

PENNSYLVANIA LANGUAGE FORUM



Pennsylvania State Modern
Language Association

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ABOUT

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

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

SUBMISSIONS

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

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

Submission Guidelines

- PSMLA members may submit titled articles related to teaching and language education.
- All submissions must be written in English, though examples of lessons or student work may be in the target language.
- All articles must be submitted as a Microsoft Word document or a Google Doc, formatted using Times New Roman 12-point font and be double-spaced. PDF article submissions will not be considered for publication.
- Scanned documents and photographs that accompany the article submission must be clearly identified and labeled. They must be submitted as a JPG or PNG.
- **For classroom-based studies (peer-reviewed or otherwise), the article must directly address how Institutional Research Board (IRB) or District permissions were obtained for student data. For further information on conducting classroom research, please see the Spring 2021 and Fall 2021 PA Language Forum for additional information.**
- **Release forms are required for any photographs or materials** (<https://psmla.org/pennsylvania-language-forum>)
- All documents of the submission must include the following information:
 - Name(s) of author(s)
 - Affiliation(s)
 - Language(s) taught
 - Intended levels, when relevant
- 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 once again 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 Spring 2022 issue of the *Pennsylvania Language Forum (PLF)*!

Spring is a great reminder of the cycles of regeneration and new growth. Just as the plants outside begin to reawaken and the birds search for the best nesting places, we are encouraged not only by the commitment of our veteran members to the development of our profession but also by the next generation of teachers and their passion for the globalization of education. As we begin to move away from the hardships that we have endured throughout the past two years of this global pandemic, we are able to recognize the benefits of what we have learned. This spring edition of the *PLF* focuses on the future of our profession and our desire to prepare a generation of world language educators that are well equipped to enter the classroom and contribute to our noble profession.

In January, John Grande's tenure as PSMLA president came to an end and we are very pleased to welcome Isabel Espino de Valdivia. Isabel shares her vision and thoughts about the future of PSMLA in her first president's message.

The hard work of educators like Cherie Garrett have led to Pennsylvania becoming the latest state in the USA to adopt the Seal of Biliteracy. This places Pennsylvania among the 46 states that now offer this opportunity for language learners. Cherie has offered more information and resources about this exciting endeavor on [page 13](#). We hope that you will take time to read her article and more importantly, access the toolkit to learn how your district can offer the Seal to your students.

As you dig deeper into this issue, we encourage you to take time to read the insights shared by some current world language student teachers on why they are choosing this career path and what impact they hope to make. We hope that you too will reflect on why you chose this career and perhaps feel reinvigorated as you revisit that original inspiration. Beyond the impact we have on our students, PSMLA is offering a new mentoring program to assist new world language teachers in navigating their first few years by providing the support that can often be lacking. Please consider serving as a mentor and sharing with new teachers this opportunity. You can learn more about this in Rich Madel's article on [page 21](#).

There are many ways to be a part of our professional community and we hope that by reading this journal and the exciting tools and strategies presented within it that you will feel a renewed sense of belonging and inspiration. Be sure to stay up to date with all the latest professional development offerings both online and in your area by reading the weekly PSMLA news blast and frequenting the PSMLA website.

Please enjoy this fall issue!

President's Message

Spring 2022



Isabel Espino de Valdivia
President
Pennsylvania State Modern Language Association

It is my pleasure and honor to serve as the PSMLA president this year. I would like to thank the past presidents and Executive Board members for their guidance over the last eight years that I have served on the PSMLA Executive Council. Throughout my career as an immigrant teacher, PSMLA has always made me feel welcome and helped me grow as a World Language educator through relevant professional development opportunities and a supportive community. It has always been a joy to attend workshops and the annual conference to learn from all the wonderful teachers across the state.

Although these past two years have been very challenging for everyone due to the pandemic, there is some good news regarding World Language education in Pennsylvania: the Pennsylvania Seal of Biliteracy was [announced](#) on March 15, 2022, by the Second Lady of Pennsylvania, Gisele Barreto Fetterman and Pennsylvania Secretary of Education, Noe Ortega. Prior to the adoption of the PASB, Dallastown Area School District, Greensburg Salem School District, and the School District of Philadelphia were already offering their own Seal of Biliteracy. These districts combined had already recognized more than 500 students in the state for their bilingualism. At the press conference, an additional eight seniors received the PASB for their proficiency in both English and a second language, making them the first students to receive the State approved accolade. We would like to thank everyone who contributed to make the Seal of Biliteracy a reality for all Pennsylvania students, especially Cherie Garrett for her hard work and dedication.

This year, we will launch the [PSMLA Peer Mentoring Program](#) to support Novice World Language teachers. We are looking for mentors and mentees. Join us and participate in the first cohort of the program. Applications are accepted through June 30, 2022.

PSMLA has hosted a variety of free webinars including, advocacy, global scholars, PEP awards, tech webinars, PSMLA-Vista webinars, and monthly coffee hours for the past two years. Our first in-person Spring Workshop returns April 30, 2022, at Messiah University and will focus on Intercultural Competence.

The 2021 conference, "Addressing the Moment: Bridging Differences with Language," took place virtually but the 2022 conference, "[Expanding Our Community: Using language to Explore, Understand and Connect](#)," will take place October 13-14, 2022, in Lancaster, PA. I look forward to seeing everyone there!

Thank you for being a part of the PSMLA community! You inspire us to continue this great work, and we value your ideas. Please contact me or any Executive Council member with your suggestions and questions so that we may better serve and support you, your students, and your programs.



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





Updated PSMLA Vision & Mission Statements

Michael Bogdan, PSMLA Second Vice President

South Middleton School District

The [PSMLA Executive Council](#) recently approved updates to our Vision & Mission Statements as proposed by the Strategic Plan Committee. These can be read in the infographic accompanying this article (previous page) and on our [website](#).

Using the previous mission statement as a base, some of the updates were to:

- include a vision statement, which is an aspirational goal of what the future would look like if our mission were fully realized;
- replace "foreign languages" with "world languages,"
- add the teaching of culture, and;
- emphasize that PSMLA serves world language educators at all levels.

The next step for the Strategic Plan Committee is to develop specific goals related to each of the four main points in the Mission Statement. PSMLA is looking ahead to an exciting future!

PSMLA 2021 Award Recipients

PSMLA recently recognized its 2021 PSMLA Award Recipients at its annual Fall Conference. We are pleased to share this honorable group of distinguished partners in education. If you would like to learn more about nominating someone who has given exemplary service to our noble profession, please visit the [PSMLA website](#) for more on the various awards for teaching and contributions to world language education.



2021 PSMLA TEACHER OF THE YEAR

Natalie Puhala

Gateway High School



Natalie Puhala has been passionate about world languages since winning a University of Pittsburgh Nationality Rooms study abroad scholarship in 1992. Soon thereafter she began her teaching career at Lebanon School District before moving to Gateway High School in 2000 where she has served as Spanish instructor and World Languages Department Chairperson. In her time with Gateway School District, her vision has led the department to earn its first PEP Award, namely by implementing a department-wide proficiency assessment. Natalie's recent endeavor with exciting opportunities for growth has been the creation of Gateway SPIES (Spanish in the Elementary Schools), an innovative virtual program pairing high school Spanish student teachers with elementary classrooms throughout the district and in Mexico.

After being named a NECTFL MEAD Fellow in 2007, Natalie became actively involved in giving back to the profession. She has served as a mentor teacher, FLAP Grant reviewer, and presenter at numerous PSMLA/NECTFL/ACTFL conferences and workshops. She proudly worked with PSMLA Executive Council for two terms, serving as Professional Development Chair and NECTFL Representative. Currently, she volunteers for the PEP Awards Committee and PSMLA local conference committee when in Pittsburgh.

