny	Westmoreland	Westmoreland	Allegheny	Lancaster	Montgomery	Snyder	Lehigh	Westmoreland	
French 2022	195	149		55		180	186			225	86	102	78	
2021	202	130		67		228	160			220	74		54	
2020	205	125				261	193			220	91		46	
AVG	201	135		61		223	180			222	84		59	
	21%	14%		17%		27%	21%			22%	20%	17%	15%	19%
German 2022		70			76	117	97	100			55		56	
2021		82			94	129	88				74		48	
2020		96			91	129	121				86		63	
AVG		83			87	125	102	100			72		56	
		9%			24%	15%	12%	25%			17%		14%	17%
Latin 2022	67	38								79				
2021	42	47								72				
2020	58	47								75				
AVG	56	44								75				
	6%	5%								8%				7%
Chinese 2022	69											123		
2021	113													
2020	94													
AVG	92													
	10%											20%		15%
Spanish 2022	664	663		295	249	406	556	300		710	240	392	278	
2021	535	693		299	299	476	524			712	281		279	
2020	579	687			262	540	607			699	278		314	
AVG	593	671		297	270	474	562	300		707	266		290	
	63%	72%		83%	76%	58%	67%	75%		70%	63%	64%	72%	69%
AVG TOTAL	941	850		358	357	822	844	400		1004	422	617	405	638

PEER-REVIEWED ARTICLES

The following section contains a contributed article that has undergone our blind peer-review process.

A special thank you to our authors and anonymous peer reviewers who make this possible!

The Deductive Vs. Inductive Teaching On The Learning Of *Ser/Estar* At The Introductory Level Of College Spanish

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Abstract

This study investigates the impact of two different teaching approaches, the inductive teaching approach and the deductive teaching approach, on the learning of the Spanish copulative verbs ser and estar (to be) in Introductory Spanish as a foreign language at the college level. Particularly, the study focuses on the learning of verb conjugations and correct usage of both verbs in a semester long course. A control group of 15 college students learned about the usage and forms of these verbs in a deductive manner, while a treatment group of 16 students learned about the same topic using the inductive approach. Identical pre-test and post-test were administered to both sections. Results of the post-treatment test showed an important increase of the scores in the section taught with the inductive approach. It can be concluded that the inductive approach may be more effective for teaching usage and form conjugations of ser and estar at the introductory college level.

Key Words: copulative verbs *ser/estar*; deductive teaching; inductive teaching; introductory Spanish; college

Introduction

The Spanish language has some grammatical structures that are usually labeled by English native speakers learning Spanish as "complex and/or challenging" yet, crucial to successfully master the structure of the language. Some of these challenging grammatical topics are copulative verbs *ser* and *estar (*verb to be); the past tense, in particular the preterite and the imperfect*;* subjunctive mode in present and past tense*;* si [if] clauses; and relative pronouns.

These grammatical structures are essential to advance in the development of Spanish language proficiency, particularly the verbs *ser* and *estar*. As the Real Academia de la Lengua Española (RAE), the official royal institution in Madrid with the mission of ensuring the stability of the Spanish language, stated in 2009, the verbs *ser* and *estar* are two of the most frequent words in the Spanish language. Thus, Spanish textbooks and teaching materials dedicate a significant amount of space, time, and effort to teaching the conjugations and correct usage of these verbs. Due to their importance for language development, most universities across the United States formally teach verb conjugations and differences in usage between *ser* and *estar* at the introductory level. At my institution in particular, *ser* and *estar* conjugations in the present tense, as well as usage, are taught during the first semester, and reviewed in depth in the 4th semester of Spanish. At the 4th semester level students are generally able to use the verbs verbs *ser* and *estar* in most of their instances. Students are able to accurately use *ser* to describe inherent characteristics of a thing or a person; origin, profession, to tell time, months and days, and location of events. They are also able to use estar to talk about a specific location and variable conditions of a thing or a person.

