APA Guide

The Johns Hopkins Carey Business School
Professors expect that the layout or format of your written assignments will be clear, concise, and consistent. We recommend consulting your course syllabus or professor for specifics regarding format. If no format guidelines are specified, follow the below information, abridged from the Publication Manual of the American Psychological Association, 6th ed. (2009), published by the American Psychological Association.

- **Title Page:** The title, author, and institution are centered in the upper half of the page.
- **Margins:** All margins (bottom, top, left, right) are set to 1” throughout the paper.

**Header-Running Head:**
An abbreviated title is placed flush left on every page of the document. However, the words “running head” are placed only on the first page.

**Spacing:**
The paper is double-spaced throughout, including title page and reference page.

**Page Numbers:**
All pages in the paper, including the title page, are numbered consecutively in the upper right hand corner of the header.

**Fonts:**
Acceptable fonts are Times New Roman, 12 pt. or Courier New, 12 pt.
• **Main Body Text:** An abstract is required for APA style, though your professor may not require one. If an abstract is required, it goes on page two of the paper, and the main body paragraphs start on page three. An abstract is a brief summary of your paper.

**Header:**
The same abbreviated title as the first page, minus the words “running head” is placed flush left at the top of every page between page two and the end of the document.

**Title:**
The full title is centered before the start of the first paragraph.

**Paragraphs:**
Indent each paragraph .5”

**Headings:**
Headings can be used for larger papers or those that have many sections to aid in organization. First level headings are centered and bold.

**Citations:**
Citations are given for every paraphrase and direct quote. Paraphrases include the author’s name and year, and direct quotes include the author, year, and page number.
The title page is the first page of your paper and tells your professor:

- The title of your paper
- Your name
- Your University

It should look like this:

**Running Head:** An abbreviated title in all caps is placed flush left preceded by the words “Running Head.”

**Identifying Information:** About half-way down the page, include the paper’s title, your name, and your school. Center and double space this info. Do not include the date, class, or professor name unless your professor specifies otherwise.

**Page Numbers:** Start with page one on the title page.
What is an Abstract?

**An abstract** is a concise summary of the key points of your paper. You should highlight the most important information, including the main topic, research questions, results/conclusions, data, and analysis. If your paper has sections, include the main point from each section. The purpose of the abstract is to inform the reader of whether or not reading your entire paper will be beneficial. Therefore, the reader should know from your abstract exactly what your paper will discuss.

**Formatting the Abstract**

- Start on a new page. Typically the abstract will come on the second page, directly after the title page.
- On the first line of the page, center the word “Abstract.”
- On the next line, write the concise summary.
- Do not indent the abstract as you would a paragraph.
- The abstract should be between 150 and 250 words and be a single paragraph.

**Example:**

Abstract

This study argues that U.S college populations are becoming more diverse, yet faculty works from a “monocultural” perspective. This fault is addressed by an examination of the features, involvements, viewpoints, and commitments to diversity of educational leaders and teachers trained in diversity programs in four urban college institutions. The study includes 116 participants with majority in the middle of their teaching career. Using a MANOVA, the authors found that there was significant support for the goals of diversity programs but a significantly weak assurance in implementing the trainings. It is suggested that a comprehensive training strategy be implemented: recruiting multicultural staff members, providing field experiences with diverse students for teacher candidates, and providing ongoing diversity training for faculty.
Abstract

This study argues that U.S. college populations are becoming more diverse, yet faculty works from a "monocultural" perspective. This fault is addressed by an examination of the features, involvements, viewpoints, and commitments to diversity of educational leaders and teachers trained in diversity programs in four urban college institutions. The study includes 116 participants with majority in the middle of their teaching career. Using a MANOVA, the authors found that there was significant support for the goals of diversity programs but a significantly weak assurance in implementing the trainings. It is suggested that a comprehensive training strategy be implemented: recruiting multicultural staff members, providing field experiences with diverse students for teacher candidates, and providing ongoing diversity training for faculty.
While quotations, paraphrases, facts, and data can help support your ideas or argument, they should not make up the bulk of your paper. Rather, their use should be limited to only when needed to support your argument while you maintain your own voice.

Sources do the following:

- Provide background information or context for the reader
- Explain/define terms and concepts
- Support your claims
- Lend credibility to your argument

There are multiple ways to integrate sources into your paper.

