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ABOUT

Pennsylvania Language Forum (PLF) is the annual 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 a printed copy mailed to their address on file as well as online access through the Members Only page of the website. A digital archive of previous issues is also available online for members. Visit www.psmla.org to access PLF online.

SUBMISSIONS

Article submissions are accepted on a rolling basis but must be received by June 1 to be considered for publication in the fall issue of PLF.

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 (available at www.psmla.org)

Send submission materials in a **single email** to PALanguageForum@gmail.com. The subject line of the email should list the last name of the primary **author**(s) and the title of the article/submission. *Example: Smith & Doe - Cultural Comparisons* Include only **one** submission per email.

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 receive $10 "PSMLA Bucks" which are redeemable for PSMLA membership renewal or registration at a PSMLA-sponsored workshop or event. PSMLA Bucks expire one year from the date of issue and are non-transferrable.

Contact PLF

Companies and organizations that wish to advertise in PLF, which reaches hundreds of world language educators annually in print and online, should visit the Advertising Manager's page on the PSMLA website (www.psmla.org).

Questions may be directed to Megan Flinchbaugh, Editor of PLF, at PALanguageForum@gmail.com.

PSMLA Global Scholars
Program and 2017 Participating Schools

The PSMLA Global Scholars Program was implemented in 2016 to honor high school students who successfully achieve academic and extra-curricular goals that help them develop global awareness or competency and better prepare for personal and professional success in an   increasingly global society. It is part of a national movement and is an outgrowth of a program initiated in Wisconsin and similar to ones being launched in other states. To learn how your school can become involved in this program, visit www.psmla.org/global-scholars.

Components of a PSMLA Global Scholars Program to be completed in grades 9-12

1. Academic courses

    a. 4 years of the same world language

    b. 4 additional credits toward graduation that have a primary global focus

2. Active participation as confirmed by a sponsor in a variety of extra-curricular activities with a global focus (minimum of 4) such as:

3. Service Hours with a global focus (20 hours or an average of 5 hours per high school year, as approved by the school's Global Scholars advisor)

4. Review of literature/media with a global focus (minimum of 8, at least 4 of which are books)

In the second year of implementation, 37 students from across the state of Pennsylvania graduated as PSMLA Global Scholars having successfully completed all four years' worth of components in 1 or 2 years! Congratulations to these PSMLA Global Scholars students and advisors at the following schools:

Antietam High School

Avonworth High School

Camp Hill Senior High School

Chartiers Valley High School

Fox Chapel Area High School

Hempfield Area High School

Kennard-Dale High School

Penncrest High School

Susanne Nimmrichter
President
Pennsylvania State Modern Language Association

Everybody speaks about the global economy, wants to travel abroad (and not only to English speaking countries), and wishes they had learned a language when they were younger … yet barely one fifth of all K-12 students study a second language, and most of them start only at age 15 and take it for only two years. Just about 8% of all college students enroll in a language course. Many colleges no longer have language requirements for most degrees and the vast majority of all students are far from having any significant proficiency in a second language by the time they graduate from college.

Meanwhile, languages are among the top eight skills required across all occupations. Employers seek professionals who can communicate with individuals both domestically and abroad, not limited to English. And there is a shortage of world language teachers in over 44 of our states. There are jobs for students pursuing proficiency in a world language!

As world language professionals, we know that we don't just teach language and culture, we also have to advocate for the study of world languages. We have to draw our students into our classrooms, motivate them with a culturally rich curriculum, show them that everybody can learn a language successfully if they try, and entice them to come back for the next level. But that's not all. We also have to convince our administrators to offer a meaningful language sequence, to schedule courses to avoid conflicts in student schedules, and to maintain language programs when teachers retire.

Your professional associations are there to help you with this work. PSMLA has two specific programs that can help you strengthen your school's world language program, the Global Scholars program and the Pennsylvania Exemplary Programs program. Visit www.psmla.org to learn more about these programs. Also visit www.leadwithlanguages.org, ACTFL's new advocacy website, for more information on how to advocate your specific language (and more).

This year's PSMLA fall conference, organized in collaboration with the Pennsylvania Council for International Education (PACIE), will have a special focus on advocating for our language programs, integrating global education into our curriculum, and practical takeaways relevant to all K-16+ educators and administrators. Being located near Harrisburg, the conference theme, "Capitol"izing on Languages and Global Education, hopes to attract not only world language professional from all corners of Pennsylvania but also to reach out to our representatives in the state capitol so they take notice of the important work we do and for which we need their support.

I wish all of you a successful and rewarding 2017/2018 school year and look forward to seeing you at the fall conference or a future PSMLA sponsored event.

Megan Flinchbaugh
Editor
Pennsylvania Language Forum
Pennsylvania State Modern Language Association

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

This volume of PLF can help you better understand the mindset and needs of current and future teachers. M. Genao's investigation into Heritage Language Learners and H. Wang's look at Chinese student teachers give greater perspective and understanding of how teachers approach language teaching in various contexts. A. King's article on reading strategies and M. Bogdan's discussion of infographics give you fresh ideas for using authentic texts at any level. Other articles in this issue may provide inspiration and concrete ideas for curriculum, unit and lesson planning, projects, and the classroom language-learning experience.

This year's online materials comprise appendices from the PLF print articles. To access the appendices and the entire PDF version of the journal, visit www.psmla.org, and click on Publications. There you will find individual links to the online materials related to print articles. You will also find this and other PLF volumes.

As Editor of PLF I am pleased to work with educators in the role of author. I hope you will consider sharing your own expertise, research, experience, and ideas with the readers of PLF, your colleagues in the field of world language education. All submissions received by June 1, 2018 will be considered for possible publication in the Fall 2018 issue of PLF. For more details, including how to submit an article, visit www.psmla.org/pennsylvania-language-forum.

Infographics: Providing Visual Scaffolding & Cultural Context

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An infographic is a visual depiction of information. Taking the form of a graphic or diagram, information can be presented in a clear and appealing way. For our students, it presents data, statistics, and facts in an attractive presentation that may also prove less daunting than plain text. Our eyes are often drawn to graphics before text, and this is a combination of the two. Infographics can be used in interpretive exercises and also serve as the base for discussions of culture. Infographics in Spanish can be found at various sites, such as:

- infografiasencastellano.com

- infografias.com

- pictoline.com

For all languages, search Pinterest or Google Images with the target language equivalent of "infographic" and the topic of choice. Note that the teacher should preview these sites and infographics as most are not designed for language classrooms. The benefit is that these are authentic texts. Many of the common themes in classrooms of all languages can be found and adapted to various ability levels. I have used infographics on the qualities of friendships in a unit on relationships, an image of the effects of cola on the body in a unit on health, the environmental impact of Christmas celebrations the day before winter break, and statistics on church attendance when discussing religion.

Do not assume that these activities are limited to advanced courses, however. In fact, while novice students may be overwhelmed by a news article, a colorful infographic may be less intimidating. I have used the same set of infographics on families in Mexico in AP (to serve as the base for a cultural comparison presentation on how modern families are changing) that I use in level I (to identify cognates, determine word meanings based on the images, and to do a pre- and post-discussion of what students know about families in Mexico).

For AP and pre-AP courses, infographics are an excellent tool. The second source of the persuasive essay task on the AP exam is a visual. In 2015, for example, it was a bar chart on the advantages and challenges of telecommuting. While at first glance it may seem like a simple source to understand, the AP scoring guidelines require that a student "demonstrates high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies." Yet, the commentary provided by the College Board states that "students often misunderstood or misinterpreted the statistical information provided by the second source." Therefore, the teacher should not solely focus on print texts but also visual texts in preparation for the written presentational section of the exam.

Additionally, infographics can be used in units related to each of the six AP themes. For global challenges, there are many infographics on childhood obesity in Mexico that can lead to a larger discussion on health issues. For personal and public identities, I use several infographics on Muslims in Spain to discuss religion, culminating in a persuasive essay on permitting religious garments in public schools.

How can the teacher present infographics rather than just distributing them with a set of analytical questions? One way is to pose a question for a journal entry or a paired discussion; then, after sharing, compare the class' thoughts with the data from the infographic. In a unit on professions, I ask students what profession has the happiest workers, they discuss with a partner, share, and then we take a look at an infographic. After the reveal, they discuss whether or not they are in agreement with the data presented.

Another activity is for students to generate the data themselves and then compare their version with the infographic. Novice students can poll each other regarding what activities they do and do not do in their free time. That can then be compared to an infographic from Mexico as to how young people spend their time. Discussions can ensue about cultural differences and even about how the infographic may be out of date. How might the infographic look if it were created this year versus five years ago?