Both in and out of the classroom, Natalie thrives on innovation. She credits her evolution as an educator to ongoing professional development and involvement. Most importantly, she recognizes the impact of enthusiastic world language educators she has connected with through PSMLA and NECTFL on her continued success.

Award Information: PSMLA Teacher of the Year

This program is intended to select viable candidates for the ACTFL Teacher of the Year Award. Candidates must be full-time world language Pre-K-12 teachers or postsecondary instructors or professors who spend at least 50% of their time in direct teaching during the year of application with an expectation of teaching for at least two additional years. Candidates must be in the profession a minimum of five years and demonstrate excellence in world language education; be an active member of PSMLA for a minimum of 3 complete consecutive years; demonstrate leadership in world language education; impact the local, state, and/or national arenas; and demonstrate continued growth as a world language educator.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

FRANK MULHERN LEADERSHIP AWARD

Dr. Nancy Zimmerman Kutztown University



Dr. Nancy Zimmerman's parents bought a retirement home in Puerto Rico when she was twelve and she and her family were able to live as locals and enjoy and explore the island up close for 30 years! Because of this early immersion experience, Nancy developed a love of the Spanish language and culture.

At Kutztown University, Nancy gets to teach and advise students from all walks of life with various majors and minors. She is able to follow their successes both in and out of the classroom. Teaching at Kutztown has provided her an opportunity to utilize the creative and innovative side of her skillset and pass that on to her students.

Her undergraduate degree in Spanish was acquired at Millersville University and her Masters in Spanish Language and Literatures was received at University of Delaware. She went on to receive her Doctorate at Penn State University. Professionally, she taught Spanish to urban middle school children as well as teaching in both public and private high schools. More recently, Nancy has taught higher level at Harrisburg Area Community College, University of Delaware, and Kutztown University where she is currently teaching. She has also been involved with adult ESL learners.

Award Information: Frank Mulhern Leadership Award

The Frank Mulhern Leadership Award recognizes the exemplary work of an individual who has provided outstanding leadership in the world language profession in the state, region and/or nation and also contributed significantly to the work of PSMLA. The recipient must have been a member of PSMLA for a minimum of 10 years and must still be active in the work for which the award is being given. Furthermore, the recipient has contributed significantly on regional and/or national levels by one or more of the following or similar activities: serving on boards of regional and national foreign language associations; presenting frequently at regional or national conferences; and/or leading curriculum development efforts with a regional and/or national impact.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

PSMLA MERIT AWARD

Chestnut Hill College Philadelphia, Pennsylvania



Chestnut Hill College holds in high regard the study of World Languages. Students study multiple levels and have diverse experiences in learning World Languages. The professors in the World Language department, headed by Sister Mary Helen Kashuba, are actively involved in international opportunities as well as professional organizations. They have a passion for what they do, and they do it well. The level of support is incomparable. Chestnut Hill College is centrally located and easily accessible for many of us. The college is always willing and able to provide resources for workshops, professional development sessions, conferences and much more. World Language educators from throughout the State always feel welcomed on campus. It begins at the entrance; seeing the beautiful landscape when parking, walking the corridors of Fournier, sitting in the Rotunda of St. Joseph's Hall or being greeted and guided by the college staff. An invitation to an event at Chestnut Hill College is always greeted with a smile and a positive response.

Award Information: **PSMLA Merit Award**

The PSMLA Merit Award is given to individuals or institutions who have rendered exceptional service in the promotion of world languages. The recipient must be individuals or institutions outside the world language profession.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

PENNSYLVANIA OUTSTANDING WORLD LANGUAGE EDUCATOR (K-12)

Cynthia Bailey

Boiling Springs High School



Cindy Bailey has been teaching French at Boiling Springs High School in the South Middleton School District for 18 years. She consistently teaches French 1 through AP French Language & Culture. Cindy earned her Bachelor's degree in French from Virginia Tech in 2004 and her Master's degree in Teaching & Curriculum from Penn State University in 2009. Cindy also achieved her National Board Certification in 2011 and just recertified in 2021.

Cindy is passionate about bringing the francophone culture to life for her students. She is the founder and advisor of her school's French Club and chapter of *La Société Honoraire de Français*. She has led five student tours to France and is keeping her fingers crossed for a sixth tour scheduled for June 2022. Cindy also coordinates a pen pal exchange for her students each semester with students learning English in a middle school outside of Toulouse, France.

Cindy enjoys expanding and refining her instructional techniques by participating in local workshops and conferences sponsored by various organizations including the Association of World Language Educators, PSMLA, and NECTFL. Cindy has also presented on her favorite instructional and technological resources in her home school district, at local PSMLA workshops held at Messiah University, and at PSMLA's annual conference in 2017 and 2018. She is honored to have been selected for this award and is so deeply appreciative of the support and inspiration generated by her World Language Department colleagues in the South Middleton School District.

Award Information: PSMLA Outstanding World Language Educator (K-12)

This award is intended to recognize a K-12 member of the world language profession whose career has displayed excellence in the teaching of world language and who has made significant contributions to the world language profession.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

PENNSYLVANIA OUTSTANDING WORLD LANGUAGE EDUCATOR (POST-SECONDARY)

Dr. Christina Huhn

Indiana University of Pennsylvania



Dr. Christina Huhn is an associate professor of Spanish and currently serves as the director of the Spanish Education Program at Indiana University of Pennsylvania.

She holds a PhD in Foreign Language Education and Technology from Purdue University. Her scholarly work includes published work and presentations on teacher preparation programs, program assessment, classroom language proficiency development of beginning language learners, National Language Standards in post-secondary environments, and technology in language education. Both her master's thesis and doctoral dissertations presented work on program reviews, and she has conducted program reviews for K–12 school districts and local community colleges. In continuing her work in program review, she currently volunteers for the Council for the Accreditation of Educator Preparation.

Huhn has received two teaching awards from the Center for Teaching Excellence: The 2014 Faculty Recognition Award for Content Pedagogy, and the 2018 Faculty Recognition Award for Teaching of Writing.

She participates regularly in ACTFL, the Northeast Conference on the Teaching of Foreign Languages, and PSMLA, and currently serves as Co-Editor of the PSMLA Language Forum. She has also presented papers at the Southern Conference on Language Teaching, West Virginia Foreign Language Teachers Association, and other local conferences. Huhn serves as President of the Appalachian Professional Language Educators' Society, and is currently the director of the six-week summer program in Cuernavaca, Mexico.

Award Information: PSMLA Outstanding World Language Educator (Post-secondary)

This award is intended to recognize a post-secondary member of the world language profession whose career has displayed excellence in the teaching of world language and who has made significant contributions to the world language profession.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

The Pennsylvania Seal of Bilingualism

Cherie Garrett
Dallastown Area School District

The Pennsylvania Seal of Bilingualism (PASB) became official on March 15, 2022, when PA Secretary of Education, Noe Ortega, and Second Lady, Gisele Fetterman, visited Dallastown Area High School for a special press release.

Now that the Pennsylvania Seal of Bilingualism has been adopted, all districts in the state can recognize the achievements of their students. The PASB recognizes and awards students' ability to communicate in both English and a second language at an intermediate high or advanced level of proficiency by the time they graduate from high school. With this end goal, it motivates students to continue their study of language to reach the goal of being bilingual. Additionally, the PASB also allows colleges and universities an additional way to identify students entering with a high level of language proficiency which assists in more appropriate placement and can serve as a tool for institutions to award college credit for high levels of proficiency. Furthermore, the PASB provides employers a means to identify bilingual candidates for the workplace helping them to better meet the increasing demand for bilingual workers.