**Quotations**

**Using Quotes Appropriately**

You should not quote excessively, as it is nearly impossible to fluently integrate too many quotes into your text while keeping your paper in your own voice. Limit the amount of quotes you use and use quotations only when:

- Exact wording is needed for technical accuracy
- Language is especially vivid
- There is no way to paraphrase a quotation

**Steps to Integrating Quotes**

Quote: “Engineers at some of the world's biggest tech companies are facing a problem: supercomputers are becoming so powerful that they're in danger of outpacing our ability to power them.” By James O'Toole in 2014 on page 45.

1) **Choose a signal phrase**
   
   O'Toole suggests...
   
   O'Toole states...

2) **Determine which part of the quote you are going to include**
   
   Are you going to use the entire phrase in your quotation?
   
   Are you going to use a piece of the phrase as your quotation?
   
   Are you going to paraphrase any part of the quote?
Entire phrase:
O’Toole suggests that “engineers at some of the world’s biggest tech companies are facing a problem: supercomputers are becoming so powerful that they’re in danger of outpacing our ability to power them.”

Piece of the phrase:
O’Toole suggests that “the world's biggest tech companies are facing a problem: supercomputers are becoming so powerful that they're in danger of outpacing our ability to power them.”

*Do not use an ellipsis at the end or beginning of a quotation. The only exception is when you have eliminated words at the end of the final quote.

Quotation and paraphrase:
O’Toole states that there is a growing pandemic amongst technological businesses: “supercomputers are becoming so powerful that they're in danger of outpacing our ability to power them.”

If you omit words from the middle of a quotation, use an ellipsis:
O’Toole states that there is a growing pandemic amongst technological businesses: “supercomputers are...in danger of outpacing our ability to power them.”

3) Add required date of publication and page number of quote
O’Toole states that there is a growing pandemic amongst technological businesses: “supercomputers are...in danger of outpacing our ability to power them” (2014, p. 45).

4) Analyze the quote and link it to your ideas
This is often the most forgotten part of integrating sources into your paper, but it is the most important. You cannot just insert a quote without an analysis or explanation of how and/or why it relates to your topic and idea. Remember that quotes are meant to support your argument/idea, not replace it. Therefore, you must show how a specific quotation supports your topic. Below is an example of an analysis of the previous quote. The analysis is in bold.

Many analysts argue that although technology is a powerful tool, it can have profound disadvantages. O’Toole states that there is a growing pandemic amongst technological businesses; “supercomputers are...in danger of outpacing our ability to power them” (2014, p. 45). This would mean that as computers increasingly become more advanced than they are now, humans will not be able to control or possibly even use them because computers are being produced with capabilities that humans do not have. Without being able to power these supercomputers, they essentially become useless to society.
Many analysts argue that although technology is a powerful tool, it can have profound disadvantages. O’Toole states that there is a growing pandemic amongst technological businesses: “supercomputers are...in danger of outpacing our ability to power them” (2014, p. 45). Other disadvantages include creating a larger gap between third and first world countries that produce supercomputers and economic strain on businesses.

*In this example, the writer inserted the quote and then jumped to another type of disadvantage without any interpretation of the quote.

Paraphrases

Paraphrasing Appropriately

Paraphrasing is taking an author’s original words and putting them into your own words. Paraphrases are used similarly to quotes: to support your ideas. You should have more paraphrases than quotes in your paper. If you do not, you should change some quotes to paraphrases. To paraphrase you must do the following:

- Change the language/wording of the author’s original wording
- Change the structure of the author’s original wording

You are plagiarizing if you…

- Copy any part of the author’s original wording
- Mix the author’s wording with your own wording and do not put quotation marks where appropriate
- Plug in synonyms for the author’s words without changing sentence structure
- Do not cite the source

Original Quote

“Engineers at some of the world’s biggest tech companies are facing a problem: supercomputers are becoming so powerful that they’re in danger of outpacing our ability to power them.” By James O’Toole in 2014 on page 45.

Unacceptable copying/borrowing of author’s words:

According to O’Toole, supercomputers have become extremely prevailing that they pose a threat to engineers from some of the biggest tech companies (2014).

Unacceptable mixing of author’s words and your words:

O’Toole suggests engineers at some of the world’s biggest tech companies feel that soon supercomputers will become more powerful than a human’s capacity to operate them (2014).
Employees at some of the world's largest technology corporations are confronting a difficulty: supercomputers are becoming so authoritative that they’re in threat of outdoing our capability to control them (O'Toole, 2014).