Continuing to make the presentation of infographics interactive, the teacher can present a set of facts and the students can predict, then verify with the data, if they are truths or lies. More advanced students can take an infographic, which often presents much data on one page, and summarize the three most surprising points to share with the class.

In terms of culture, infographics can be found on many of the topics that students enjoy: food customs, holidays, celebrities, art, musicians, monuments, etc. These can serve as an introduction for novice learners. Advanced students can make cultural comparisons; by using an infographic on the symbols of Mexico, students can compare that data with what U.S. residents see as their most

important national symbol. Alternatively, they can use an infographic as a catalyst for a debate; for example, infographics on bullfighting can serve as the arguments for or against continuing that tradition.

Try incorporating an infographic into your next unit. Searching for one will lead you to explore many others that can be integrated into your lessons. While the interpretation of print texts is still a vital skill to teach, our students are visual learners and are drawn to graphics, whether it be on a website or in a print article. Therefore, infographics can help to serve as an authentic and culture-centered bridge to the interpretation of more dense written texts.

Works Cited

"AP Spanish Language and Culture 2015 Scoring Guidelines." AP Central – The Spanish Language and Culture Exam. Web. Accessed March 23, 2016.

"Student Performance Q&A: 2015 AP Spanish Language and Culture Free-Response Questions." AP Central – The Spanish Language and Culture Exam. Web. Accessed March 23, 2016.

Using Learning Stations to Engage Students in All 5 Cs

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Why learning stations?

World language teachers strive to meet national standards[1] while also differentiating instruction to meet the needs of our students, but we face the unique challenge of doing this while maintaining use of a target language at least 90% of the time. Fortunately, there are many ways to overcome what can otherwise be a daunting task. One way to engage students at any level in all 5 Cs (Communities, Cultures, Comparisons, Connections, and Communities) is to use learning stations.

Stations are ideal for many reasons. They promote, allow, and/or require the use of the target language, expose students to various aspects of the target culture(s), give students opportunities to extend their learning and activities beyond the classroom, and teach and/or reinforce grammar as students learn about culture. Stations help teachers differentiate instruction by allowing students to work at their own pace and, in giving students more stations than are required, allowing for student choice.

Designing and creating learning stations is a very time-consuming process, but the rewards in student learning and engagement make the process well worth the time investment. In order to distribute the burden and share the wealth, when possible, share the work and workload with other teachers in the department, other schools, or other districts.

Developing the Stations

To develop stations, consider the grammar, vocabulary, and culture to highlight, teach, or reinforce. Categorize stations by theme so students can have the choice of which stations to complete and/or so students rotate within a group of stations before moving on to the next group.

Categorize groups based on cultural theme rather than vocabulary or grammar. As students explore the cultural topic, the teacher can require the use/practice of target language elements. For example, consider the following themes and accompanying activities (for the novice and intermediate levels) and how they might complement the teaching or reinforcement of vocabulary or grammar. All student activities listed meet both the communications and cultures goal areas. Additional goal areas are listed alongside each activity.

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[1]To learn about and read World Readiness Standards for Learning Languages, visit https://www.actfl.org/publications/all/world-readiness-standards-learning-languages

Art

- Fill in a Venn diagram to compare/contrast two pieces of art or artwork by two different artists.

  Comparisons, Connections, Communities

- Create personal drawing/work of art, incorporating elements typical or art/artists of the target culture.

  Connections, Communities

- Written response to art (story, poem, reflection, etc.), or spoken response with a partner.

  Connections, Communities

- Associate vocabulary words (emotions or descriptions, for example) with art and explain all or some choices.

  Connections, Communities

Biography/Famous person

- View news clips or a documentary in the target language and answer basic questions

  Comparisons, Connections, Communities

- Read children's book in the target language and answer questions

  Comparisons, Connections, Communities

- Read semblance or segment of a biography in the target language about a famous person and write a summary in the target language.

- View photos and make inferences or tell the life story in the target language.

Gastronomy

- Associate pictures of food with an ingredient list of a dish from the target culture.

  Connections, Communities

- Fill in a graphic organizer such as a Venn diagram to compare/contrast the dish with one from the United States.

  Comparisons, Connections, Communities

- Read recipe in the target language and answer questions.

- After doing activity in class with the recipe, prepare and enjoy the recipe at home.

  Comparisons, Connections, Communities

Geography

- Based on larger map, label personal map of a country or region with cities, lakes, rivers, mountains, tourist attractions, etc.

  Connections

- Read about famous places or events in the target culture and identify on a map where they occur.

  Connections

Literature

- Associate photos of target culture with words and/or phrases from a poem. Explain some or all choices.

  Connections, Communities

- Retell a story or poem in drawings

  Connections, Communities

- Read a children's book and answer questions about language and culture.

  Comparisons, Connections, Communities

Preparing the Stations

Successful learning stations are the result of careful planning. Each station should include activity sheets for each student and a set of labeled, laminated instructions. Put the activity sheets and instructions in a labeled folder.

Clear instructions are key. In the printed instructions, it is essential to use the target language at a level that students can understand without help from the teacher. It is helpful to underline key words, utilize picture representations for advanced vocabulary, and provide a model or example. Additionally, list the necessary materials so students can be prepared before beginning the activities.

Consider how much time students should spend at each station, and create activities that can be completed within that time frame. Provide scaffolding for activities that, without it, would be too difficult or take too much time.

Facilitating the Stations

Organize the classroom in a way conducive to learning and interacting at each station. At each station, leave necessary materials and place a folder with the instructions and worksheets. As students enter the room, encourage them to sit according to established groups or allow them to build their own. Before students begin working, provide general instructions. How much time do they spend at each station? How should they move between stations? How many activities or stations do they need to complete?

It is important that students be able to work independently since the teacher will not be able to be present at all stations at the same time. To aid in this, post a list of general station instructions in the target language so students can refer to it throughout the class period. Additionally, encourage students to refer to notes and other resources to help them answer any questions the group cannot.

Learning stations are an excellent way to increase student learning, encourage learner independence, use and require the target language, and engage students in cultural experiences. For these reasons, they are ideal for almost any unit of study at any level in any language classroom.

Spanish Heritage Language Learners:
Meeting These Students' Unique Needs

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Abstract

As the Hispanic population grows in the United States, more and more Spanish teachers are finding students in their classroom that have varying levels of Spanish skills due to the use of the language at home. This two-part study looks at the unique needs of these students by listening to what their teachers have to say and the positive impact separate Heritage Language classes have on the students' academic careers. By using a survey and student record data, the researcher compares the new data with that collected by others in previous investigations. The results show that there is a wide consensus among Spanish educators that Heritage Language Learners are best served in a separate class and that the students taking such classes tend to continue to study the language into more advanced levels more than those that do not take classes specifically for Heritage Language Learners.

To those not in the field of world language education, it may be assumed that Spanish-speaking Hispanic or Latino students in high schools in the United States would choose to study French, German, or another language over Spanish. It may come as surprise that these students actually take Spanish more than any other language offered and, despite having a background in the language, are not acing their classes. As the Hispanic and Latino population grows, some high schools are choosing to offer separate classes for Heritage Language Learners (HLLs), a term commonly defined as "a language student who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English" (Valdés, Heritage Language Students: Profiles and Possibilities, 2001). These students differ from those who have emigrated from a Spanish-speaking country and have received formal schooling in Spanish.

In the three-county area in eastern Pennsylvania where this study took place, the Hispanic/Latino population grew 6.4% from 2000-2010, one of the fastest growing Latino populations in the country (U.S. Census Bureau, 2010). In 2010, the same area's Latino population that was under the age of 18 was 23.6% (U.S. Census Bureau, 2010). Nationwide, in that same year, "only 11% of Hispanic children are first-generation immigrants who were born outside the United States; the remaining 89% would be considered Heritage Language Learners" (Russell & Kuriscak, 2015). As these students come into high school and choose, for various reasons, to study Spanish, they are often times placed into the only Spanish courses available at many high schools: those that are designed for students learning Spanish as a foreign language. While 40% of colleges and universities in the U.S. report offering Heritage Language Spanish classes, secondary schools are only beginning to do so (Bauderie, 2012). Researching the beliefs and attitudes of teachers that teach both traditional Spanish as a Foreign Language (FL) classes that include HLLs, as well as those who already teach HLL-specific courses in high schools, and then looking at how taking these courses affects their students, is a way for high schools to better understand how to meet the needs of this growing population.