The Pennsylvania Seal of Bilingualism shows the support of the PA Department of Education in the mission of world language programs to create bilingual and multilingual students by high school graduation. For this to occur, it is imperative that schools offer a communicative approach to language learning and focus on the three modes of



communication: interpretive, interpersonal, and presentational, so that students are able to interact in a variety of real-world contexts. Also, it is essential that students begin language study earlier, so that they have the chance to become bilingual by high school graduation. According to a study completed by the [Center for Applied Second Language Studies](#) (2010), a minimum of 5 years of language study must be completed to reach intermediate high proficiency. Additionally, the 5 years of language instruction should have continuity of time and instruction for the ultimate goal of bilingualism to be obtained.

To see the requirements for earning a PASB and the steps to offer it at your school district, visit the Pennsylvania Seal of Bilingualism Toolkit on the PDE [website](#). Also, PSMLA will be hosting several webinars in the next few months to explain the benefits of the PASB and the steps to offering the Seal at your school. Additional information is available under the Advocacy Tab of the PSMLA [webpage](#).

If you have questions, feel free to contact the PSMLA Advocacy Committee Chair, Cherie Garrett at cherie@psmla.org.

Related Press Coverage

[ABC News](#), aired on 3/15/2022

[FOX43 News](#) aired on 3/15/2022

[Press Release](#) from the Wolf administration



Pennsylvania State Modern
Language Association



Fall Conference

October 13-15, 2022

**Expanding our
Community:**
using language to
explore, understand
and connect

**The Holiday Inn Lancaster
Lancaster, PA**

Spring 2022

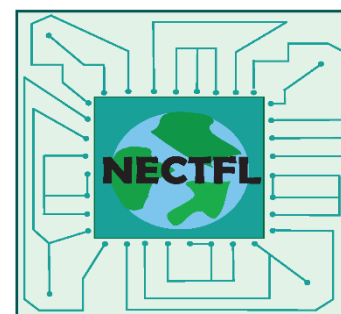
**For more information:
psmla.org**

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March 2-4, 2023

New York Hilton Midtown

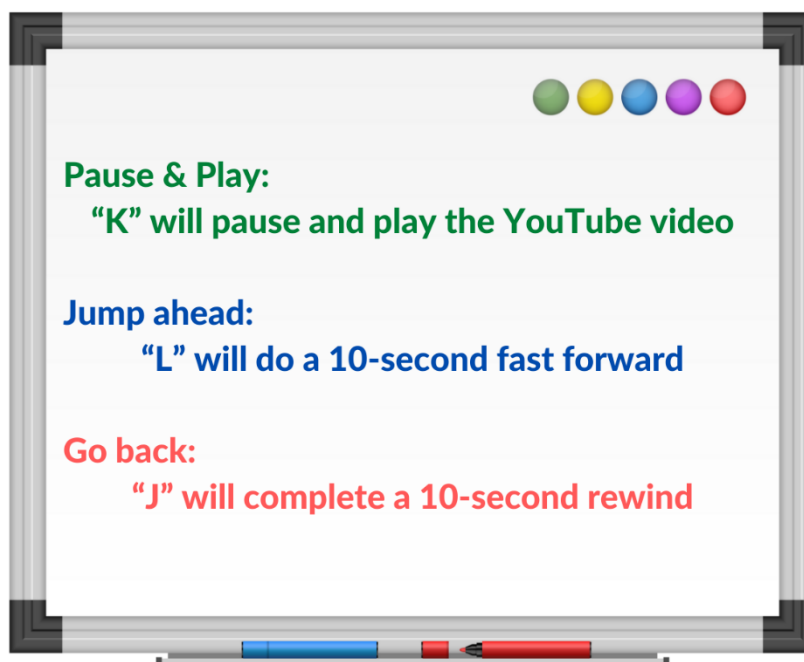


Reimagining the World Language "Classroom": The Future Starts Today

Want an awesome tech tip?
Here are a few shortcuts for
YouTube videos!



**Quick Tech Tips from
Cherie Garrett!**



Cherie Garrett!
Quick Tech Tips from

Student Teachers Share

Answering the call to be a teacher is a unique path that takes dedication. We asked current student teachers to reflect on their journey so far. As you read their responses, we encourage you to think about how you might answer these same questions.

A Spanish teacher I had for three years in high school is the single most important source of encouragement that has led my career path as a teacher -- she not only transformed my view of learning world languages, but also piqued my interest in pursuing education.

My advisor and supportive mentor teachers in all my placements.

My encouragement has been my Warwick school teachers. They are my warriors and my cheerleaders who have been supportive to me since I was a kid in the district. As a kid I dreamed of doing something that involves being a role model and teaching kids to be ready, respectful, and responsible and that is why teaching is my profession that I can soon hope to pursue. Along with my teachers, my heritage as a Mexican American encouraged me to want to teach Spanish. Teaching Spanish allows me to share culture, perspectives, and the Language. As I am teaching Spanish I can connect to my roots and allow other students to connect to the language and my goal is for the students to love the language.

Who or what has most encouraged you as you prepare to enter the teaching profession?

Learning has always been a joyful and intricate process to me. The joy of learning something that you are interested in is very special. I wanted to be part of that process and that is why I decided to devote my life to being an educator. As an educator, you can be one the most influential people in your students' lives. They look to you not only for content but also for guidance, encouragement, compassion, and strength. To this day, I still remember who my teachers were from kindergarten to college. Many of these teachers taught me to pass on the love of teaching and learning and to create lifelong passionate learners.

What encourages me most is when I can see students enjoying the class and feeling comfortable in my mentor teacher's classroom. When I can tell that students want to be there, it reminds me why I am there.

My teachers in High School who always did everything they could to help me to succeed.

Get the experience, test out very diverse and not so diverse schools to see where you fit in. Ask for help when you need it because the teachers will be more than happy to help you along the way.

If you enjoy what you are learning than go for it. Never limit yourself to what jobs include Spanish speakers. If you don't want to be a teacher than there's translators, travel agencies, and many other opportunities. As for future language teachers I'd say go for it because it is very rewarding knowing that students want to learn. If you have fun the students will have fun.

It's a great opportunity to impact the future generations on how they view the world and other cultures.

What advice would you give to a student in high school considering this field?

I would say that it's not easy- but all the small moments that occur while working with students are rewarding and make everything worth it.

Students considering this field should start educating themselves on culture ASAP. Don't only show up to class and do well. Don't only go on your school's exchange trip. Start following current events, conflicts, and controversies in cultures relevant to your world language. Watch documentaries. Find art, video games, movies, etc. that you connect with.

If you're a high schooler who is interested in being a teacher, just know there's a few more steps to be prepared for in life than you'd expect. It's important to keep in mind that it's all a great, positive experience, but you should be ready for things to change. Specifically, the way your courses work because it's nothing like high school. You have to tether yourself to your courses and prove interest on some occasions. Keep your head high and do your best.

Whenever you have the opportunity to practice teaching, take it. It does not matter if it is a tutoring job, a mentorship, or a leadership position on a team. Every time you get to teach it will build your skills and your confidence. And if you feel the world light up while you're doing it, that is a sign you're on the right path.

Work hard, learn as much as you can now, and remember why you're wanting to be a teacher when times get tough.

