



Susanne Nimmrichter
President
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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.