Soon people will no longer be able to control supercomputers because they are becoming so omnipotent that they are outdoing a person’s capability to operate them. This is a drastic problem amongst technological corporations.

**Strategies for Paraphrasing**

1) Read the author’s original passage until you understand the main idea. The better you understand the meaning, the better you will be at expressing that meaning in your own words.

2) Set aside the passage and write down your interpretation of it. If you have to relook at the passage, you probably do not understand it fully. If this happens, continue to read the original passage and understand its meaning before trying to paraphrase.

3) Once you can rewrite the author’s idea, look at the original passage and see if your paraphrase accurately expressed the main ideas in a new way while changing language and structure.

4) If structure and/or language are not fully changed, rewrite the paraphrase.

**Here is an acceptable paraphrase of the above example:**

O’Toole (2014) states supercomputers might soon outdo the human race’s ability to operate them, a danger pointed out by engineers.

**Steps to Integrating Paraphrases**

1) Create the paraphrase following the above steps
2) Introduce the paraphrase with a signal phrase
3) Add the required date of publication
4) Analyze the paraphrase and link it to your ideas

This is often the most forgotten part of integrating sources into your paper, but it is the most important. You cannot just insert a paraphrase without an analysis or explanation of how and/or why it relates to your topic and idea. Remember that sources are meant to support your argument/idea, not replace it. Therefore, you must show how another author’s idea supports your topic. The below is an example of an analysis of the previous paraphrase. The analysis is in bold.
Many analysts argue that although technology is a powerful tool, it can have profound disadvantages. O’Toole (2014) suggests that supercomputers are becoming powerful enough that they may outdo the human race’s ability to operate them, which poses a threat to technology corporations. This would mean that as computers increasingly become more advanced than they are now, humans will not be able to control or possibly even use them because computers are being produced with capabilities that humans do not have. Without being able to power these supercomputers, they essentially become useless to society.

Without an analysis, this paragraph would look like this:

Many analysts argue that although technology is a powerful tool, it can have profound disadvantages. O’Toole (2014) suggests that supercomputers are becoming powerful enough that they may outdo the human race’s ability to operate them, which poses a threat to technology corporations. Other disadvantages include creating a larger gap between third and first world countries that produce supercomputers and economic strain on businesses.

*In this example, the writer inserted the quotation and then jumped to another type of disadvantage without any interpretation of the quotation.*
Plagiarism

Failure to properly cite your sources is a form of academic dishonesty called plagiarism.

**Plagiarism is considered:**
1) Failing to cite borrowed quotations and ideas
2) Failing to enclose quotations in quotation marks
3) Failing to put summaries into your own words

**Sources must be cited in order to:**
1) Tell readers where your information is from so they can read more about a topic if interested
2) Give credit to authors whose ideas and words you borrowed

You must cite:
- Direct quotations
- Statistics
- Specific facts
- Visuals, tables, graphs, diagrams
- Summaries/paraphrases
- Your ideas from previous papers

You do not need to cite:
- Common knowledge
  *common knowledge is information that many readers may already know or that they can find in many sources

Examples: The earth is round.
Sigmund Freud studied dream analysis.
The U.S has troops in many overseas locations.
*however, make sure to cite any information that is controversial or easily debated

In-text Citations

APA uses the *author-date method* when citing sources in the text. There are different ways to include the author and date in your in-text citation. The APA recommended way has two steps.

1) Introduce source with a signal phrase that includes the author’s last name
2) Insert the date and page number of original material

*any sources cited in text must be included on the reference page*
Using Signal Phrases

Signal phrases are used to indicate the source of a paraphrase or direct quote and to signal a change from one author’s ideas to another's. Signal phrases start the beginning of a sentence and new source and include the author's last name; there are a few different ways to start a signal phrase, depending on the type of information you are presenting. The following are a few examples, but there are many more signal phrases that you could choose.

According to Jones…
Jones argued that…
Jones suggested…
As stated by Jones…

*for more detailed information on signal phrases, see the “APA Integration of Sources” sheet

What to do when…

**I am not using a signal phrase:** although APA encourages the use of signal phrases, you have other options for citing in text. You can choose to not use a signal phrase for a sentence and cite in the following way:

The iPhone is a better quality phone than the Android (Jones, 2013).