I want the students to enjoy the class while learning and having fun. I also want students to know that it takes one word or maybe one sentence to change someone's perspective about education. No matter where we come from, what household we come from, what we have or what we don't have, it takes one word to plant the seed of teacher profession in our future students. I come from a family background that doesn't value education and I felt like I could never make it to be a teacher because of not having support, expenses, etc. It took one word or a conversation to give me hope and strength to get to where I am today. "If you could be anything in this world, be kind"

My wish is not only to be the best teacher possible, but also to serve as a person that students are able to look up to, respect, and trust. I understand firsthand that having a positive and encouraging role model as a student is a highly important part of growing up, and I want to do all I can to promote a positive environment in which my students can learn and develop.

What impact do you hope to have on your future students once you have your own classroom?

I hope to teach my students that the world is so much bigger than they can see from their window, and they have the potential and ability to effect great change! I hope to help them reach that potential and achieve their goals.

I hope that I can show students the way the world could be, not just the way that it is. I hope to inspire them to grow and learn more about perspectives and values they had not considered (or encountered) before. Above all, though, I hope that I can help them to really love learning and not feel burnt out or overwhelmed by it.

I want my students not only to learn Spanish, but to learn how to be human beings, too. I want them to know what unconditional respect and love feel like for those days when they feel the world is against them. I'm not only going to be there to teach, but to guide and mentor them in this crazy world.

I hope to be an influential member in my students' lives. I hope to inspire my students to be the best versions of themselves and strive to succeed.

College & University Spotlight

Institution Name & Location:

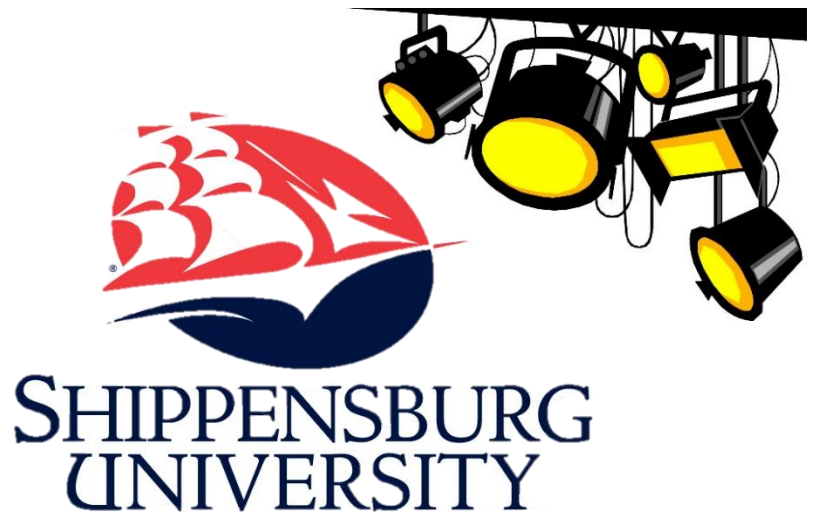
Shippensburg University,
Shippensburg, PA

Department Website:

[Dept. of Global Languages & Cultures](#)

Contributed by: David Wildermuth,
D.M.L., Associate Professor of German

Approximate Dept. Enrollment: 16-30



Global Language Programs

- *Options in Spanish & French:*
 - Bachelor of Arts
 - Certificate of Translation
- *Minor options include:*
 - French
 - French Cultural Studies
 - German
 - Spanish
- *Spanish with Secondary Certification*
- *Certificates in French, German, and Spanish*
- *Summer courses available for Spanish and French*
- *Service-learning opportunity in Haiti*

Study abroad

- *Options available for all languages*
- *Multiple in-house programs including:*
 - La Rochelle Business School (France)
 - Leuphana Universität (Lüneburg, Germany)
- *Scholarship offerings for study abroad*
- *Partnerships with multiple universities around the world*



Ship student enjoying soccer match in Spain.

Summer Courses

Summer programs are available both online and traditional face-to-face formats for:

- *Spanish*
- *French*
- *Various cultural courses (conducted in English)*



French Club members tour Philadelphia's Old City.

Scholarship Opportunities

- Monetary awards available for undergraduate students
- Program specific grants for students to participate in service-learning experiences abroad

Links

[Ship's Global Languages Programs](#)

[Study Abroad Options](#)

[Scholarships and Awards](#)

[Video: Visiting Shippensburg](#)



Ship students participating in service-learning opportunity, Project Gros Mangle in Haiti.

What makes Ship's Global Languages programs special?

The Global Languages Education Program has been nationally recognized by the ACTFL-CAEP.

Shippensburg University has the greatest number of faculty to receive Fulbright awards in the PASSHE system and is one of only five in Pennsylvania to have a Peace Corps Prep Program. We work extensively with our students in their applications to such programs.

Our students are highly encouraged to pursue career-building experiences abroad. Students of Global Languages at Ship have served in the Peace Corps in South America, earned Fulbright teaching assistantships to Germany, TAPIF teaching assistantships throughout the Francophone world, the Yedlicka scholarship, and Benjamin Franklin research fellowship.





Introducing the PSMLA Peer Mentoring Program

Rich Madel, Ed.D.
Colonial School District

The Pennsylvania State Modern Language Association (PSMLA) is excited to share the inauguration of the PSMLA Peer Mentoring Program for the 2022-2023 school year. This brief article provides an overview of this new program and its goals, explains what it can offer its participants, details expectations for participation, and also presents information regarding how *you* can be involved!

Program Overview

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.

Program Goals

This program seeks to contribute to the state of world language education in Pennsylvania by:

- supporting novice world language teachers in the development of successful communicative language teaching practices,
- supporting teacher retention efforts,
- recognizing and elevating the presence of world language teacher leaders, and
- introduce novice world language teachers to PSMLA and encourage a continued relationship with the organization, its leadership, and professional learning community.

Benefits for Participants

Participation in the PSMLA Peer Mentoring Program provides a variety of benefits to both the mentor and mentee alike. These benefits include:

1. Complimentary registration for PSMLA's Annual Fall Conference during mentorship.
2. A free publication to guide and inform mentor-mentee discussion and practice.

3. Formal recognition as a teacher-leader (mentor) or your commitment to advancing classroom practices (mentee) sent directly to school superiors, the PSMLA community, and beyond.
4. A certificate of professional development hours.
5. Act 48 credit for professional development service.
6. Leadership experience as a mentor working with novice world language educators or, as a mentee, the support, advice, coaching, and motivation from an experienced educator.
7. Collaboration and networking with a community of world language teacher-leaders committed to enhancing world language instruction in the state of Pennsylvania.

Expectations

Peer Mentors are expected to work collaboratively to develop strategic, observable, and measurable goals to support mentees in the development of effective and sustainable communicative teaching practices. Mentor/Mentee pairs will establish personalized goals at three intervals during the year-long partnership and will evaluate and reflect upon their success at the end of each interval.



Image from the Fall 2019 Pre-conference Workshop

Peer Mentors are asked to stay in regular communication with each other and document the form and frequency of their contact. Specifically, mentors and mentees are expected to log at least one synchronous contact (virtual or in-person) each month. In addition, virtual meetings will be held periodically for all program participants to encourage deeper connections, facilitate a broader exchange of ideas and experiences, and further orient members to program expectations.

While most interactions throughout the program can be conducted virtually, mentors and mentees are expected to attend the PSMLA Fall Conference in-person and engage in program-specific session(s).

The PSMLA Peer Mentoring Program expects a year-long commitment from both mentors and mentees. Mentees that have successfully engaged a year of mentorship, however, will have the opportunity to extend their participation an additional year if desired to be partnered with an additional mentor.

Program Timeline

A more detailed chronology of the year-long program activity and commitment can be seen in the table on the next page.