Literature Review

There have been several studies over the past two decades that look specifically at Spanish HLLs and their unique needs as compared to their non-HLL peers, and multiple studies have shown that HLLs do benefit from separate courses (Russell & Kuriscak, 2015). However, most of these studies have been examined students at the post-secondary level, where the large majority of HLL classes are currently being offered. One of the studies that did investigate the topic on a secondary school level was published in 2015 by Brittany D. Russell and Lisa M. Kuriscak of Ball State University in Indiana. The study revealed that both pre- and in-service Spanish teachers realized that HLLs had different learning needs that their FL peers, and the majority saw a need for HLL-specific programs (Russell & Kuriscak, 2015). Another study (Potowski & Carreira, 2004) revealed that these teachers also felt that they lacked the knowledge on how to support these students since they did not receive specific training on teaching HLLs during their teacher preparation courses. "...[T]here exists a perturbing assumption that teachers who have studied [Spanish as a Foreign Language] acquisition and have been trained in [foreign language] methodology will make good [Spanish as a Heritage Language] teachers" (Potowski & Carreira, 2004).

A study by Rosa Sheets at the University of Washington (1994) revealed some very interesting findings about HLLs and their academic success after participating in culturally relevant Spanish Advanced Placement courses that were HLL-specific. The students, who were once considered "at risk," performed at a level of "giftedness" with 20 of the 29 participants passing the College Board Advanced Placement exam. The study also examined the effects on other academic areas, self-esteem, and home life, with overwhelmingly positive results. Participant students were quoted as saying, "I can't believe it! This is fun! It feels like when I first learned how to drive. I could hardly wait," "It made me want to work harder. I wanted to be the best in the class. This was hard because everyone wanted to be the best. So, we just worked together and studied harder each day," "I think that my pride for being Latino was the most important thing that happened to me; that made me

study as hard as I could to be the leader in that program," "Other teachers treat me as if I'm smart now that they know I passed the test" (Sheets, 1994).

Guadalupe Valdés, of Stanford University, is considered a preeminent scholar on HLLs. She points out that HLLs are often placed into higher levels since they may have some language ability that would be appropriate for higher-level conversation. However, "[HLLs] may speak a...stigmatized variety associated with non-academic uses of language" and their reading and writing skills often lag far behind their casual conversational skills (Valdés, Heritage Language Students: Profiles and Possibilities, 2001). This leads to HLLs receiving poor grades in FL classes for reasons that their non-HLL peers may not understand. This causes the students to suffer from anxiety while in these classes, since they do not want their peers and teachers, who may expect more out of them since they are "Spanish-speaking," to know that they struggle with the academic level of the language (Valdés, Heritage Language Students: Profiles and Possibilities, 2001).

After analyzing the previous research and case studies about HLLs in both secondary and post-secondary Spanish classes, this study was developed to examine the topic of Spanish HLLs in the three-county region of eastern Pennsylvania. This study sought to answer three research questions:

1. What are Spanish teachers' attitudes and beliefs towards teaching Spanish HLLs in both FL classes as well as HLL-specific courses?

2. Are colleges and universities that offer teacher preparation programs (both undergraduate and/or graduate level) for world language teachers offering adequate education in the methodology and pedagogy of teaching HLLs?

3. Are high school Spanish HLLs who take HLL-specific Spanish courses more likely to take upper level and Advanced Placement Spanish courses?

Methodology

Participants. This study examined research from seven high schools located in a three-county area of eastern Pennsylvania. All seven of the schools served a student population that was at least 10% Hispanic/Latino, and all offered at least five levels of Spanish as a Foreign Language, including at least one Advanced Placement Spanish course. Four of the schools offered at least two levels of Spanish for Heritage Language Learners along with the FL courses.

Teachers. Survey packets were distributed to the administrators of the seven schools with a letter from the researcher explaining the purpose of the study and asking the administrator to distribute the survey instructions to teachers of Spanish at their respective schools (see Appendix A). 10 responses were received from the teachers. The respondents covered a wide range of teaching experience, with 60% responding that they have been teaching between 6-15 years. All respondents hold at least a Bachelor's degree with at least some post-graduate coursework completed, with 80% holding at least a Master's degree.

Data Collection Instruments

Survey. An online survey (see Appendix B[1]) was created using the Survey Monkey platform and included questions about participants' attitudes, pedagogical practices, beliefs, and teacher education. A variety of question types were included, including open-ended questions. Many of the questions were inspired by the survey created for the study by Russell & Kuriscak (2015).

Coding. Survey responses were coded using the previously described categories, as well as a grounded theory approach in which "participants' responses were tagged with codes so as to highlight repeated concepts and patterns," again, inspired by the methods used by Russell & Kuriscak (2015).

Student Record Data. Student record data was also collected from two of the seven participating schools[2]: Riverview High School and Thomas Jefferson High School. The schools were chosen because 1) they served a larger percentage of Hispanic/Latino students (≥18%), and 2) because one school offered HLL-specific classes while the other did not. For each of the schools, student coursework data from a random selection of 25 Hispanic/Latino students who had graduated in 2015 and had completed at least two levels of Spanish classes were recorded. The data recorded indicated the trajectory of Spanish taken by each student over the course of their secondary schooling (see Appendix C). This data was then analyzed to see if there was a positive correlation between Spanish HLLs taking HLL-specific Spanish courses and continuing on to take upper level and Advanced Placement Spanish courses.

Results

Survey Results

Theme 1: Teacher Education. The respondents of the survey clearly indicated that there was a lack of adequate education about teaching HLLs in teachers' initial certification preparation studies, with 60% of respondents saying they did not receive any pre-certification education on the topic. While all respondents answered that they have learned about the unique needs of HLLs in some capacity, only half reported that they learned this in a university course, as opposed to independent study, conferences, or professional development seminars.

Theme 2: Experiences. All of the respondents answered that they have taught HLLs in Spanish classes. 80% said that the HLLs they teach generally receive the same or lower grades than their non-HLL peers, and all of the respondents that answered "lower grades" teach in schools where HLL-specific Spanish courses are not offered.

[1]Log in at psmla.org and click on Publications to access this article's apendices.

[2]The names of the schools have been changed to protect the anonymity of the participants.

Theme 3: Attitudes. While all respondents answered that they are sympathetic to the many different varieties of Spanish that HLLs speak, 80% said that, overall in their classes, they expect more from HLLs in comparison to their peers.

Theme 4: Practices. The responses to survey questions about how teachers work specifically with HLLs and their methods of differentiating instruction for HLLs in FL classes indicated a wide variety of practices that ranged from working directly with HLLs by giving them additional texts, using less stringent grading for spelling on assessments, and using them to help non-HLLs, to simply asking them to participate and not differentiating instruction at all.

Theme 5: Beliefs. The survey questions that asked participants about their beliefs as they relate to Spanish HLLs proved to be very revealing. Nearly all (90%) of respondents indicated that one of the biggest challenges faced by Spanish HLLs in FL classes are inconsistent fluencies between their speaking and writing skills and/or their lack of proficiency in spelling and grammar. Other popular answers were boredom, being at the wrong level for their skills, knowing a different variety of the language, thinking their Spanish is good enough already, and anxiety caused by teacher and peer expectations. Notably, 100% of respondents answered that HLLs are best taught in a class specifically designed for them and learning Spanish is beneficial (with some indicating vital) to the education of HLLs. A majority of respondents believe that HLL-specific classes lead to more motivation, promoting the learning and mastery of academic-level Spanish, and targeting of specific needs such as reading and writing. While 70% of participants said there are no negatives to having HLL-specific classes, some did indicate that segregating the students from their peers and not offering similar classes in other languages could been seen as cons of offering these courses.

Student Record Data

Riverview High School. Riverview offers 3 lower levels of FL Spanish (I, II, III), along with 2 different upper level courses with different cultural focuses (IVa, IVb – both considered "honors" courses and have a pre-requisite of completing level III with at least a C+ or by a placement exam), and two Advanced Placement courses (AP Language, AP Literature – both have a pre-requisite of completion of either IV course with at least a C+). The student record data from Riverview indicated that the highest level of Spanish completed by 68% of the students was a lower level course, 12% either one of the level IV courses, and 20% either one of the AP courses.