Besides their importance as copulative verbs, *ser* and *estar* are also the foundation for other basic grammatical structures taught throughout the language sequence, such as progressive tenses, expressions for telling time, and impersonal expressions. In a typical semester at the introductory level, students are introduced to the present tense of the verb *ser* during the first and second week of instruction and they are introduced to the verb *estar* during the 5th week of instruction. Starting the sixth week of the semester, students learn superficially about the difference in usage between these verbs and their conjugations, but it is not until the 13th week that instructors focus more in depth on the differences in usage, explicitly explaining the functions of each verb and the exceptions. At week 13, students have already learned to conjugate both verbs in the present tense, but they are still mastering the differences in usage. It is possible that students who have taken courses during their high school instruction might recall some of the differences in usage. Nevertheless, considering the exceptions to the rules and the degree of complexity embedded in the usage of these verbs, and in some instances, the lack of well-defined rules, students still struggle to correctly use verbs *ser* and *estar* during their first, second and even fourth semester of Spanish. On the other hand, students with no prior experience in Spanish face the intricacy of learning the conjugation of two new verbs and understanding the rationale behind the correct usage of both verbs that refer to only one concept in their first language, *to be*.

As previously mentioned, *ser* and *estar* are classified as copulative verbs. A copulative verb is one that connects the subject of a sentence with a noun (or noun phrase). Copulative verbs denote a state of being and, with the exception of verbs such as "to become" that express a change in state of being, copulative verbs do not express actions. Copulative verbs are matched to equal signs, in other words, what precedes the verb refers to the same person or thing that comes after it. In Spanish the subject of the verb does not have to be explicitly stated. For example, in a sentence such as "*Yo estoy feliz*" [I am happy] the subject *yo* can be omitted without any change in meaning, making the sentence "*estoy feliz.*" Most Spanish introductory textbooks allocate full sections to describe and explain the uses of *ser* and *estar*. It is common to find a grammatical section within the first or second chapter of introductory textbooks, devoted to the conjugations of *ser* and *estar* in the present tense. Additionally, during the fifth or sixth chapter, a second grammatical section describes the conditions under which native speakers use *ser* and the conditions required for *estar*. The common approach used by most textbooks to explain the uses of each verb is explicit and deductive. The textbook *Vistas* by Blanco and Donley (2016) used in the Department of Modern Languages and Literatures at Duquesne University describes in English the conditions required for using each verb, followed by examples in Spanish translated into English. The explanation is followed by guided output activities for students to complete after the rules are previously stated. Regarding the assessment of the verbs *ser* and *estar* in the department, the standardized final exam for all Introductory Spanish sections includes two different cloze activities that assess knowledge of the conjugations and the usage of the verbs. The high percentage of points (15%) allocated to assess one grammatical point: *ser* and *estar* also supports the idea that these verbs are fundamental for Spanish learning processes.

Despite the emphasis in the curriculum given to the verbs *ser* and *estar*, and the effort of the instructors to teach the differences in usage between both verbs efficiently, students continue to find challenges in using these verbs accurately. For example, students in the first semester tend to find unclear the explanations provided by the textbook to describe the conditions to use *ser* or *estar*. Additionally, students tend to use the verb *ser* over *estar,* due to the similarity in spelling of the present tense third person singular *es* with the English present tense third person singular, *is.* Due to the fact that *ser* is similar to English *to be* in its singular present tense form, it is acquired before *estar* (Eckman, 1985). Some of the uses, such as characteristics of people and physical conditions overlap considerably.

The complexities inherent to the learning process of the Spanish verbs *ser* and *estar*, especially for beginning students, have invited numerous investigators to focus on the acquisition of *ser* and *estar*, by adult speakers of English and other languages (Silva-Corvalán and Montanari, 2008). Similarly, the present study contributes to the body of research of this particular topic by comparing and contrasting the effects of two different teaching approaches, inductive and deductive, on the learning of these two verbs.