PHASE <i>Focus</i>	MONTH	PROGRAM ACTIVITY
Program Planning	July	<ul style="list-style-type: none"> • applications reviewed • mentor/mentee pairs are created • acceptance letters are distributed
	August	<ul style="list-style-type: none"> • recognition letters sent to program members' schools and supervisors • virtual meeting (in late August) * <ul style="list-style-type: none"> ◦ establish Phase 1 Goal
PHASE 1 <i>Classroom Management and Routines in the Target Language</i>	September	<ul style="list-style-type: none"> • mentor-mentee collaboration <ul style="list-style-type: none"> ◦ minimum 1 synchronous contact (virtual or in-person) • continue Phase 1 Goal
	October	<ul style="list-style-type: none"> • mentor-mentee collaboration <ul style="list-style-type: none"> ◦ minimum 1 synchronous contact (virtual or in-person) • PSMLA Fall Conference* • special closed PSMLA Peer Mentoring Program session during Conference on Saturday * • continue Phase 1 Goal
	November	<ul style="list-style-type: none"> • mentor-mentee collaboration <ul style="list-style-type: none"> ◦ minimum 1 synchronous contact (virtual or in-person) • continue Phase 1 Goal • submit contact log/Phase 1 Goal Reflection**

PHASE 2 <i>Progressive Development</i>	December	<ul style="list-style-type: none"> • mentor-mentee collaboration <ul style="list-style-type: none"> ◦ minimum 1 synchronous contact (virtual or in-person) • establish Phase 2 Goal <ul style="list-style-type: none"> ◦ Option 1: Progressive development of Phase 1 Goal ◦ Option 2: Establish new goal target/focus
	January	<ul style="list-style-type: none"> • mentor-mentee collaboration <ul style="list-style-type: none"> ◦ minimum 1 synchronous contact (virtual or in-person) • continue Phase 2 Goal
	February	<ul style="list-style-type: none"> • mentor-mentee collaboration <ul style="list-style-type: none"> ◦ minimum 1 synchronous contact (virtual or in-person) • virtual meeting* • continue Phase 2 Goal • submit contact log/Phase 2 Goal Reflection**
PHASE 3 <i>Professional Learning</i>	March	<ul style="list-style-type: none"> • mentor-mentee collaboration <ul style="list-style-type: none"> ◦ minimum 1 synchronous contact (virtual or in-person) • establish Phase 3 Goal in coordination with book study or professional development experience (e.g., PSMLA Spring Conference)
	April	<ul style="list-style-type: none"> • mentor-mentee collaboration <ul style="list-style-type: none"> ◦ minimum 1 synchronous contact (virtual or in-person)

		<ul style="list-style-type: none"> • continue Phase 3 Goal
	May	<ul style="list-style-type: none"> • mentor-mentee collaboration <ul style="list-style-type: none"> ◦ minimum 1 synchronous contact (virtual or in-person) • continue Phase 3 Goal
Program Planning	June	<ul style="list-style-type: none"> • virtual Program Closure Meeting* • submit contact log** • submit Phase 3 Goal Reflection** • submit Act 48 Reflection** • participation certificates shared • Act 48 credit submitted • application deadline, June 30

* Denotes program meeting; **Denotes the submission of program documentation (e.g., goal reflection, contact log, etc.)

Become a Mentor or Mentee!

Are you interested in being a part of the inaugural cohort of mentors and mentees? If so, mentors can apply using [this form](#). Mentees can apply using [this form](#). Both forms should be completed no later than *June 30, 2022*. Visit psmla.org for more information.



BECOME A MENTOR FOR A NOVICE TEACHER!

Contribute your leadership and expertise as a **PSMLA Peer Mentor** and help build to a stronger future of language teaching in Pennsylvania!

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PEER MENTORING PROGRAM

VISIT [PSMLA.ORG](https://psmla.org) TO LEARN MORE ABOUT BENEFITS, QUALIFICATIONS, EXPECTATIONS, AND HOW TO APPLY.

Borrowing from our Science Colleagues

Using the 5E Model of inquiry-based learning to facilitate new language acquisition

Olivia Grugan

World of Learning Institute
Appalachia Intermediate Unit 8

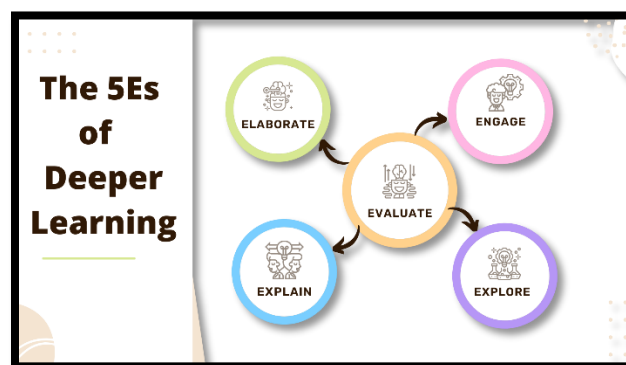
If you google “The 5E Model” (5Es) you will find numerous articles about science pedagogy. That’s why, when I first heard about this inquiry-based model, I thought it wasn’t for me. Based on a constructivist theory of learning, this model was developed in the 1980s under the Biological Sciences Curriculum Study as a lesson sequence designed to guide students towards the understanding of fundamental scientific concepts (Bybee, 2006). I was a Social Studies teacher at the time, with an add-on certificate in Spanish. My subjects do not do this kind of learning, or so I assumed. Years later, I began working with a group of language teachers through the World of Learning Institute at Appalachia Intermediate Unit 8. These teachers were using the 5Es, with the addition of a sixth, to facilitate language acquisition in eight world languages. I was intrigued but also skeptical.

From the moderate study of new language acquisition that I had done, I was (and still am) largely convinced by the basic principles of Stephen Krashen’s work and the “input hypothesis” (1983). Though I think some teachers take these principles as dogma, and a healthy moderation is always warranted, it has been my own experience that languages are best acquired, not learned. This acquisition happens when students are exposed to ample input that is both compelling and comprehensible. They are curious and engaged because the material is relevant and they are able to understand it. Furthermore, this process is most effective when it happens implicitly, when students are focused on the message, and not the form of the

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language. They acquire a new language with many parallels to how they acquired their first language, naturally and because they want to understand their surroundings.

The 5Es of science pedagogy seemed to conflict with much of this. With its guided inquiry through the stages of **Engage, Explore, Explain, Evaluate and Elaborate**, it outlined learning explicitly, drawing attention to the process as much as the subject of the learning. In the first stage, learners *engage* with a question. They then *explore* evidence and make observations, *explaining* what they see to their classmates and teacher. At this stage, the teacher may also explain concepts or past research. Next, learners *evaluate* their understanding or their hypotheses and draw some conclusions. In the *elaborate* phase, they take these conclusions and apply them to a new scenario.



If we apply these 5Es to language acquisition, what would the question be? The hypothesis? The evidence? Some early attempts at this centered the language itself as the subject of inquiry. I wrote lessons like this too. In one Arabic lesson, I presented students with adverbs, for example. I attempted to *engage* students with a simple, comprehensible sentence about regular hobbies. Then, they *explored* resources that presented the rules of using adverbs. I curated resources in multiple modes (read, watch, do) and encouraged them to find some of their own as well. In the *explain* phase, they explained the rules to their classmates and then practiced telling them about their own hobbies. The *evaluate* stage was a quiz that tested their knowledge of the new

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vocabulary and rules. Finally, they *elaborated* on their learning by choosing between two options: an interview with a partner about the frequency with which they do certain activities or a comic strip showing their daily routine.