*Or, if you have a direct quote:*

“The iPhone is a better quality phone than the Android” (Jones, 2013, p.150).

Dates

You must also always include the date the source was published along with the signal phrase. You can choose to do this in a few ways:

According to Jones (2013), the iPhone is a better quality phone than the Android.

*the date in parenthesis immediately after the author’s name

Jones argued that the iPhone is a better quality phone than the Android (2013).

*the date in parenthesis at the end of the sentence

What to do when…

**There is no date:** when the date is unknown, use the abbreviation “n.d.”.

According to Smith (n.d.), The United States has a diminishing line between the lower and middle classes.

According to Smith, The United States has a diminishing line between the lower and middle classes (n.d.).
Page Numbers

Page numbers are only necessary when you are using a direct quotation. You can also choose to include page numbers in multiple ways. If the above example is a direct quote:

According to Jones (2013), “the iPhone is a better quality phone than the Android” (p. 150).

*the date in parenthesis immediately after the author's name and the page number at the end of the sentence

Jones argued that “the iPhone is a better quality phone than the Android” (2013, p. 150).

*the date and page number in parenthesis at the end of the sentence

You should not cite a source in the following way:

On page 150 of Jones’s 2013 article, he said the iPhone is a better quality phone than the Android.

What to do when…

**There are no page numbers:** count the paragraphs that the borrowed information is from, and if the source has labeled sections, use these in the citation as well.

According to Smith (2013), “The United States has a diminishing line between the lower and middle classes” (Poverty and Age section, para. 10).

\[ \text{Or if the source does not have labeled sections,} \]

According to Smith (2013), “The United States has a diminishing line between the lower and middle classes” (para. 10).

Rules for Authors

Many sources have more than one author, and there are different rules for citing sources with multiple authors.

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Directions</th>
<th>Example</th>
</tr>
</thead>
</table>
| A work by two authors | *List both authors in the signal phrase *or* in the parentheses each time you cite the work.  
*Use the word "and" between the authors' names within the text and use the ampersand in the parentheses. | Research by Smith and Jones (1999) shows that...  
or  
(Smith & Jones, 1999) |
| A work by three to five authors | *List all the authors in the signal phrase or in parentheses the first time you cite the source. *In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses. | First time:  
(Smith, Jones, Sun, Berry, & Helms, 1999)  
Second time: (Smith et al., 1999) |
| A work by six or more authors | Use the first author's name followed by “et al.” in the signal phrase or in parentheses the first you cite and all subsequent times. | Harrison et al. (2011) argued...  
or  
(Harrison et al., 2011) |
| A work by an unknown author | Cite the source by its title in the signal phrase or use the first word or two in the parentheses. Titles of books and reports are italicized or underlined; titles of articles, chapters, and web pages are in quotation marks. | A similar study was done of students learning to format research papers ("Using APA," 2001). |

What to do when…

**My source has no author:** use the title in place of the author.

There is a strong link between obesity, fast food consumption, and diabetes ("Exercise and Healthcare", 2013).

**The author has the same last name as another one of my sources:** use the author’s first initial along with last name.

R. Johnson (1999) stated that there is a growing epidemic amongst younger generations regarding healthy and organic meals.

**The title is very long:** use a shortened version of the title using the first few words. In this example the full title is “Childhood Vaccines and their Effects on Growth and Brain Development.”

Many scientists believe that certain vaccines can stunt growth and even cause development problems such as autism (“Childhood Vaccines,” 2000).

**How do I know whether to use italics or quotes for a title?:** APA has specific rules for italicizing and placing quotation marks around titles of different source types.

**Italics:**
- Book
- Web reports
**Quotations:**
- Newspaper
- Magazine
- Journal article
- Web page

**Block Quotations**
As a general rule, set quotes longer than forty words off from the rest of the text by using a block quote. Indent it one-half inch from the left margin and use the normal right margin. Always double space the indented quotation. You do not need to put quotes around it. You can introduce the quotation with a sentence followed by a colon.

During the recession, Economist Paul Strayer tells CNN what reality was like for consumers:

> Middle-class people could no longer afford the basic necessities to live in their houses; they couldn’t pay their utility bills, no electric, no gas, no water. They scrounged every penny to pay a mortgage rather than their other bills, and with soaring taxes and cost of living and stagnant wages, an exponential increase in foreclosures was inevitable. (p. 15-16)

**Indirect Sources**
When using a source that was cited within (original source) another source (secondary source), name the original source in your signal phrase and the secondary source in the parenthesis preceded by the words “as cited in.” In this example, Smith is the original source and Hayner is the secondary source.