Literature review

Inductive vs. Deductive

Throughout the years, much research has been conducted about the differences of learning styles among students, particularly foreign language (FL) or second language (L2) learners. Different learning styles have encouraged instructors to employ a long list of teaching approaches for different language components. Throughout the history of FL instruction, as Haight et al. (2007) point out, most researchers and instructors have agreed that teaching practices make a significant difference in language learning. However, experts in the field of language pedagogy still wonder what the most effective overall approach to teaching FL grammar is. As Haight et al. (2007) assert:

> Whether the learner should be exposed to the grammatical rule before applying the grammatical structure, known as explicit learning, or the learner should apply the grammatical structures in a functional context before exposure to the grammatical rule, known as inductive learning, has been one of the most debated questions. (p. 289)

As of today, teaching certain linguistic concepts inductively or deductively is still a debate. Boroujeni (2012) and Close (1992) bothvstrongly recommend teachers to explicitly teach grammatical concepts to adult learners, given that they have full ability to understand abstract concepts. Additionally, Brindley (1987), in an effort to support deductive teaching for adults, stated that "teachers who deliberately refuse to give an explanation are violating a very basic principle of adult learning" (pp. 190–191). As Zhang (1998) declared, adult learners have the tendency to expect grammatical explanations. Therefore, formal explicit instruction has been commonly used for adults in many different settings. However, it is important to realize that when instructors present the rule first, students are unintentionally encouraged to participate passively while

working on decontextualized exercises without an engaging intention. It is commonly agreed that the deductive approach tends to emphasize grammar in an isolated fashion at the expense of meaning. Even though, as Shaffer (1989) stated "teachers have the tendency to use explicit teaching approaches when it comes to grammar" (p. 395), there is little evidence that students at any level could fully understand the concepts involved in grammatical structures before applying grammatical rules in an authentic context. Despite the lack of engagement of the student in the learning process and the little attention to meaning during the deductive teaching sessions, deductive teaching is still commonly used throughout all levels of language instruction. Studies such as Petraki and Gunawardena (2015) and Sik (2015) favor the deductive approach versus the inductive approach when researching English grammar teaching. Petraki and Gunawardena analyze the perceptions of ESL students in Sri Lanka, concluding that students clearly expressed a strong preference for explicit instruction when learning grammatical concepts. Sik's (2015) study reveals that teaching English grammar deductively is slightly more effective than inductive teaching although this difference is not significant according to statistical data. Another important finding in Sik's study is that instructors confirmed to feel more comfortable teaching grammar deductively.

The inductive approach, on the other hand, exposes the learner to the grammatical rules in a functional and meaningful context. The learner is expected to discover the pattern of the grammatical structure by paying attention to examples provided (Dekeyser, 1994). This approach focuses on a specific function of the language while linking it to a meaningful context. There are two slightly different types of teaching approach within the inductive category, implicit induction and explicit induction (Lin, 2009). Implicit induction implies that learners induce underlying grammar rules subconsciously, whereas in explicit induction, learners discover underlying grammar rules consciously and further present the rules to the class (Shaffer, 1989). According to Lin (2009) "explicit induction raises more student awareness than implicit induction." (p. 6). Within this awareness, students focus their attention on facing a challenge. As Prince and Felder (2007) state "what most inductive approaches have in common is that students are presented with a challenge and then learn what they need to know to address the challenge." (p. 14). Additionally, since students share their cognitive processes with the class, explicit induction facilitates observation-based research. The discovery processes that take place in an explicit inductive lesson encourage learners to be aware of each step of the learning process. These steps generally include:

1) students are exposed to the grammatical pattern while being aware that the grammatical pattern is the learning objective.
2) Students work on contextualized activities focused on the target grammatical structure.
3) Students consciously discover the grammatical pattern and validate with classmates and instructor.
4) students use the grammatical structure in close-ended and creative open-ended activities.

It is important to point out that the decisive distinction between implicit induction and explicit induction is the degree of student awareness in the process of the discovery of grammar rules. (Dekeyser, 1994). Due to the fact that awareness is vital to learning

rules, the present study implemented the explicit inductive approach. One such inductive approach, the PACE model (Presentation; Attention; Co-construction; and Extension) model developed by Donato and Adair-Hauk is a story-based approach to the teaching of grammar in the foreign language classroom (Adair-Hauk and Donato, 2002). The PACE model encourages instructors to teach grammar as a concept and to use the structures in context. Students focus on the forms of the grammar structure after focusing on the meaning. The teacher and learner collaborate and co-construct a grammar explanation after focusing on the meaning in context. Along the same lines, the recently emerged flipped classroom approach, in which examples of a grammatical structure are shown first and grammatical rules are discovered at the end, is also rooted in the explicit inductive pedagogy.