I saw some strong practices in this lesson. Students were engaging with me and with peers, they had some choice, they used multiple modes of learning, they were thinking inductively to figure things out; but mostly, they were talking *about* the language, not *in* the language. The problem was this: I had made the language itself the focus of inquiry. While this may be appropriate at times (higher levels, when a student expresses natural curiosity about the language), I was seeing it raise students' *affective filters*—(Krashen, 1983), their internal monologues about what is "right" and "wrong," thus hindering risk taking and authentic communication. I knew from my own language acquisition experiences that when I am thinking about grammar rules, I am less likely to speak, afraid of the mistakes I might make.

Fortunately, I was seeing and working on other inquiry-based lessons too, lessons where students were engaged in an authentic resource, inquiring about its meaning. And a simple shift transformed a hesitant skeptic into an enthusiastic convert. **If *form* is the focus of inquiry, short-term language *learning* takes place for students who are engaged; however, if *message* is the focus of inquiry, authentic language *acquisition* takes place for anyone who wants to know the message.**

In practice, that shift started with work on an American Sign Language class that I was building with several Deaf ASL users. They were creating videos of themselves signing to each other. These videos are 1-2 minutes and were originally shared on Instagram. The videos are compelling because they are authentic. They are about everyday real-world topics in these two individuals' lives. They are produced by people who use the language every day, with each other. We started utilizing these

videos to *engage*. Students watched the videos without any subtitles, curious about what was going on based on the context or the expressions they saw. What was the message? Students made original guesses and hypotheses, sharing them with each other. Then, students *explored* resources that provided them with some of the key vocabulary, language structures, or cultural information in order to appreciate the message of the video. In the *explain* phase, they discussed the same video again, with their classmates. They clarified for each other their new understanding. They still *evaluated* themselves, this time answering questions about the exact same video. The questions focused on meaning: What was said? They had multiple opportunities to answer the same questions, returning to the video or each other each time, to gain a clearer and clearer understanding of the interaction. Once students felt they understood the interaction the full interpretation was "revealed." Students were invited to watch the same video, with subtitles this time, noticing any nuances. Then they *elaborated* on what they were learning. The same structures were presented to them in a new context, or they practiced them with each other. Finally, in a 6th E, they *expressed* their learning, sharing what was interesting or challenging.

An element of these lessons took place on a virtual learning platform. When I looked at the student work there, I saw something in the ASL class that I had never seen before: students were posting on the discussion board more than the two times required of them by the instructions. Some were replying four to six times to peers. In previous discussion posts, like that for the Arabic adverb lesson, I had seen students discussing rules, "Thank you for sharing how you think about adverbs. I agree, it's helpful to remember that part of the rule." In the ASL discussion posts, however, I saw students asking each other real questions, "What does Maya sign right after she picks up the cat? I don't understand why she looks so concerned. Who can

help me out?" They posted as many times as they needed to until they were satisfied with their understanding. In class sessions, we saw something different too: they signed to each other, practicing and working out the input they had been exposed to multiple times.

This is not always a 100% target language approach, learners may discuss meaning at lower levels in their L1; and for some teachers, that may be enough to write it off. However, the student thinking I see parallels the kind of thinking I engaged in when first traveling in Latin America, with no knowledge of Spanish: "What are they saying? What clues can I find? Who can help me figure this out?". As students acquire language, the output can shift into the TL too.

There are many ways to facilitate language acquisition¹ for our students. The best ones will engage them authentically and consistently. The 5 (or 6) Es approach, borrowed from inquiry-based science pedagogy, is certainly just one of those. However, I am convinced that it is effective. When the focus is on meaning, students are compelled, want to know more, and acquire language implicitly. In those scenarios, language acquisition is a natural byproduct of curiosity.

¹For further reading: Glisan, E. W., & Donato, R. (2017). Enacting the Work of Language Instruction: High-Leverage Teaching Practices. American Council on the Teaching of Foreign Languages. 1001 North Fairfax Street Suite 200, Alexandria, VA 22314.

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Music in my World Language classroom

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Colonial School District

Music is a universal language. Rhythms, harmonies, lyrics, and their associations provide some of the most compelling authentic input for our world language learners. Rich with cultural and linguistic messages, music accompanies most of our students wherever they go. Just think, *how many times a day do you ask students to remove their headphones?* Leveraging that interest could lead to long-term proficiency gains. This article serves to share some of the ways I incorporate music into my classes- I hope you enjoy them, too!

Starting Small - Influence the energy in the room

Whether it's upbeat or mellow, sassy or sad, we can greatly influence the mood in our classrooms by simply introducing music into our space. Using music for classroom procedures activates parts of the brain that trigger memories and can effectively keep the pace of our routines. Over time, students will come to recognize and know the song(s), not only as a tool for time management but perhaps picking up some incidental vocabulary as well. Here are some examples.

- Start the day with a quick round of Gimkit or a few rounds of Quizlet Live, all while listening to your favorite target language playlists.
- Before introducing new content, try using a song to time a "vocab dump" where students list all the vocabulary that they can think of to describe a topic, image, or scenario in the target language.
- Select a song or two to accompany your exit ticket reflection time.

Over the years, students have asked for the names of songs they've heard in class so that they can add them to their own playlists. It's a great motivator and offers an opportunity for student-led language learning initiatives outside the classroom- *high on many of our priority lists as world language educators!*

Music also effectively sets the tone for culturally immersive lessons. When we read texts from the Amazon, I play a rainforest soundtrack. When a special guest came to teach us about Taíno history and culture, students entered the room to the sounds of Taíno flutes and drums. Hearing this music prior to learning about the role it plays in ceremonies and community life primed students for that new knowledge. Adding content-related musical layers to our lessons helps students tie those new memories together, creating stronger associations and a better chance for sustained memory retention.

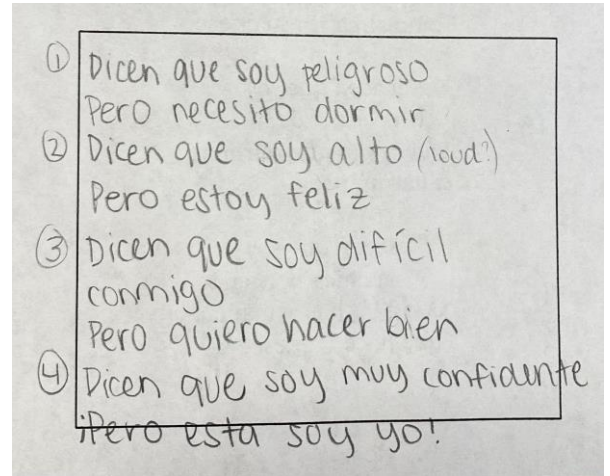
Something to keep in mind...

Playing calm, instrumental selections while students work on assessments or assignments requiring more executive functions can help reduce anxiety and nervousness (Jensen, 55). My *Paco de Lucia Radio* on Pandora is our go-to for high energy guitar music to get my students thinking.

Thematic Lyrical Analysis

By now most world language teachers have, at one time or another, analyzed a song in the target language. For my Spanish-teaching colleagues, “Esta soy yo” by El Sueño de Morfeo lays the groundwork for a lovely icebreaker lesson! To get started, students listen to the first minute and jot down words they recognize. Then we do a cloze activity to complete missing lyrics, conference with partners to compare, and finally, we check our work with the lyric video.

Our first foray into lyrical analysis is to choose a verse to interpret and draw. Students then quiz their friends on which verses their drawing represents, providing another layer of engagement. Lastly, students write their own version of the lyrics. In “Esta Soy Yo,” the singer laments the way she has been labeled by others and shares how she views herself. As you can imagine, this leads to some profound insights into student identities. I hope you’ll consider inviting your students to share and reflect with you, too!