Thomas Jefferson High School. Jefferson offers 3 lower levels of FL Spanish (I, II, III) and 3 levels of HLL Spanish (HLI, HLII, HLIII). HLL are placed into one of the levels through an oral and written assessment. It then offers one upper level course (IV – considered "honors" and has a pre-requisite of completing either III or HLIII with at least a B- or by placement exam), and two Advanced Placement courses (AP Language, AP Literature – both have a pre-requisite of completing level IV with at least a B-). The student record data from Jefferson shows that the highest level completed by 16% of the students was a lower level

class (either FL or HLL), 40% the level IV class, and 44% either of the AP classes. In this particular case study, the HLL students at Jefferson were more than 2.5 times more likely to take upper level or AP Spanish courses than those at Riverview.

Discussion

Research Question 1: Teacher Attitudes and Beliefs toward Spanish HLLs

The survey results indicate that, like the Indiana case study (Russell & Kuriscak, 2015), Spanish teachers in this region are aware of the learning differences that HLLs have as compared to their non-HLL peers and that they identified HLL-specific Spanish classes as being the best place for HLLs to improve their Spanish. Teachers are keen to the fact that HLL students tend to have somewhat proficient speaking and auditory comprehension skills due to the fact that they often speak Spanish in casual situations such as at home, with relatives, friends, and local businesses, but lack the reading, writing, and academic-level fluency that is needed if these students are to use the language outside of these settings.

An interesting finding among the teachers' beliefs was the number of teachers that cited student anxiety as being one of the challenges faced by HLLs in FL classes. A dissertation published by Florida State University student Kelly Moore Torres (2012) argued that HLLs in FL classes feel anxiety due to their peers' perception that they should know the language because of their Hispanic heritage, therefore making them very self-conscious of their limitations in the language. This could also be seen in this study where 80% of the survey respondents indicated that they expect more from HLLs in Spanish class yet, at least in schools where no HLL-specific classes are offered, students do not generally perform better than their non-HLL peers.

The results show a clear indication of the Spanish teachers' beliefs that HLL-specific classes are beneficial to Spanish HLL due to their unique language learning needs, making the case for the implementation or continuation of these programs at high schools with high enough Hispanic/Latino student population to make the classes viable.

Research Question 2: University Teacher Preparation Programs and HLLs

By analyzing the teacher education answers provided by the respondents, as well as the widely varying methods of working with HLLs and instruction differentiation used in FL classes, there is some evidence that this study corroborates the findings of Potowski & Carreira (2004) that there is a lack of adequate education about HLL methodology and pedagogy on both an undergraduate and graduate level. Those authors argue that there should be national standards developed for HLL teaching and "suggest coursework components designed to prepare teachers to work more effectively with [HLL] students" (Potowski & Carreira, 2004). Perhaps, if HLL pedagogy was taught, a similar study would reveal that, even if HLLs are in a FL classroom, teachers would feel more prepared in their ability to support these students, and their methods of differentiation and in working with HLLs would be more aligned.

Research Question 3: The Effect of HLL-specific Classes on Students' Spanish Course Trajectory

The most revealing results of this study came with the student record data comparison. While saying that the HL Spanish classes offered at Jefferson were the reason that these students tended to continue on to more advanced language study would be premature, it is obvious there is a very positive correlation between the specific HL program offered at Jefferson and the significantly larger percentage of students taking upper level and AP Spanish classes. The teacher survey responses indicated that the teachers believe that HL Spanish courses increase student motivation, and several studies and articles have shown that HLLs who feel more connected to their linguistic cultural heritage were more motivated in their classes (Valdés, Heritage Language Students: Profiles and Possibilities, 2001), felt less anxiety (Sheets, 1994), and found their parents being more supportive of their language education (Farruggio, 2010).

Conclusion and Recommendations

This study's results, alongside an overwhelming majority of other studies on this topic, show that there is a strong case to be made for the implementation or continuation of Heritage Language Spanish classes at the secondary school level. While many schools with larger Hispanic/Latino student populations are beginning these types of programs, they are not as common in secondary schools as they should be, as indicated by the three schools in this study that lacked these courses. There is clearly a need for young people to enter the work force with a level of Spanish that would be appropriate for international and domestic business, as a 2007 study showed that 48% of hiring managers in the U.S. are looking to hire Spanish-speaking employees (Rigoli, 2007). As mentioned earlier, the typical Spanish HLL's skills are only appropriate in the casual, spoken language atmosphere, while their academic and professional language fluency, including reading and writing, lacks significantly. This can be remedied with appropriate instruction in a HL Spanish program and continuation of language study into upper level and Advanced Placement courses.

The study has also shown indications that colleges and universities that prepare teachers for World Language certification need to include more in-depth instruction on the methodology and pedagogy of teaching HLLs.

Therefore, the following recommendations are made:

1. High schools that serve a significant number of HLLs (≥10%) should offer separate, multi-leveled Heritage Language courses in addition to Foreign Language courses.

   a. These courses should focus on

      i. reading and writing skills.

      ii. academic/professional level Spanish.

      iii. teaching a standardized U.S. Spanish variety, while still respecting students' home varieties of Spanish.

      iv. other content area and cultural topics taught in Spanish (history, science, literature, etc.).

   b. These courses should be used to prepare students for and encourage students to take upper level and Advanced Placement Spanish courses with their non-HLL peers.

2. Colleges and universities that offer teacher preparation and graduate degree programs for the teaching of world languages should include coursework in the methodology and pedagogy of teaching HLLs.

   a. This would be best offered as a separate course, but should at least be part of another course on foreign language pedagogy.

   b. The instruction should include methodology for teaching HLLs in a separate class as well as for differentiating instruction for HLLs within the FL class.

Limitations and Future Research

While the results of this study do show some interesting findings, the researcher acknowledges the limitations on the study due to relatively small number of respondents to the survey, the overall small sample size, and the time restraints placed on the study. To further these studies and in order to give a clearer picture on the state of the field of Spanish HL education, future research should be conducted on the motivation of Spanish HLL in studying Spanish in high school and the overall academic success, including in other content areas, of students taking HL Spanish courses.

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Implementing Strategic Reading Strategies
in the Foreign Language Classroom

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Introduction

The purpose of this article is to demonstrate the ability to combine a strategic reading plan in an Interactive Reading Model (IRM) (Shrum & Glisan, 2010).[1] This concept introduces a use of the interpretive mode of communication[2] adaptable for all learning needs. While earning my degree in the Master of Art in Teaching (MAT) Foreign Languages program at the University of Pittsburgh, I saw the similarities between these reading strategies and worked to implement them into a synchronous activity. In my student teaching there was growth in the scores of students with Individualized Education Plans (IEP) when I implemented the strategic reading plan into my IRMs. I tracked this growth by first using an IRM alone as a baseline, and subsequently teaching the strategic reading plan Collaborative Strategic Reading (CSR) (IRIS Center Peabody College Vanderbilt University, 2016).[3] The before and after scores demonstrated improvement in the scores of students with IEPs utilizing the two different activities. In this article I will show the like-minded factors of the IRM and CSR reading model, the implementation of the two, and how these can be used in an inclusive classroom setting. For purposes of this article, I will only be referring to the practice of reading in the interpretive mode of communication, and the interpretation of texts through the IRM by Shrum and Glisan. I will not be referring to listening or viewing skills.

The Interactive Reading Model

The IRM by Shrum and Glisan (2010) is comprised of multiple parts in a worksheet format. This is paired with the reading text chosen by the instructor in the target language (L2). Within the activity, the goal is to foster communication throughout the reading process. This can be done variably by partner, small group, or whole group. The process of an IRM is as follows:

- Preparation Phase: Students preview the text, establish a purpose, predict meaning, and activate background knowledge; can be discussed in pairs or whole group style (Shrum & Glisan, 2010, p. 203).

- Skim and Scan: This is the comprehension section where students are to skim for the gist and then scan for specific information, and share in pairs or as groups (Shrum & Glisan, 2010, p. 203).

- Vocabulary: In this section, complete vocabulary activities such as: guessing the meanings of new vocabulary in context, and sharing these in pairs or small groups.

- Interpretive: Students "ask each other questions about the content, inferences, and author intent/perspectives of the text. Students share their opinions of and reactions to the text and create alternative interpretations." (Shrum & Glisan, 2010, p. 203).