Research contrasting the effectiveness of deductive and inductive approaches has produced conflicting evidence about the effectiveness of these two teaching techniques (Erlam, 2003). Each study conducted so far has taken place within a different range of circumstances, populations, languages, proficiency levels, and study designs. Even though these studies present more similar conditions for the deductive approach, the inductive model takes wide-ranging formats. Studies, such as Andrews (2007); Benítez-Correa et al. (2019); Chan (2004); Hammerly (1975); Herron & Tomasello (1992); Lai et al. (2020); Mohamed (2004); Tode (2007); Obeidat & Alomari (2020); Vogel et al. (2001); and Wang (2003); favor the inductive approach, but the outcomes well as the conditions of the studies, vary significantly. Other researchers, such as Nur (2020), advocate for both approaches equally based on what students' perceptions revealed in their interviews and questionnaires about their ESL grammar learning process.

Although the benefits of the inductive approach on grammar learning have been researched in different FL classes, no studies have examined the effects of such an approach on the accuracy of use and conjugations of the critical verbs such as verbs *ser* and *estar* in the context of introductory college courses.

Research Design

Research method

Upon approval by the Duquesne Institutional Review Board, the researcher initiated the data collection phase for the present study. Particularly, this research study falls into the category of causal-comparative research design. A causal-comparative study, also called "*ex post-facto*" is an empirical study used to estimate the causal impact of an intervention in a treatment group to compare it to the absence of this particular intervention in a control group. In other words, causal-comparative research looks for the cause of some observed behavior by looking to the past and comparing groups (Patten and Galvan, 2019).

This design is common in educational research studies. Causal-comparative research must be reviewed scrupulously in order to control other factors that might affect the results. Two sections of Introductory Spanish were randomly assigned to either

treatment or control, therefore participants had the same chance of being assigned to the intervention group or the comparison group. As a result, differences between groups on both observed and unobserved characteristics would be due to chance, rather than to a systematic factor related to treatment.

Given that students and professors in the department are more familiar with the traditional deductive teaching approach, the deductive approach is the control group, while the inductive teaching approach is the treatment group. Both sections had the same professor/researcher leading the class. Students in both sections completed a pre-test and post-test the same day in the afternoon under the exact same conditions.

Participants

Participants included 31 college students divided into two sections of Introductory Spanish. The section with 16 students was the treatment section while the section with 15 students was the control group. All participants except one, who was a native German speaker, are native English speakers and none of the students qualified as heritage speakers of Spanish. A total of 12 males and 18 females participated in the study. All students were in their first or second year of undergraduate studies. Twenty of them had some experience with Spanish during their high school years, however, after taking the departmental placement test, they were still placed in the first level of Spanish in the departmental language sequence. Ten of the students had never received any Spanish instruction prior to this course. Out of these ten students, five had completed some courses in French or German during high school. Five of them had never been instructed in a FL. The professor/researcher, with extensive experience teaching Introductory Spanish at the college level, has attended many workshops on the inductive approach as professional development.

Teaching procedures

A week prior to the pre-test, participants in the treatment group spent half of one class session becoming familiar with the different steps involved in the inductive teaching process. The treatment group received a packet of activities aligned with the inductive approach. The inductive approach promotes student comprehension and involvement through the selection of examples that clearly illustrate the topic being taught and the skilled guidance of their thinking as they construct their own understanding of the topic (Eggen & Kauchak, 2001). The pedagogical steps used to conduct the inductive lesson entailed five important phases:

(1) instructor presents targeted grammatical forms (*ser* and *estar*) in a meaningful context, usually a written text accompanied by an audio excerpt.
(2) instructor encourages learners in pairs to recognize grammatical patterns presented in the text. Students are asked to focus solely on the target structure.
(3) After pattern recognition, students hypothesize and formulate the grammatical rule and make generalizations about the target form and function within the context of the text.