Acknowledging the Richness and Value Outside of Lyrics



Student understandings of cultures is high on my list of curricular objectives, and while rap in the target language may be outside my students’ input+ (Krashen, 1981), the visual nods to cultural heritage present in some music videos are incredibly valuable to our learning. While exploring Caribbean cultures, we study Jiggy Drama & Martina La Peligrosa’s music video of “Mi Pueblo.” This gives students access to styles of dress, monuments and street art, ways of passing time, community buildings and places of interest, and more.

Extending this activity allows students to ponder where they might go to film a music video of their own hometown. I’ve also created a competition where students watch the video in small groups and note as many city elements as they can find, the group with the most on their list wins. Finally, a minimal lyrical analysis looks like this: I select a handful of comprehensible verses, print them, and distribute them to student groups. I make two copies of each lyric set, but I don’t mention that until it comes time for groups to share their interpretations. To review the lyrics, I post each set on the board while groups share what they understand the lyrics to mean. Their observations really strengthen one another and provide space for some impressive dialogue and negotiation of meaning. I hope you’ll consider including culturally rich music selections too, even if the lyrics aren’t the star of the show.

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- Spring 2022

Free Technology Tools to Facilitate Teaching and Learning

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Teaching for the past two years during the pandemic has posed many challenges for both teachers and students; however, technology has made many advancements to facilitate both the teaching and learning process. There are now a variety of activities to learn vocabulary, grammar, and culture, to practice listening comprehension, and to provide verbal feedback. Moreover, these online activities can be used in any setting: hybrid, virtual, or in-person; and students are not isolated to learn alone since many of these activities can be used in pairs, small groups or with an entire class.

As world language teachers, we know that the foundation of a world language is vocabulary, which may seem tedious or overwhelming for students to learn; however, this task can be converted into a fun and engaging activity. In the past, many teachers may have relied on Quizlet or Study Stacks to practice vocabulary, but recently, Blooket and Gimkit have generated a new excitement for learning vocabulary. The creators of these websites have developed a variety of creative games where students compete or work together to complete a challenging task and learn vocabulary at the same time. Additionally, these sites offer fun and engaging games that can be assigned as

homework so students are more inclined to complete the assignments to get extra practice outside of the classroom.

Beyond learning vocabulary, it is also important to practice grammar, and fortunately, there are websites that offer both reference materials and self-grading activities for many grammar points. Conjuguemos, Studyspanish.com and Quia are free websites that offer a variety of practice activities in various languages to engage students and to provide immediate feedback on their progress. An engaging way to have students work in pairs to practice grammar or vocabulary is by using the Quia Challenge Board activities that other teachers have already created. This Jeopardy style game requires two students to compete by answering the most questions correctly, and immediate feedback is given after each question is answered, allowing students to immediately discuss with their partner why an answer is incorrect.

In addition to the self-grading grammar and vocabulary practice activities mentioned above, Kahoot and Quizizz are also excellent tech tools to check students' understanding in a game like format, and they can be completed individually or as a whole class. If used as a whole class activity, a time limit can be placed on each question to encourage quicker response times or the time limit can be extended or eliminated for students who may experience high anxiety. In either case, the results of each student's performance are available to the teacher and

can be used either as a grade or just as formative feedback.

Another essential aspect of world language learning is listening comprehension. Conjuguemos offers a plethora of listening activities on a variety of topics, unfortunately, they are only available in Spanish. Once again, these activities are automatically graded whether they are assigned as a "Comprehension Quiz" or as a "Listening Quiz." The comprehension quiz entails a list of questions that will be answered by the students as they listen to the interview while the listening quiz allows the teacher to eliminate a set number of words from the script, and the students must complete the cloze activity as they listen to the audio.

Fortunately, there are free tech tools available to save world language teachers a lot of time; however, there are open-ended activities that students must do to improve their linguistic skills, and these activities need to be assessed by the teacher. One tech tool

that facilitates providing feedback, is Mote. Mote can be used with any Google tool and allows the teacher to leave verbally recorded feedback to each student. The benefits of using this tool are two-fold. First of all, the teacher doesn't need to type the feedback which saves a lot of time, and secondly, the students need to listen to the feedback to make necessary changes to their work and therefore, gain listening practice.

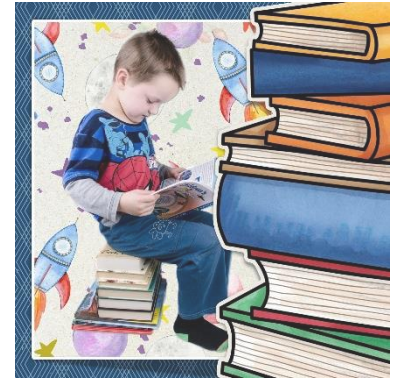
During these challenging times when time is at a premium for teachers, many teachers have found that the most time-efficient way to provide feedback is by using technology tools. These tools can save hours each week, which affords more time to plan lessons and to provide feedback on proficiency-based activities. Additionally, language learning can be more efficient by using online tools to reach students in any setting and to make learning a language more enjoyable and engaging.

Website	Link
Blooket	https://www.blooket.com/
Conjuguemos	https://conjuguemos.com
Gimkit	https://www.gimkit.com/
Kahoot	https://kahoot.com/
Mote	https://www.mote.com/
Quia	https://www.quia.com/web
Quia Shared Activities (Challenge board)	https://www.quia.com/shared/
Quizizz	https://quizizz.com
Quizlet	https://quizlet.com
StudySpanish.com	https://studyspanish.com

Empowering Students Through a Bilingual Literacy Project

Lisa Pietropola

Milton Hershey School



Background of Project

I remember the classroom project fondly. It was equally exciting for my high school seniors to write and illustrate their books as it was for the young elementary students to hear them and see the pictures. The high school students loved the storybook project because it gave them a chance to express creativity, exploring the world of fairytales and dragons, fables, and picture books, all while using content-relevant grammar and vocabulary. And the readers, our elementary students of Hispanic heritage, lit up when they heard a story being read to them that was representative of their culture. It was during one elementary visit that I realized the unique influence that bilingual stories have on empowering identities of children. Every student has a desire to see their personal and cultural identities reflected in the education that they receive. As educators, it is our job to build connections and nurture our students so that they can reach their greatest potential. This storybook assignment built the bridge between authentic instruction and meaning-centered outcomes, all while elevating the world language program and leaving an enduring legacy in our school community and beyond.

The Motivation for This Project:

I developed this classroom storybook project based on a professional development course that I took through the Penn Literacy Network. In the course, we learned that reading and writing are “co-constructed and transactional activities.” (Botel, 2016). Learning is most effective when connected to the Four Lenses of Learning: language-based, social, human, and meaning-centered (Botel, 2016). This storybook assignment interweaves each of these lenses and produces an authentic text that is ready to be shared across the curriculum. Students are asked to create target language stories and work alongside a peer to develop illustrations. Ideally, the illustrations are produced as an art class activity; thus, allowing for a co-curricular partnership within the school. By developing children’s stories in Spanish, students use the target language as an artistic representation of thoughts and ideas (Botel, 2016). Since the storybook project’s target audience is young children, our stories often have a rhyme scheme. My high school authors often need to contend with patterns of sounds. This strategy assists in phonological awareness which ultimately

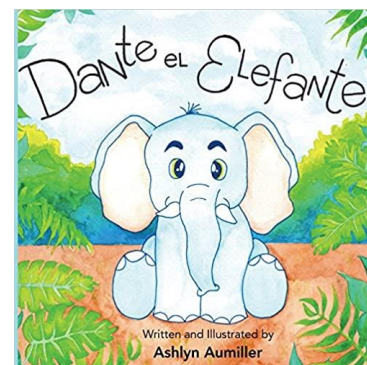
leads to improved speaking and listening skills. So, not only are we able to help our high school students critically compose text, but we are also allowing them to practice their skills in a way that mirrors the world-readiness standards for foreign languages.