- Optional extension phase

The Collaborative Strategic Reading Model

The reading strategy I have implemented within my IRMs is CSR, which is a "multi-component reading approach developed to help students improve their reading comprehension. Its overall goal is to improve reading comprehension in a way that maximizes student engagement." (IRIS Center Peabody College Vanderbilt University, 2016, p. 3). I first learned about this strategy in a special education class through my MAT Foreign Language program. The strategy piqued my interest because of its correlation and similarities to the IRM. In fact, "originally developed to improve the reading comprehension of students with learning disabilities, CSR has been shown to be equally effective with average and high achieving students, struggling readers, and English learners (ELs)" (IRIS Center Peabody College Vanderbilt University, 2016, p. 3). I have taken these ideas and used them to implement in L2 classes. The CSR process is as follows:

- Before Reading: Students preview the text, make predictions, and activate background knowledge; students then share out as a class (IRIS Center Peabody College Vanderbilt University, 2016, p. 5).

- Click and Clunk: This is similar to the vocabulary section of an IRM. Students skim their reading and identify words they know (click) and words they don't (clunk). With words they do not know or understand, students utilize "fix up strategies" (looking at the sur-

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[1]The IRM is a worksheet guide with different steps made by the instructor and used with the desired reading text to support students while reading in the second language.

[2]The interpretive mode of communication refers to second language communication through reading or listening with a text, audio, or video.

[3]CSR is a reading strategy that involves guiding students in a group setting through a text in a communicative way with different steps to help them gain understanding of the text.

rounding context or finding cognates) to try and predict the meaning of the vocabulary word. Then, they can go back and define it. Sometimes, this can be done in groups. (IRIS Center Peabody College Vanderbilt University, 2016, p. 6).

- Get the Gist: Students find main ideas of the article and details.

- Creativity Phase: Students write about hypothetical situations or respond to how the reading relates to their lives personally (IRIS Center Peabody College Vanderbilt University, 2016, p. 7-8).

Combining the IRM with CSR

As you can see there are many similarities between an IRM and CSR reading approach. I have incorporated the main aspects of the IRM and the CSR model to form a fused reading activity. The reading activity includes a worksheet guide, but integrates the communicative aspects of the CSR model.

In the Classroom

When I first begin using CSR with IRMs for a class, I put students in groups and start the CSR model by discussing, modeling, doing guided practice, and finally independent practice, all in English, the students' native language (L1) (IRIS Center Peabody College Vanderbilt University, 2016 , p. 10-12). I also implement student roles per the CSR model. Each person in the group has a role, which could include leader, gist expert, and clunk expert. These roles help students all be involved and communicating, as well as guide the group through each portion of the activity. Each role has a specific cue card that tells students what to say. After the initial time using this CSR method in the classroom, I have allowed students to complete it independently with their pairs or groups, and simply monitored them. Through the modeling in L1, students are now able to complete their IRM CSR combination models using L2. On a regular basis, I no longer use the cue cards or roles in each group. I have eliminated these as students became comfortable with the process.

Conclusion

I have seen the similarities and alignment between the IRM and CSR process and combined them to make a reading activity that is adaptable for students with or without IEPs. This process has allowed students with IEPs to achieve and maintain scores consistent with those of non-IEP students. This process has also allowed the students with IEPs to collaboratively work with other students, providing greater classroom communication and literacy.

IRM	CSR	Similarities
Preparation Phase	Before reading	Preview the text, make predictions, activate background knowledge
Skim and Scan	Get the Gist	Responding to questions that relate to the gist and to specific information
Vocabulary	Click and Clunk	Working with vocabulary words to find words you know and those you don't
Interpretive	Creativity Phase	Respond to questions that relate to perspectives or opinions

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The Intersection of the IPA and PBL:
Exploring a unit that demonstrates how the Integrated Performance Assessment pairs naturally with Project Based Learning

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Background

The world language classroom has evolved drastically in recent years; long ago are the days in which successful verb conjugations and memorization of word lists are sufficient demonstrations of success. Instead, there is a growing and omnipresent paradigm shift taking place that emphasizes 1) a content-enriched curriculum so that language is merely the vehicle of a larger intellectual and authentic experiential endeavor; 2) a reconceptualization of communication to underscore the interconnected nature of the individual modes (i.e., interpretive, interpersonal, and presentational); and 3) an analysis of culture through an anthropological lens based on the relationship between cultural products, practices, and perspectives (National Standards Collaborative Board, 2015).

As a means to the aforementioned end, I have encouraged and coached my department to reconstruct our curricula to incorporate the Integrated Performance Assessment (IPA) to facilitate our students' acquisition of language as they work toward larger communicative, authentic, and often project/problem-based goals. The IPA is a cluster assessment that features three tasks reflecting each of the communicative modes in a way that provides purpose for meaningful interaction with the target language (Adair-Hauck, Glisan, & Troyan, 2013). Each assessment is an opportunity to provide quality feedback to the learner on his/her language development as well as his/her understanding of the content-enriched focus. Moreover, each task is interrelated within the theme and a necessary component of the subsequent step, thus creating a learning environment of purposeful language instruction, use, and acquisition (Falvey, 2016).

This approach to language pedagogy and assessment facilitates with ease the five keys of project/problem-based learning as outlined by Edutopia (2014): 1) establish real world connections, 2) solve a problem core to learning, 3) structure collaboration, 4) facilitate learning in a student-driven environment, and 5) embed multi-faceted assessment throughout. To demonstrate how this can be achieved in a world language classroom, I will describe a unit that is commonly found in leading textbooks from the field that has been modified to utilize the IPA to promote a rich, communicative classroom experience that also exemplifies the key elements of project/problem-based learning. (See Appendix A for a more concise overview of the unit.)

Unit Introduction[1]

Many world language teachers are forced by the reality of their textbook-influenced curriculum to teach a unit about a city as a means to identify the places and buildings that can be found in a non-descript, arbitrarily identified urban or suburban environment. Often, this is coupled with a grammatical focus such as giving commands so that students can give or interpret directions on a map. Given this curricular constraint, I developed a problem-based unit that focused around the essential question of "What is it like to get to know other cities?" In order to provide a meaningful purpose (or problem in the context of project-based learning), I devised a communicative scenario to drive the unit: "Your new job wants you to develop new construction abroad in the capital city of the Dominican Republic. Follow the steps to complete your research, propose your building, and make your bosses happy!"

Phase 1: Interpretive

To begin, class time is spent offering input-based lessons to familiarize students with different components of towns and cities. We read in the target language about people's experiences in different cities, we watch interviews of people talking about their hometowns in Spanish, and we watch authentic promotional videos of people giving tours of their home neighborhoods in Madrid. This provides ample opportunity to structure collaboration between students in an effort to describe, compare, contrast, evaluate, and to justify their responses as they are pushed into higher-order thinking and questioning prompts. Finally, when the students are ready to embark on the first task in this IPA process, we read an authentic blog post from a travel agency in the Dominican Republic that describes the experience of a walking tour of the historical center of Santo Domingo. This reading incorporates many of the ideas, structures, and elements of the practice that we had done in class leading up to this summative interpretive assessment. This reading solidifies their understanding and conceptualization of Santo Domingo that they will need in order to appropriately complete the next stages of the IPA process and the problem-based unit that lies ahead.

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[1]Log in to psmla.org and click on Publications to access Appendix A, a unit overview distributed to students at the onset of the unit.

Phase 2: Presentational

Next, students are tasked with selecting, researching, creating, and proposing new construction in Santo Domingo to their bosses. In their presentation, they need to explain why they think it will be a successful addition to the city by explaining the details of its architectural design, services and goods provided to the community, and any other culturally relevant features that would facilitate its viability in the target culture. To prepare for this next step in the IPA, class time is focused on describing the places around a city by connecting goods and services to the store or institutions in which they can be found. We also discuss social norms, rules, and regulations by saying what is allowed and what is prohibited in certain places. Ultimately these skills are incorporated in the presentation of their final model to their "bosses."

In order to prepare their presentation, students self-select from a list of suggestions a place in the city that they would like to propose. From there they take to the streets of Google Earth and investigate and analyze real-world and culturally authentic examples of their location in the city of Santo Domingo. Students cross reference the buildings found in Google Earth with the real-life enterprises' websites to analyze and interpret details such as store hours, specific goods and services provided, and other information that may be used to elicit a dynamic cultural analysis. For example, some students are prompted to investigate why a Dominican supermarket offers a variety of fruits and produce that would not be found in a supermarket in the United States. In this sense, learners are actively engaging with authentic cultural products and practices as they reflect and inquire about their corresponding perspectives.

In the final steps of the second task of the IPA process, students prepare their presentations by organizing their thoughts, developing clear and logical expression of their ideas, and participating in a presentational workshop that facilitates student-to-student collaboration in the editing, revising, and feedback process as well as promotes an awareness and interaction with the various criteria of the presentational mode rubric. (See Colonial School District [2016] for a video clip from this phase).