According to Smith, The Affordable Care Act will not work as intended if a significant amount of young, healthy people do not enroll (as cited in Hayner, 2014).
How to List Authors

In APA style, the author's last name is always first, and initials are used for the first and middle names.

Beginning of entry in reference list:
Smith, J.D. (2012).

1. Single Author


2. Multiple Authors
   a. Two authors
   b. Three to seven authors
   c. Eight or more authors

3. Organization as Author


4. Unknown Author


5. Two or More Works by the Same Author

6. Two or More Works by the Same Author in the Same Year


**Dates**

When there is no date, use the abbreviation “n.d.”.

Reference page example: (n.d).

Electronic Sources

1. **Journal Article with DOI**


2. **Journal Article with URL, no DOI**

3. **Journal Article, One Author**

4. **Journal Article Two to Seven Authors**

5. **Journal Article More than Seven Authors**

6. **Newspaper Article**
   Authors’ names. (publication year). Article title. *Newspaper Name*. URL


7. **Magazine Article**


8. **Article Abstract**

9. Online book
   Authors’ names. (publication year). Book title. URL


10. Chapter in online book
   Authors’ names. (publication year). Chapter title. Book title. (page numbers). URL


11. Online reference work
   Authors’ names. (publication year). Article name. Authors/Editors, Reference title. URL

   International encyclopedia of the social and behavioral science. Retrieved from
   http://www.sciencedirect.com/

12. Report/long document from website
   Authors’ names. (publication year). Document title. URL

   http://www.inc.com_PDF

13. Short work from a website
   Document title. (publication year). Website name. URL


14. Document from a gov’t agency or university
   Authors’ names. (publication year). Document title. Agency name: URL

   University, Massachusetts, Center for Advanced Science website:
   http://www.harvard.edu/cas_scientific_theory

15. Podcast
   Author. (publication year). Podcast title. URL

   National Academies (Producer). (2011, May 9). Progress in international business law and
   ethical considerations [Audio podcast]. Ethics in child labor. Retrieved from
   http://www.nalaw.com
16. Blog post

17. Online audio or video file

18. Entry in wiki
Title. (publication year). Retrieval date, URL


19. Data set or graphic representation
Author. (publication year). Document title. Agency name: URL


20. Conference hearing
Authors' names. (publication year). Document title. Presentation location: URL


21. E-mail
Emails, letters, and other personal communications are not included in the list of references.

22. Online posting
Print Sources

1. **Journal Article**

2. **Magazine Article**

3. **Newspaper Article**

4. **Article with 3 to 7 authors**

5. **Article with 8+ authors**

6. **Abstract of journal article**

7. **Letter to Editor**

8. **Newsletter Article**

9. **Review**

10. **Book**

11. **Book with editor**

12. **Book with author and editor**
<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>22. Sacred/classic text</td>
<td>It is not necessary to list sacred texts, such as The Bible, Qur’an, or classical Greek and Roman works in the reference page.</td>
</tr>
</tbody>
</table>
Other Sources (print and electronic)

1. Unpublished dissertation

2. Government Document

3. Report from private organization

4. Legal source

5. Paper presented at a meeting (unpublished)

6. Poster session at a conference

7. Map/chart

8. Advertisement

9. Published interview

10. Lecture/speech/address

11. Work of art (photo)

12. Brochure/pamphlet
13. **Presentation slides**

14. **Motion picture**

15. **TV program**

16. **Computer software or video game**
References


http://www.harvard.edu/cas_scientific_theory


Headsings are used to differentiate between sections of a paper and are generally used when a paper has multiple sections and is long. Headings help a reader easily navigate through content and the writer organize his or her information.

<table>
<thead>
<tr>
<th>Level</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centered, Boldface, Uppercase and Lowercase Headings</td>
</tr>
<tr>
<td>2</td>
<td>Left-aligned, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<tr>
<td>3</td>
<td>indented, boldface, lowercase heading with a period. Begin body text after the period.</td>
</tr>
<tr>
<td>4</td>
<td>indented, boldface, italicized, lowercase heading with a period. Begin body text after the period.</td>
</tr>
<tr>
<td>5</td>
<td>indented, italicized, lowercase heading with a period. Begin body text after the period.</td>
</tr>
</tbody>
</table>

*The introduction section never gets a heading.
*How many headings you have depends on the length and style of the paper. Generally, longer papers will have more levels of headings.