As an AP Spanish instructor, I have my students create their stories as an opportunity to review grammar and vocabulary at the beginning of the course. We typically begin this project in the second week of the semester (see Appendix A) The students are put through several steps: pre-writing (invention), revising (using “focused correction areas”), peer editing, final drafts (publishing), and lastly, peer sharing. During each phase, students create original content in the target language and they utilize literacy strategies that support critical thinking in their native language. These literacy skills include transacting with text, composing text, extending reading and writing, investigating language, and learning to learn (Botel, 2016).

Literacy skills are transferable between languages; what we teach in the target language classroom ultimately supports literacy goals for the entire school community. This project not only gives students an authentic application of literary strategies, but it also elevates their reading and writing skills in their native English language. After several years of incorporating the Penn Literacy Network approach into our curriculum, my high school saw improved Keystone scores in ELA, no doubt due to a unified focus of literacy efforts put forth by our teachers.

Empowering Students in The World Language

Dante el Elefante is a bilingual children’s book that originated in my AP Spanish classroom in Northern High School, Dillsburg, Pennsylvania. This children’s book became professionally published. The book is written and illustrated by Ashlyn Aumiller, a 2018 graduate of the Northern York County School District. Ashlyn was my AP student during her senior year. While originally written in only the target language for the assignment, English text was added to make the story bilingual for publication purposes. When asked about her experience, Ashlyn explains, “[Señora] said that I could publish my book if I wanted to. I was just doing it for my school project which I think is funny because now I have all these other opportunities opening up for me.” Ashlyn’s book, *Dante El Elefante*, went on to be published; it received an official copyright from the Library of Congress; and, Ashlyn now receives royalties from the sales of her book.



Dante El Elefante is used in various international outreach programs. In 2018, Shippensburg University took this book to the Dominican Republic for a literacy outreach called “Reach Out.” Emily Slowthower served as the university student-director on the trip. She states,

“Most of the Dominican students natively speak Spanish and are going through the process of learning English during the school day; obtaining a children’s story that was translated into both languages was at the top of our list. It allowed for the students to easily understand the plot, while also being able to revisit the story and practice English.”

Ashlyn paved the way for other students to follow. Following the success of *Dante El Elefante*, Ashlyn was asked what message she would share to other AP language students who also want to publish their work. She responded, “I would say to incorporate your personality into your work because it really helps to make the story your own.” Ashlyn made an impact on the school community. Her journey of taking a classroom writing project and turning it into a published piece of work served as inspiration for her fellow classmates. In the years that followed, eleven more bilingual children’s books were chosen for publication out of the AP Spanish and French classes from Northern High School.

When asked about why learning a language is important, student-author and illustrator, Marlee Starliper, a 2020 graduate of the Northern York County School District explains, “Learning a new language makes the world seem so much bigger than its own...it’s an essential part of all that the world has to offer.” World language teachers know that teaching interculturality is as important as grammar and syntax.

Student-author, Meredith Engle, another 2020 graduate of the Northern York County School District beautifully summarizes her language-learning experience:

“I’m really excited that children who live in Spanish-speaking countries are actually going to get to read my book. I really hope that I can show them that there are a lot of people [in America] that really care about learning about their language and their culture as well.”

In her statement, Meredith eloquently demonstrates the mutual respect and open dialogue that results from this project.

Impacting Pennsylvania and Beyond

Members First Federal Credit Union partnered with our students to provide a grant for sending the Spanish/English bilingual children’s books to underserved communities in the

Commonwealth of Pennsylvania. Through several charities, these bilingual children's books have been sent to refugee schools along the U.S./Mexico border. Our French classes have seen their books purchased for elementary schools in the northern states that border Canada.

Furthermore, Northern High School students sent their Spanish/English children's books with a group of medical students from the Philadelphia area to assist with a medical mission trip to a small children's hospital in Guatemala. And, in 2020, a church group from Carlisle, Pennsylvania participated in a donation-drive to send bilingual French/English books to Haiti.

Our Purpose

The mission of this classroom project is no longer simply about publishing student-produced work. It also aims to increase the impact that these stories have on bilingual literacy in children. Our storybooks not only promote global citizenship, but also teach secondary education students the value of servant leadership through creativity and language expression. Their product directly impacts the next generation of students. Those children who receive these gifts will grow up in a world where their culture and personal identity are reflected in their education. I applaud all of my fellow educators who are creating ways for cultural inclusion; and, I thank my students for showing me that a simple classroom project could impact the world in such a meaningful way.



Lisa Pietropola is a classroom Spanish teacher in Central Pennsylvania and a recipient of the Outstanding Teacher of the Year Award from the Shippensburg University School Study Council. Lisa, along with her business partner, Lara Paparo, created Creo En Ti Media. Discover more about their enterprise at www.creoentimedia.com. She currently teaches Spanish at the Milton Hershey School in Hershey, Pennsylvania.

Appendix A

Name _____

Write a Children's Book!

Work individually or in pairs to write a children's story book.

Instructions:

- Write a dynamic and interesting children's book that includes at least 16 complete sentences and includes a variety of verbs and descriptions and illustrations.
- Include in your story:
 - A description of your appropriate main character.
 - The age of your character.
 - A description of the scene using a comparison.
 - Specific verb tenses/conjugations as assigned.
 - The present tense in all dialogue.
 - A conclusion with a prediction using the future tense.
- Add drawings related to the story. Drawings can be by hand or by computer.

Rubric

- | | |
|---|-----------|
| • A Completed Book | _____ /12 |
| ○ 16 complete sentences | |
| ○ 8 drawings (at least) | |
| ○ A title | |
| • Required Components | _____ /8 |
| ○ A description of your character | |
| ○ The age of your character | |
| ○ A description of the scene | |
| ○ A little dialogue | |
| ○ Two sentences of the subjunctive | |
| ○ A conclusion | |
| • Correct Grammar Usage | _____ /30 |
| ○ The use of the preterit and imperfect | |
| ○ The use of the subjunctive | |
| ○ The conjugations | |
| ○ The agreement (gender and number) | |
| ○ General grammar | |

Total: _____ /50



1. #1 Rough Draft
2. #2 Peer Edit
3. #3 Final Draft
4. #4 Peer Share

Important Dates:

www.creoentimedia.com

Storyboard Template

Cover Page

<p>BLANK PAGE</p> <p>NO TEXT OR IMAGE</p>	
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Use this space to describe the illustrations on each page OR insert the text for the page. Not all pages need text, but they ALL need illustrations!





www.CreoEnTiMedia.com

Page 1

Page 2

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Call for Submissions – Peer Reviewed Articles

Pennsylvania Language Forum: Peer Review Process

Aim and Scope: *Pennsylvania Language Forum (PLF)* is PSMLA's annual publication. The journal features a selection of original scholarly articles that are chosen by a peer review process.

The Editorial Board of *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 (see note below)
- 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.

Note:

For classroom-based studies (peer-reviewed or otherwise), the article must directly address how Institutional Research Board (IRB) or District permissions were obtained for student data. For further information on conducting classroom research, please see the Spring 2021 and Fall 2021 PA Language Forum for additional information.

Release forms are required for any photographs or materials (<https://psmla.org/pennsylvania-language-forum>)

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

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