Phase 3: Interpersonal

After the presentations are made and students have received feedback on aspects of the presentational mode of communication, the students embark on the last part of this IPA process: the interpersonal task. With a classroom full of 3-D model constructions, this is a wonderful excuse to allow the city of Santo Domingo to come to life! Given that the students have been the experts all along in their research and analysis, we prepare our students to be able to give a guided tour of Santo Domingo when a representative from their "company" wants to visit the new construction.

To prepare for this final cumulative step, students learn key expressions to ask to get to certain destinations; students interact with step-by-step directions using maps, models, and even obstacle courses; students prepare appropriate questions and responses to ask for more information about sites that would be seen during a guided tour; and lastly, apply and practice this skill by giving guided tours around our school to their peers and discuss the details of the classes and places along the way. Finally, the students are prepared to show off their survival skills by participating in the guided tour of Santo Domingo.

It deserves to be noted that in the past, as per my textbook's suggestion, this unit culminated with a map quiz during which the students would listen to multiple recorded directions and demonstrate their understanding by following along on a one-dimensional map and marking the destination. My students were often frustrated because these honors-level learners with a history of successful performances in their language classes were underperforming drastically and I, on the other hand, was left frustrated because this assessment was not rooted in any real world experience. Furthermore, we know that this generation of learners is increasingly less skilled at dealing with one-dimensional maps given the prevalence of real time instructions barked from the smart phones in the palm of their hands. For those reasons, this last step of the problem-based task was a way for me to meet my learners halfway and engage them in a task that was preparing them for success as well as recognizing the realities of the world in which they are developing as 21st century learners.

The day of the tours, my classroom is converted into the target urban setting by creating streets and city blocks with the desks. The model constructions are placed on the desktops and the entire environment comes to life. Students walk into the classroom with Dominican merengue playing in the background and begin to immediately practice their tours and conversations with partners. They stroll around the "streets" and ask each other questions about what the places are and react to how they seem unique from what they are used to "back home." Eventually, we begin and students are paired up as visiting company representatives and employees. They greet each other demonstrating an appropriate sociolinguistic awareness and the visiting company representative asks how to get to the construction of destination. As they explore the streets of Santo Domingo, they demonstrate how they are both able to ask about each other's cultural products, they describe and react to what they see, they share personal experiences, and give and ask for directions along the way. In all, students successfully traverse the real-world problem that had been posed to them and they broaden their perspectives as citizens of the 21st century by being more prepared to answer the unit's essential question of "What is it like to get to know another city?"

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En Cuernavaca fue

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Music is an effective teaching tool that reaches students of all ages. I utilized this tool daily before I studied at Cemanahuac Spanish School; however my experiences changed my implementation last year. I was enrolled in two courses—grammar and methods—during my two weeks in Cuernavaca. Dalel, a teacher with twenty-five years experience, embedded music and comprehensible input in many lessons. He created the following lesson to teach our methods course about Cuernavaca, Morelos. The students watched and listened to a video on YouTube related to Mexico called En Cuernavaca fue.

Objective: Students will identify specific grammar or vocabulary for a given unit. Students will create alternate lyrics for the verses of the song.

Anticipatory Set:

- Teacher will play the video and song.
- Students will watch the video that showcases Cuernavaca's history, while the song plays (without lyrics).

Direct Instruction:

- Teacher will play the song a second time. Students will listen to the song and identify verbs in the preterit tense. Students will record what they hear and share their answers with a partner. (Students can also identify target vocabulary for this lesson.)

Guided Practice:

- Teacher will distribute sentence strips with lyrics.
- Teacher will play the song a third time. Students will hold up sentence strips when their lyric plays.

Assessment:

- Teacher will distribute individual song lyrics.
- Teacher will play the song and students will put the lyrics in the correct order. (Students can work independently or in pairs.)
- Teacher will display the lyrics as students check their work.

Independent Practice:

- Teacher and students will sing the song together.
- Students will write new verses for the song, but maintain the chorus.
- Students will share their revised songs with the class.

Exit Pass: Students will answer a question about grammar or vocabulary from the song.

Materials: computer, projector, YouTube video, song lyrics, song strips, song lyric sheet without verses

I utilized this lesson multiple times throughout the school year with my level two students. I used songs from the current Billboard chart, Sr. Wooly, Realidades, and Sing, Laugh, Dance and Eat Tacos. Students enjoyed singing and remembered the songs past the unit of study. They were able to recall vocabulary and grammar more readily and practice it in proper context. Working with the lyrics allowed students to see and use grammatical structures correctly. They requested to listen to the songs throughout the unit of study and often downloaded them to their personal devices. It also sparked interest in Spanish music. Students suggested songs to listen to and use in class. By the end of the school year, students used the target language more creatively and even made up a new word in Spanish!

Novice Teachers' Perceptions of
Cultural Differences in Chinese Language Teaching

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Introduction

In the field of teaching Chinese as a foreign language, one of the urgent issues is the shortage of qualified and certified teachers for the increasing number of students. There is a gap between the growing demand for Chinese teachers and English speakers who are qualified to teach the language (Pufahl & Rhodes, 2011). To fill in the gap, many schools have opted to use either visiting teachers from China or inexperienced Chinese graduate students in the U.S., who were formally educated in China. Even though native speakers have the advantage of language competency, they have limited experience in the U.S. educational system.

Therefore, it is important to prepare Chinese native speakers to understand that the cultural perspectives and pedagogical approaches in American schools are often quite different from those they have experienced in China. The language learning in China is more teacher-centered, with a focus on grammar, vocabulary, and test preparation (Li, 2005). These characteristics are in contrast to the emphasis on using language as a communication tool, which is required by the National Standards in Foreign Language Education (National Standards, 2006). The research questions addressed in this study are based on the needs of Chinese student teachers, who are currently Master's students (M.Ed.) in a Foreign Language Education program. The student teachers have taken foreign language pedagogy courses but have limited chances to practice. It is necessary to understand their perceptions of cultural differences in language teaching, and their perceptions of challenges in teaching Chinese in U.S. schools.

Literature Review

In response to an increasingly global economy and issues related to national security, the U.S. Department of State has recognized Chinese as one of the critical-need foreign languages (U.S. Department of Education, 2008). Since it is not easy to find English speakers who are qualified to teach the language, some schools use either visiting teachers from China or inexperienced Chinese student teachers in the U.S., who are native speakers of the language.

When Chinese-born teachers come to the U. S., the mismatched expectations between teachers and students may create potential conflicts. McGinnis (1994) suggested that one area for conflict was in the value Chinese teachers placed on accurate use of the language versus the value American students placed on creative language use.

However, the study conducted by Adair-Hauck & Donato (1994) suggested that students would be more likely to develop communicative and cultural competence through learner-centered instructional practices. Since teachers' personal language-learning experiences have effects on their instructional practice, it is important to provide professional development for these Chinese teachers related to differences in pedagogical approaches (Zhan, 2008). Especially, they need to adjust teaching methods and incorporate learner-centered learning activities to engage their students.

The purpose of this study was to analyze Chinese student teachers' perceptions on language teaching as they were revealed in the interviews, surveys and lesson plans. The interview questions included their conceptual understanding about language teaching, specifically teaching Chinese as a foreign language. The Chinese students were enrolled in a teacher-education program in foreign language education at an American university. Since they had been formally educated outside of the U.S, the cultural perspectives and pedagogical approaches they experienced in China were quite different from U.S. standards-based foreign language instruction. Therefore, understanding core concepts, such as the concept of culture and concept of language teaching, was challenging for them as those concepts represented new cultural settings.

Research Questions

Haley and Ferro (2011) call for empirical evidence to warrant changes in both initial teacher preparation and ongoing professional development that explicitly address the diverse needs of international language teachers. In response to the need for empirical research on this topic, I used the method of interviewing to investigate the following research questions:

1) What are the perceptions of the Chinese student teachers on the issue of cultural differences in language teaching?

2) What areas of teaching Chinese as a foreign language do the student teachers perceive as challenging, in terms of teaching and lesson planning?