(4) Learners and instructor confirm the accuracy of the grammatical rule. Once students share the rule, the instructor offers extra clarification if necessary.
(5) Learners engage in grammatical output practice within a meaningful context.

Given that the textbook for Introductory Spanish at Duquesne University frames grammatical and vocabulary explanations within the deductive approach, it was reasonable that students in the control section followed the explanations and activities in the textbook *Vistas.* This textbook presents two tables, one for s*er* and one for e*star* with a detailed list of specific uses for each verb and relevant examples. The uses are written in English and the examples are in Spanish. Two photographs contextualize the explanation for the usage. Following the explanation, six activities provide grammar practice for students. The format of these activities ranges from a controlled format, in which students choose the correct answer, to a more open and creative activity in which students work on a pair interview based on a drawing. Activities can be found on pages 170-173 in the *Vistas textbook,* 5th edition.

Students in the treatment group receive a packet of activities exclusively created by the researcher for this section (Appendix A). The pedagogical material in the packet is divided into two sections. The first section provides input and the second section guides students to produce output by themselves. In the first section, students are presented with a contextualized short text accompanied by an audio excerpt that reads the text. Within the text, students encounter several contextualized forms of the verbs *ser* and *estar*. The text entails a detailed description of a Spanish-speaking dentist from Guatemala working in Florida. The text is thematically relevant for college students and includes most uses of verbs *ser* and *estar* at least once. Following Gustavo's text, students complete a series of questions in English about the usage of *ser* and *estar* within the text. They read the statement and they decide if the correct verb for this particular action is *ser* or *estar*. This way, students formulate rules for the correct use of *ser* and *estar* following the examples in the text they just read and listened to. While deciding if the statement belongs to *ser* or *estar*, they are asked to find a sentence in the text that demonstrates the rule. Student pairs collaborate to complete the activities in class. Upon completion, several pairs of students share the answers with the class and discuss each answer. "Class discussion is especially helpful in an inductive approach where students, during the hypothesis formation process, benefit from input from their teachers and peers" (Shaffer, 1989, p. 400). The unit is covered in three 50-minute sessions (one week).

Assessment procedures

To assess the impact of deductive versus inductive teaching approaches on the learning of *ser* and *estar* an identical pre-test and post-test were used. The first activity in the test consists on a matching two columns activity. One column has 5 items and the second 6 items. The first column describes a state of a person such as *a. están cansados* (they are tired*)* and the second column presents the cause or other relevant information that can be related to this particular state, in this example the correct answer would be 1. *Porque tienen mucho trabajo* (because they have a lot of work). The second activity contains five sentences and offers both the verbs *ser* and *estar* correctly conjugated.

Students have to select the correct conjugated verb after they read and understand the meaning of the sentence. Finally, the third activity presents a long paragraph that narrates the vacation trip of three college students. The paragraph is missing all the *ser* and *estar* verbs. Students have to fill 12 blanks with the correct conjugated form of *ser* or *estar*. No conjugated forms are given to students in this exercise. Table 1 below displays a timeline of the study highlighting the implementation of the pre- test and post-test.

Table 1 *Timeline and instruments of the study*

Week of the semester	Instructor task	Pre-treatment assessment Deductive group	Pre-treatment assessment Inductive group	Treatment Deductive group	Treatment Inductive group	Post-treatment assessment Both groups
11th	Provide information for treatment group on inductive teaching approach. Follow syllabus accordingly for control group Prepare both lesson plans.	Pre-treatment quiz: Select the correct answer and fill-in-the blanks within a contextualized No dictionary or translation devices allowed.	Pre-treatment quiz: Select the correct answer and fill-in-the blanks within a contextualized No dictionary or translation devices allowed.			
12th	Implement inductive and deductive lesson plans in the respective class sections			Inductive lesson to teach verbs *ser* and *estar* and their differences in usage.	Deductive lesson to teach verbs *ser* and *estar* and their differences in usage.	
14th	Grade pre-treatment assessment and post-treatment assessment.					Post-treatment quiz: Select the correct answer and fill-in-the blanks within a contextualized No dictionary or translation devices allowed.