**Example Outline of Headings**

L2 Acquisition, Philosophy, Principles, and Theories (title)

**Second Language Acquisition** (level 1)

*Philosophy* (level 2)

learners. (level 3)

cultures. (level 3)

Strategies for Teachers (level 1)

*Background* (level 2)

**Methods** (level 2)

principles. (level 3)

for the classroom. (level 4)

activities. (level 5)
Here is what the above outline would look like when turned into a paper. It includes all five heading levels.

L2 Acquisition, Philosophy, Principles, and Theories

L2 acquisition has many principles that guide its practice. The most important principle is that “language is functional” for an ESL student. For language learning to be successful, students must be able to use verbal and written communication to express themselves in social contexts, interact with others, learn about the world, and meet their needs. This principle breaks from traditional language acquisition theories that treat vocabulary and grammar mastery as the most important foundations of successful language learning.

Second Language Acquisition

Philosophy

Many of the existing second language acquisition principles appear to have been built from the existing theories of language acquisition. The Contrastive Analysis Hypothesis (CAH) emphasizes the importance of positively reinforcing correct language skills, specifically grammar and pronunciation. It also states that the ELL's native language will either "facilitate or hamper the learning of the sounds and the grammar of a new language" (Horowitz, 2013, p.27). If a student's native language has many differences in grammatical patterns when compared to the target language, CAH believes that more reinforcement and corrections must be given to a student because he or she is more likely to make these types of errors while learning the target language (Horowitz, 2013).

learners. CAH provides language instruction based on knowledge of the ELL's native language, so this coincides with the L2 acquisition principle that emphasizes literacy in the native language will help a student develop the target language

cultures. Contrastingly, cognitive learning theories stress the importance of meaningful learning, which "involves the connection of new material to the learner's existing knowledge" (Horowitz, 2013, p. 31). Therefore, these theories suggest that students must be able to understand what they are learning by relating new information to knowledge they already have stored in memory.
Strategies for Teachers

Cognitive learning theories go hand in hand with the L2 acquisition principle that insists language acquisition occurs when learners engage in social activities with opportunities to use the new language for a variety of communicative purposes. Learners will then be able to use language in a meaningful context at the same time that they will be faced with challenging content to advance their language acquisition skills.

Methods

Cognitive learning theories also appear to have influenced the principles that suggest language acquisition is the most successful when reading, writing, speaking, and listening are viewed as interdependent rather than processes that occur consecutively and independent of each other. Similarly, experience theories also follow the L2 acquisition principles, as they suggest acquiring a second language is done by direct experience with the target language (Horowitz, 2013), making functional use of language and promoting learning through meaningful interactions.

principles. Social learning theories promote the use of language in functional ways and reflect the L2 acquisition principle that accentuates language as being a way to learn about cultural values, ideas, and norms. Additionally, sociocultural theories have guided the principles of integrating all language processes, learning cultural through language learning, and the principles that emphasize development of language to use in a variety of situations so that a learner is not only successful in the classroom, but in the real world as well.

for the classroom. An important influence of sociocultural theories on the L2 acquisition principles is that these theories recognize that learners have a zone of proximal development (ZPD); the ZPD "refers to the distance between the kind of language learners are able to produce on their own and the language they can construct with the support of others through scaffolding" (Horowitz, 2013, p. 281).

activities. The ZPD appears to have influenced the principle that suggests language acquisition will take place during activities that provide the learner with exposure to challenging content. These theories also maintain that using and retaining the native language is important for a learner, which has guided the principle promoting bilingualism in educational programs.
Sample Paper

Jane Smith

New York University
Abstract
This paper discusses the role that teachers have in advocating for the success of their students and how new technology can improve all students’ ability to overcome academic challenges. The first section suggests that teachers play an imperative role in communicating student needs to parents and then advocating for those needs to school administrators. Parent involvement in student advocacy is crucial, as is teacher involvement, to student learning. The last part of this paper discusses how teachers and parents advocacy for technology improves learning and access to this technology. Computer-assisted software and digital storytelling are two types of technology that can influence diverse students, including those with disabilities and English language learners.
Sample Paper