Methodology

#	Name (pseudonyms)	Gender	Major of B.A. (from China)	From which area	Teaching experience	Plan to teach
1	Anna	Female	English	North of China	As a summer intern, taught English in middle school in China	K-12 and college
2	Li	Female	English	South of China	Two-year teaching experience	K-12 and college

(Table 1: Participants demographic information)

The context of the study was a University teacher preparation program. The two participants were Chinese native speakers in their first year of study in a foreign language pedagogy course. The two student teachers participated in three workshop discussions (I will focus on the third one: Culture lesson), which were specifically designed to help them better understand their lesson planning, routine assignments required by method courses. Data included two audio recordings of interviews (50-60 minutes each), observations of one lesson and one workshop discussion (50-60 minutes each). The main data was the interview transcripts. Table 1 shows their demographic information and educational background.

These two students were native speakers of Chinese, in the age range of 21-23. The had similar educational background in China, as they both received Bachelor's degree of English before enrolling in the M.Ed. program.

This study also examined how the students incorporated the concepts introduced in two workshops in their lesson plans. The data analysis focused on self- reflection, in which students were to justify their lesson design by referring to the core concepts under investigation, such as culture and language teaching, comprehensible input, or interactive language teaching. Self-refection of the lesson plan was the main evidence of concept formation. Table 2 shows the topics of the workshops for preparing the lesson plans.

TOPIC	PROJECT	PROCEDURE	DATA	CONCEPT
Workshop 1: Comprehensible Input lesson	Prepare for Info- Gap lesson plan	Discuss challenges about lesson planning	Survey	Comprehensible Input, Culture and Language
Workshop 2: Culture lesson	Prepare for lesson plan	Discuss challenges about lesson planning	Interview	Interactive language teaching

(Table 2: topics of the workshops)

The data analysis examined how these students describe and explain language teaching, and the challenging experiences in teaching and lesson planning in new cultural settings. The explanation of conceptual development was based on Vygotksy's theory of concept formation (Vygotksy, 1986). Since concepts are essentially word meaning, an analysis of language use in externalized private speech (in this case, interviews and lesson plans), is also an analysis of their thinking, degree of regulation, and concept development.

Findings

Data analysis shows that the two Chinese student teachers acknowledged the cultural and pedagogical differences in language education, based on their experiences in China and in U.S. In the new cultural context, they changed their lesson plans to include more student-centered and interactive teaching methods, to encourage more active student engagement.

Theme 1:

Cultural Differences in Language Teaching

In the interviews, the two Chinese student teachers compared their language classes in China with their learning experience in teacher education program in the U.S. The topic of "student-centered teaching method" emerges from their answers. Li, a student from southern part of China, said, "I think the way we learnt English in China is more like a teacher-centered way. We had a lot of repetition, a lot of dictations, very traditional methods, focus on the form, like

the spelling, the sentence structure" [Li, interview, p.1] Dictation and repetition are common language teaching methods in China. Anna, a student from Northern China said, "I think dictation is the most common approach when I was in primary school. Teachers always let us to write the words many times… I think the class here is more contextualized and relaxed. There are more activities and opportunities to practice the language." [Anna-interview]

A popular distinction between American and Chinese pedagogy is that of creativity versus memorization. When Chinese-born teachers come to the U. S., the mismatched expectations between teachers and students may create potential conflicts. As McGinnis (1994) suggested, one area for conflict was in the value Chinese teachers placed on accurate use of the language versus the value American students placed on creative language use.

It was very interesting to see Li's answer to the question, "If you can choose, which teaching methods or classroom settings you will prefer to teach your students in the future?" "For me, I was a student in the Chinese education system, so I was taught in the teacher- centered way. It is naturally for me to be the center of the classroom. But after I leant a lot in this program, I need to put yourself in the position as a learner. As a student, what kind of help I need, what kind of supporting I need" [Li, interview, p.2] The answer shows that Li changed her attitude toward language teaching, and was aware of designing a more learner-centered teaching practice.

Theme 2:
The concept of Culture

Data from the workshop observation shows that the participants had difficulties in understanding the concept of culture in language teaching. Following are the two representative questions asked by the two student teachers.

Question 1: "In our cultural project, we are required to present two contrasting images under the same cultural theme, and help students to explore the two perspectives behind them. I feel that in Chinese culture there are not many cultural themes that contain two contrasting perspectives." [Anna-workshop]

Question 2: "The most confusing issue that I am concerned about is that how I find out two contrasting objects in one theme. Maybe it is easier to compare L1 and L2 culture? Not sure." [Li-workshop]

The questions indicated that the two students had not quite understood the concept of culture. The major point of the concept of culture is that there are multiple perspectives and multiple cultural practices and products from any culture. The confusion and question revealed that their conceptual understanding of culture tended to be static cultural facts, rather than dynamic and changing cultural practices and perspectives.

However, after the workshop discussion and design of the cultural lesson, Li's conceptual understanding of culture seemed changed based on the interview data. "When you talked about teaching a culture, sometimes it could be very challenge because it could be a traditional culture or it could be contemporary culture. You don't want to create a stereotype." [Li, interview, p.5] Li emphasized that it is important to teach culture without creating new stereotypes, which is very important in language teaching.

Discussion

The conclusions drawn from the data suggest that: 1) the two Chinese student teachers were open to change in order to teach in new ways in new cultural settings; 2) they had different levels of conceptual understanding, even with their similar educational background; and 3) some teaching or tutoring experience in U.S. might help to have better understanding of U.S. teaching practices.

Chinese teachers and students are more familiar with teacher-centered classrooms than learner-centered classrooms. In China, the teaching profession has very high social status; thus, teachers have more authority to be the center of the classroom (Hu, 2002). Meanwhile scholars such as Adair-Hauck, Donato & Cumo (1994) found that students need to develop communicative and cultural competence through learner-centered instructional practices. Since the two Chinese student teachers' personal language learning experiences had effects on their instructional practice, it is important for them to adjust teaching methods to engage their students. The data suggests that the two Chinese students had the awareness of the differences and are open to making changes.

For the suggestions to the teacher education program, I found that both Chinese student teachers expressed their anxiety about not having teaching experiences in U.S. schools. It would be beneficial to novice teachers if teacher education programs provided opportunities, such as observing real classroom teaching, and watching and discussing different types of teaching videos (different levels, languages, and school settings). In addition, the tutoring experience might help the student teachers understand key concepts of language teaching. For example, the Asian Studies Center has a "language partner exchange program", and the language teaching department also have tutoring opportunities for the language learners.

In summary, in this case study, the two Chinese student teachers were open to modify their teaching approaches to include more learner-centered activities. As Haley and Ferro (2011) proposed, there is a need for empirical and longitudinal research focusing on preparing teachers from around the globe to implement Western educational practices with U.S. students. The present study investigated the conceptual understanding of two novice Chinese student teachers. This initiative calls for more empirical research on both initial teacher preparation and ongoing professional development that explicitly address the diverse needs of international language teachers.

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A favorite project for Written and Oral Communication for Spanish-speaking Heritage Learners:
An interview with a family member from another generation about his/her musical tastes
(Una entrevista con un familiar de otra generación sobre sus gustos musicales)

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Four years ago, I developed and implemented a curriculum for Spanish-speaking heritage learners at Kutztown University. The goals of this standard-driven course are to enhance communicative skills (both written and oral) and cultural knowledge with our heritage speakers so that they may re/connect with and maintain the language and culture that has been present in their home and community. The course consists of presentational writing and speaking, some grammar review (especially spelling and accents), and an exploration of the myriad cultures represented by these college students. My favorite project is this intergenerational investigation into the important role that music takes connecting our cultures and our communities. I drew on two texts specifically written for Spanish-speaking Heritage Learners (HLs): "La historia oral" in Carreira, María. (2008). ¡Sí se puede! Houghton Mifflin Co. Boston; and "La música caribeña" in Garcia, H. A., Carney, C., & Scandoval, T. (2011). Nuestro idioma, nuestra herencia: espanol para hispanohablantes. New York: McGraw-Hill College to develop this interview and follow-up presentations.

Although this course is focused on cultural diversity and written and oral communication, this particular project gives our heritage learners the opportunity to re/connect not only with their heritage language, but to reflect on the cultural elements present in their own families through this intergenerational investigation. As these Spanish-speaking heritage learners find out about their own roots by going to a community outside of their school, they are asked to compare their musical tastes. These findings are then shared with their community of learners in the class through a multi-media presentation of music and photos. This presentation also gives them an opportunity to showcase their creativity through technology. I learn so much from them as they become the co-instructors and co-constructors of the curriculum.