Pre-treatment and post-treatment multiple-choice quizzes and fill-in-the blanks activities were scored based on a right or wrong criteria, one point for correct answer and 0 points for incorrect answer. The researcher added correct responses for each student and calculated the average per class. Class average pre-treatment and post-treatment scores were calculated, compared, and contrasted.

Results

The pre and post-tests were graded out of 100 points each. To make the points uniform, each response in the test was worth 4.54 points. Table 2 summarizes the overall quantitative results in the form of percentages for both sections. Figure 1 and figure 2 help to compare the pre-treatment scores with the post-treatment scores. Table 3 displays percentages for each particular activity in the test.

Table 2. *Overall scores from pre and post treatment assessments in both groups.*

	Pre-treatment quiz	Post-treatment quiz	Lowest score pre-treatment	Highest score post-treatment	% Improvement
Treatment group (inductive approach, n=15)	52.3%	80.7%	32%	100%	28.4%
Control group (deductive approach, n=16)	42.3%	49.5%	22%	94%	7.2%

Figure 1 *Percentages of correct answers in the pre-treatment assessment*
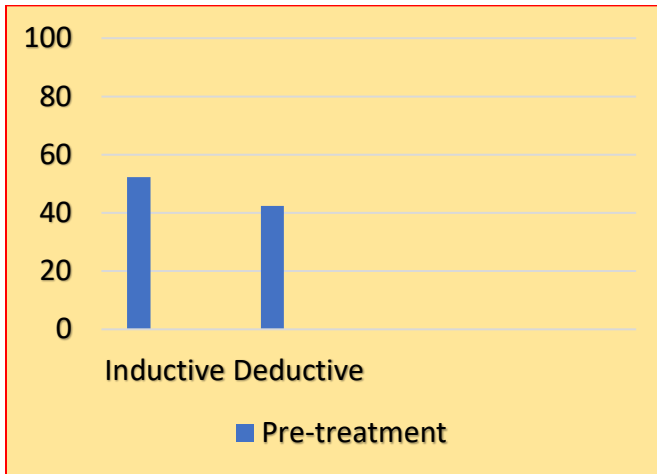
Figure 2 *Percentages of correct answers in the post-treatment assessment.*
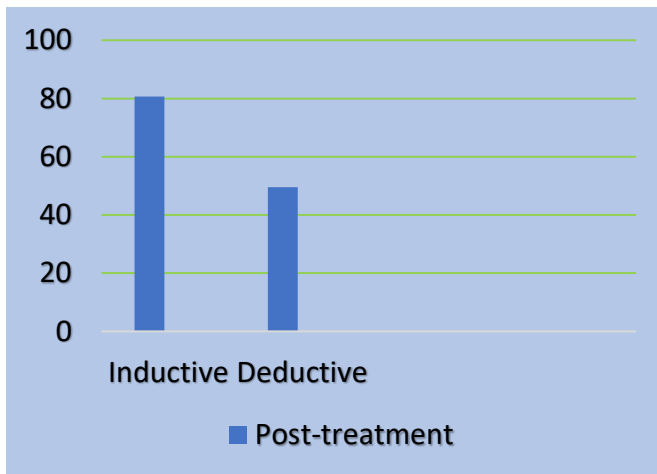
Tables 3 shows the average scores for the two activities in which students just had to select the correct answer from given options and the activity in which students were required, not only to choose the correct verb, but also to conjugate it correctly. Table 3 presents results from the inductive class (n=15) and the deductive class (n=16).