Colombo reports that teachers identify more “instructional and behavioral problems for students from culturally and linguistically diverse families” (2006, p. 315). In his report, teachers acknowledged that students’ “lack of school preparedness and insufficient family involvement” are significant variables that hinder with students’ academic achievement (p.315). Unfortunately, while nonimmigrant parents typically become active in their children’s’ school experience, immigrant parents of ESL students are less likely to take on these active roles due to language and cultural barriers. While parent-teacher connections are formed somewhat easily when both sides share a “common culture, language, and background,” the connection between immigrant parents and teachers remains insufficient (Colombo, 2006, p. 316). This current disconnect between teachers and parents must be eliminated to give ESL students a higher chance at succeeding in their learning environment.

Home-School Connections

With the lack of parental involvement and communication between teachers and parents directly affecting the success of ESL students, one superintendent created a program called Parent Partnership for Achieving Literacy (PAL) (Colombo, 2006). His goal was to bridge the gap between teachers and parents, as he believes “the relationships between teachers and families had to improve if the district was to achieve its mission of promoting educational excellence for all children” (p. 316). Colombo states that with this program, teachers take part in professional development to enhance their understanding if culturally diverse students and families while families take part in workshops that help them to understand a mainstream classrooms expectations (2006).
An important aspect of the PAL program is literacy nights. During literacy nights, parents and students learn about literacy practices in school along with ways parents can help promote literacy at home. Parents had such a high interest in the literacy nights that school coordinators expanded the program to include computer and ESL classes for the parents to further allow them to help their children with school work at home (Colombo, 2006). In addition, PAL’s programs included parent/child storytelling, shared reading in English and the home language, hands on math activities, and additional homework support. After implementing the program for a year, parents felt “that they understood classroom literacy better and, with the help of the ESL classes, would be better able to communicate with mainstream teachers” (Colombo, 2006, p. 317). Programs such as PAL should be created in schools throughout the nation to ensure all students have the same opportunities in academic success.

Advocacy

According to Guo (2010), teachers must have awareness of their ESL students’ cultural values, beliefs, and practices if they want to successfully bridge the disconnect between parents and teachers. Guo states that:

Communicating with parents whose first language is not English and whose children are struggling academically adds another dimension to the interaction between home and school because of linguistic and cultural differences. In addition, many other barriers work against effective home–school communication, such as teacher attitudes and institutional racism. (2006, p.123)

By promoting cultural awareness in both the parents and teachers, these barriers can be broken.

In Guo’s study (2010), teachers’ and parents’ expectations often differed; when teachers encouraged separate ESL classes, parents wanted to speed up separate ESL instruction and have
their children in mainstream classes because they felt separate language instruction slowed down their English learning. Additionally, parents wanted more teacher-led instruction and intense written homework (Guo, 2010). These differences were based on cultural values, and the expectations and desires of parents were not being communicated with teachers for the very same reason. For example, Chinese immigrant parents feel that teachers have authority over their children’s education and are less willing to voice their concerns so as to not disrespect the teacher (Guo, 2010). Together, parents lack of English proficiency and unwillingness to communication their concerns or expectations along with teacher’s unawareness of cultural values and disbelief in immigrant parent’s parental support, creates tension between the school and home.

**teachers and students.** Guo (2010) stresses the importance of having bilingual assistants at parent events so that immigrant parents feel more comfortable attending and communicating with teachers. Bilingual assistants act as language interpreters, but even more importantly, they serve as cultural interpreters. As cultural interpreters, bilingual assistants have the opportunity to explain differing cultural values, beliefs, and expectations that immigrant parents and English teachers have, ultimately increasing cultural awareness between the family members and educators. In turn, awareness and parental involvement benefit ESL students’ success in the classroom.

**Collaboration between Content Area Teachers and ESL Teachers**

Brooks, Adams, and Morita-Mullaney (2010) indicate that ESL teachers are generally not able to connect with content-area teachers of their ELL students to discuss important factors that influence an ELL’s progress in the language acquisition process. Often, school administrators do not have specific training on ESL instruction but still make decisions regarding an ELL student
without consultation with an ESL instructor; this can lead to unfair decisions that will impact the ELL in a negative way and can lead to marginalization (Brooks et al., 2010). Slater and Mohan state that “most content-area teachers are not trained to work with ELLs, and cooperation between ESL and content area teachers is urgently required” (2010, p. 92). ELL’s are at a high risk for academic failure if ESL and content teachers do not cooperate with other. It is significant for ESL instructors, content-area teachers, and school administrators to understand the role they play in an ELL’s education so they can provide the necessary tools for academic success.