Many of these heritage learners have made contact with family members who live throughout Latin America, from Ecuador to Cuba, and in distant states in the US. They write about the mutual enjoyment that these interviews provide to both the interviewer and the interviewee. One student confessed that this was the first time he had spoken to his mother in 10 years! The final aspect of this project is to present it to the class using minimal notes. There is such pride and joy in sharing their family members' stories with me and with their classmates.

Elements of the project (all in Spanish):

- Background information: Group informal presentations of various forms of Caribbean music (including examples of music, instrumentation, artists and explanations of the genres and related history)

- An interview of an older family member or friend to compare and contrast musical tastes when he/she was the same age as the interviewer

- A formal composition (process writing using multiple drafts) that details the interview and makes the contrasts between the interviewer and interviewee.

- A formal PowerPoint or similar presentation to the class that includes photos, music, and the comparisons/similarities of the two.

- Question and answer period following the oral presentations

I have included the formal composition of one of my students from Fall 2016, Erika Guzmán. She was very pleased to be asked to submit her wonderful narrative of her interview with her father.

Erika Guzmán

Entrevistado: Ramón Guzmán, mi padre

Fecha de la entrevista: Sábado 22 de octubre de 2016

Mi entrevista

Cuando se nos asignó esta entrevista relacionada a la música y los gustos musicales en diferentes generaciones, immediatamente supe que quería entrevistar a mi papá, porque siempre ha sido un conocedor de la música de nuestro país, específicamente la que él escuchaba cuando joven en los años 70 y 80. Mi padre, quien actualmente tiene 61 años de edad, estaba muy entusiasmado cuando le hablé de la entrevista y me dijo que con mucho gusto compartiría conmigo lo que conoce de la música.

Mi papá era locutor de radio en nuestro país desde su temprana juventud, nunca ha hecho otro trabajo. Específicamente él era locutor de noticias y su noticiero comenzaba a las 6:00 de la mañana. Cuando llegaba a su trabajo, muy temprano, a preparar las noticias que narraría eran aproximadamente las 5:00 de la mañana y a esa hora lo que transmitía la emisora era un programa, en vivo, donde únicamente se hablaba de la música del pasado y se escuchaban los grandes éxitos de aquellos tiempos. El programa se llamaba "Recordar es vivir". Así que mi papá todos los días disfrutaba de un concierto gratis de lo que él describe como su pasión por la música "vieja".

La entrevista se llevó a cabo en la casa de mi hermana. Celebrábamos el cumpleaños número 8 de mi sobrino y después de la fiesta nos sentamos todos a hablar de la música. Aunque el entrevistado iba a ser mi papá, todos hablamos de nuestros gustos y de la música en general. Al preguntarle a papi ¿cuál es tu música favorita? Me dijo sin pensarlo mucho: "Tengo tres tipos de música favoritos y no puedo escoger uno: la música de trío, la salsa vieja y la música típica de mi país. Me gustan porque no solo la música es buena, sino que las canciones cuentan una historia" Luego le dije: Yo sé que la música de trío y la típica no cambian, pero ¿qué piensas de la salsa moderna? Me contestó: "No me gusta. Bueno, quizás Marc Anthony un poco, pero nada como la salsa vieja que escuchaba cuando joven." Cuando le pregunté cuáles eran sus cantantes y canciones favoritas comenzó a hablar y hablar y hablar… y mi hermana comenzó a buscar en Youtube todo lo que él decía. Fue muy divertido. Esto fue lo que me contestó: "De los tríos: El Trío Los Condes, Trío los Panchos, Trío Vegabajeño, Trío Los Hispanos, Felipe Rodríguez y los Antares, Trío los Cancioneros… entre otros.

De la salsa: Ray Barreto, Adalberto Santiago, Richie Ray, Bobby Cruz, la Orquesta Zodiac y Héctor Lavoe (obviamente, ese era el ídolo cuando yo era joven) en los 70's sacó éxitos mundiales que hasta hoy son famosos como Un Periódico de Ayer, y Mi Gente. A él se le conocía como "El cantante" y como "La voz" porque su talento para cantar y su voz eran incomparables.

De la música típica: me gustan mucho la décima y el aguinaldo. Si no escucho esta música, especialmente en la época navideña, siento que no es Navidad. Es una música de la cual no hay muchos exponentes famosos, más bien es la música que se tocaba en las reuniones familiares. Eso de escuchar música en el radio no se acostumbraba. Sino, que las familias se reunían y algunos tocaban instrumentos, otros cantaban y otros bailaban. Eran buenos tiempos en los cuales se creaban gratos recuerdos que duran para siempre." Para culminar la entrevista le pregunté: ¿Te gusta la música moderna que escuchan los jóvenes hoy día como por ejemplo, el reggaeton o el hip hop? Me dijo: "No, para nada. No tengo problema con el tipo de música. El problema es que creo que la letra no tiene sentido."

Para concluir, puedo decir que fue muy divertido entrevistar a mi papá y aprender más acerca de sus gustos musicales. Por mi parte, a mí me gusta mucho el merengue y la salsa (todo tipo de salsa, vieja o moderna) pues al igual que mi papá, eso era lo que escuchaba cuando estaba muy jovencita y lo que aprendí a disfrutar. La música por sobre todas las cosas debe ser una razón para que las familias, a pesar de sus ocupadas vidas, puedan sacar un tiempo para estar juntos y, como bien dijo mi entrevistado: "Crear gratos recuerdos que duran para siempre.
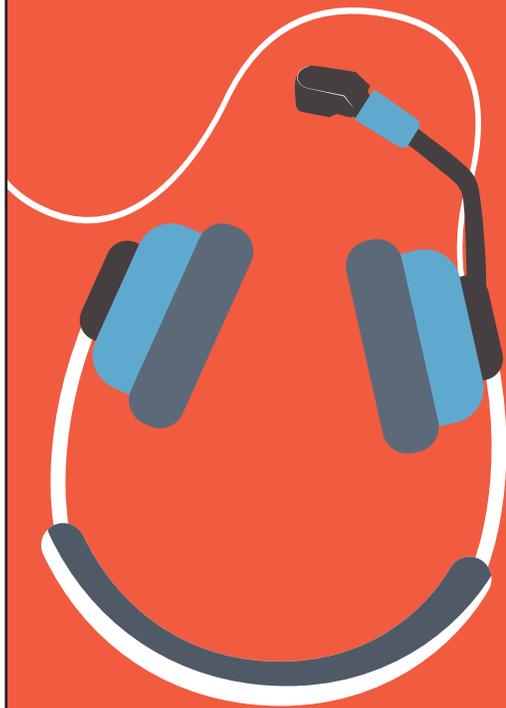
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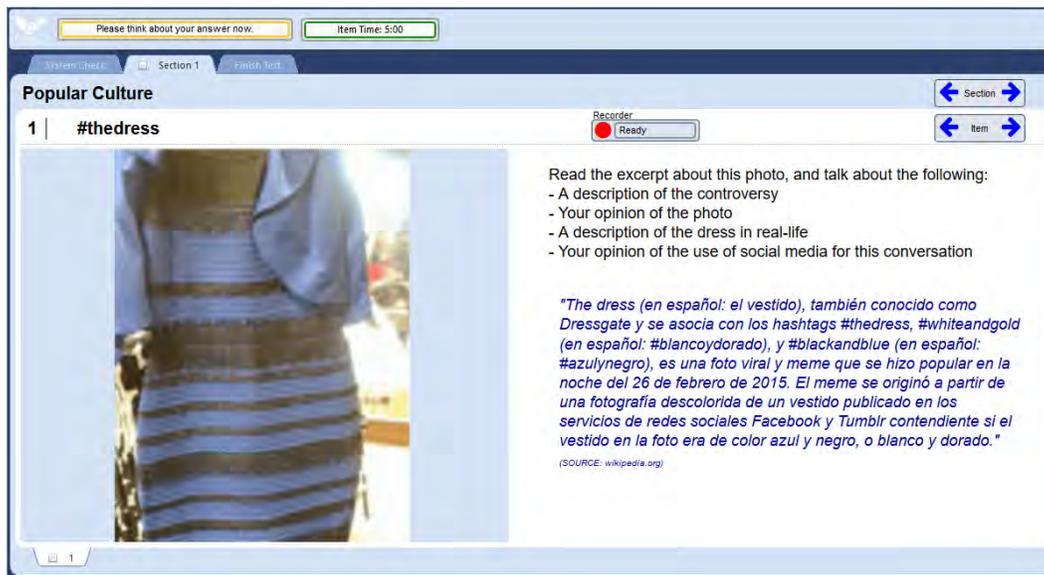
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