Table 3. *Results by specific activity*

	Pre-treatment		Post-treatment	
	Inductive group	**Deductive group**	**Inductive group**	**Deductive group**
Act. 1 Match column A with column B	57%	41%	86%	49%
Act 2. Select the correct option of conjugated forms *ser* and *estar*	56%	52%	82%	59%
Act. 3. Write the correct conjugated form of *ser* or *estar*	42%	35%	72%	40%

Discussion

First of all, it is important to mention that the grammar knowledge of both groups, deductive and inductive, was fairly similar at the beginning of the study, as evidenced in the scores of the pre-tests. This similarity makes the two groups comparable for the study. There was only a 10% difference between both groups in the pre-treatment scores, positioning the inductive group in a 10% higher grade than the deductive group. Despite the 10% difference favoring the deductive group, the data analysis focuses on the degree of improvement from pre-treatment to post-treatment. The results show an increase in scores for both groups. This demonstrates that both groups improved their conjugation and usage knowledge of the verbs *ser* and *estar*. Nevertheless, the overall difference in the scores for each group indicates that the inductive approach was more effective than the deductive approach when learning conjugations and differences in usage of the copulative verbs *ser* and *estar*. As table 2 displays, there is an improvement of **28.4%** for the inductive group in comparison to **7.2%** improvement in the deductive group. These results also fully coincide with outcomes obtained in Vogel et al.'s (2011) study. Their study compared the effects of a deductive approach versus a guided inductive approach for 10 French grammatical structures in an intermediate college level French classroom. Vogel et al. confirmed that the guided inductive approach impacted students' short-term learning of ten grammatical structures significantly. The results are also consistent with cognitive theories that view language learning as an active process, requiring the active engagement of the learner. When students are taught with an inductive approach, they are required to think about the linguistic structure as they receive oral input before being asked to formulate the rule with guidance from the instructor (Vogel et al., 2011). In addition, these results are comparable with studies whose results show a significant difference favoring the inductive treatment, such as Benítez-Correa et al. (2019); Haight et al. (2007); Lai et al. (2018); and Obeidat & Alomari (2020). An indirect approach over

a direct one for teaching grammar rules has been supported by the above-mentioned studies.

When focusing on each test activity individually, results still favor the inductive approach. For activity 1 – match the expression with the description, students in the inductive group improved 29% while the students in the deductive group only improved 8%. For activity 2 – select the correct conjugated verb, participants in the inductive group scored 26 % higher in the post-treatment whereas participants in the deductive group only scored 7% more in the post-treatment activity. It is noteworthy to notice the average scores in the last activity, the only activity that requires test-takers to decide on *ser* or *estar* and produce the right verb conjugation. It is clear that the cognitive process in the third activity is more involved than merely selecting from the given options. Despite the involvement of the third activity, students in the inductive approach group surpassed their counterparts greatly. Participants in the inductive group enhanced their scores by 30% while students in the deductive group only improved by 5%. It is interesting to notice that the activity that required more cognitive processes was the one in which students in the inductive group improved the most, while students in the deductive group improved the least.

In sum, although students in both groups have shown improvement in their learning of usage and conjugation verbs *ser* and *estar*, the average scores in the inductive group reveal higher results, concluding that the inductive approach is more effective than the deductive approach when teaching copulative verbs *ser* and *estar*.

Limitations and Conclusion

The present study explored the difference in effectiveness between the inductive and deductive approaches when teaching the critical conjugation and distinction of the copulative verbs *ser* and *estar*. After analysis and discussion of results, the following conclusions have been drawn: Both groups had a similar level of grammar knowledge prior to the intervention, which improved their corresponding interventions. However, the improvement gap in the inductive group was more noticeable than the improvement in the deductive section. Despite the fact that the present study favors the inductive approach as a more effective method to teaching the conjugations and usage of the verbs *ser* and *estar,* we have to consider the fact that this is a study conducted in two small sections of introductory Spanish in a mid-size college and results may be not be generalizable to other contexts. The assessment tool could also be enhanced by adding a complete open creative activity that requires students to produce conjugate forms in their preferable context. The purpose of a creative written assignment is to measure language in a more natural and less controlled setting as opposed to a controlled assessment, such as column matching, cloze exercises, and fill-in-the blanks activities that students in the present study completed. It is suggested we expand our research on this controversial topic in different academic contexts, with larger samples, longer time frames and more comprehensive and authentic assessment tools.

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

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

	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.

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