According to Dove and Honigsfeld (2010), collaboration between ESL and content teachers can successfully replace ESL pull out services by using coteachers in the mainstream classroom to aid ESL students. Dove and Honigsfeld state:

Through the use of successful cooperative planning and organizational techniques, teams of classroom educators and ESL teachers not only discover how to improve their lesson delivery and differentiate instruction for ELLs, but also offer peer support to each other and engage in formal or informal mentoring and peer coaching arrangements. (2010, pp. 3-4)

When working in collaboration by using coteachers in a mainstream classroom or by content area teachers working with ESL instructors to enhance their understanding of ESL student needs, teachers can positively shape their instruction to promote content learning and English proficiency. According to Slater and Mohan (2010), collaboration and cooperation between teachers promotes ESL teachers’ awareness of language needed for specific content areas. If the teachers modify instruction to guide ELLs in using this language, opportunities for their students to learn relevant meanings specific to the content area increase. Most importantly, Dove and
Honigsfeld suggest that to be effective, ESL and content teachers must be committed to taking an active role in communicating with each other in order to improve students’ academic success.

**Impact of Instructional Technology**

With the modern day era’s consistently advancing technologies, an abundance of instructional technologies are available for teachers to use in place of traditional resources to modify instruction for ELL students who are struggling to succeed in the classroom. Students learning a new language require a lot of language support in the classroom, and any type of support for students learning English as a second language is vital to an ELL’s language acquisition (Green, 2005). ELLs need opportunities to hear, speak, read, and write English, and technology provides a great deal of resources for ELLs. Computers and electronic devices, such as iPads or iPods afford ELLs endless prospects for learning all the language skills.

**access to technology.** Introduced in the 1980’s, digital stories have become an effective method of teaching in the secondary English classroom. Digital storytelling promotes literacy in media, reading, and writing, while giving students the ability to personally connect with traditional texts. Used as an effective technology in the English classroom, digital stories can guide a student into the realm of critical and analytical thinking while actively engaged with their peers in the learning process. Digital storytelling is a successful tool and supportive system for ELLs struggling to read and write in the traditional paper and pencil manner.

Woven intricately together, voice-overs, sound effects, music, videos, and still images make up the foundations of a digital story in which the student uses age-old steps in writing the story. (Rule, 2010) As the creation of a story has changed (Rule, 2010), digital storytelling combines the old literacy of traditional storytelling with new digital literacy (Sylvester & Greenidge, 2009). Digital stories help the learner to make autobiographical connections with
course content such as themes, motifs, and symbols. To illustrate, a student studying the theme of heroism in the Odyssey could create a digital story of their own personal account with someone they consider to be a hero. In the end, the student would be able to make an autobiographical connection with the literature they are learning, making the work more memorable and meaningful to them, as language learners must be able to do for successful language acquisition.

In 2008, Sadik found that students who produced their own stories were encouraged to think more intensely about the meaning of the story and personalize their experience in relation to the meaning of something they are learning about. Students were also found to be able to more effectively clarify what they had known about a specific story or topic before and during the course of actively developing and communicating their own narratives or stories (Sadik, 2008). Digital storytelling promotes literacy on all levels; students articulate experience, thesis, audience, and performance in their creation of a story (Rule, 2010). As literacy has extended to reading, writing, and media, a digital story gives students who are struggling with writing traditional texts an alternative for success and growth (Sylvester & Greenidge).

Struggling writers usually are not very strategic writers; thus, for ELLs who are struggling to write in English, the mechanics of putting together a digital story may help them to become more strategic by promoting other areas of language use rather than just focusing on their writing skills, like traditional story writing does. In addition, digital stories lessen explicit flaws in areas such as spelling, grammar, and handwriting that may discourage a student from excelling in his or her writing (Sylvester & Greenidge, 2009). As a supportive tool for reading and writing comprehension, digital stories can help ELLs; digital stories provide ELL’s with support and cues they need to be able to connect the written text to the language being heard out
loud, helping them to read independently and construct their own interpretations of the story.

With a digital video, ELL’s are able to listen to pronunciation of words while watching visual cues that go along with words, promoting their literacy of the English language.
References


