

Where Does The Time Go?

A Message From Kathy Turner, Our 2018 President



I can't believe that 2018 is already upon us! Where does the time go?

I'd like to take a moment to recap MaFLA's busy and exciting 50th Jubilee Year.

Professional Development was at the heart of 2017. We were thrilled by record breaking attendance at our events, evidence that foreign language educators in Massachusetts are deeply committed to delivering high quality instruction to their students. The spring series of our Core Practices workshops allowed participants to explore the use of authentic texts, teaching grammar as concept, and giving appropriate feedback. We also included a three-part series focusing on ELLs in the foreign language classroom. Diversity Day had French and Spanish strands as well as a new Pedagogy strand. The third annual Proficiency Academy brought teachers from across the state together to begin or continue their work in understanding, designing,

and implementing proficiency-based curricula. We expanded upon our Summer Institute offerings by adding Special Education and ELL workshops to our traditional French, Latin, and Spanish immersion experiences. Finally, we celebrated our big 5-0 at the Fall Conference, held at our new venue in Springfield. Whew!

We revamped our website to make it more modern and easily navigable. If you haven't seen it yet, visit us at www.mafla.org! You will find ideas for the classroom; scholarships, contests, and awards applications; advocacy tools; licensure requirements... and lots more.

We are also ecstatic that Governor Baker signed the Language Opportunity for Our Kids (LOOK) Bill in November. This Bill gives schools the flexibility to offer alternatives to a sheltered English immersion law approved by voters in 2002 and establishes the State Seal of Biliteracy. High school students can earn the Seal of Biliteracy if they demonstrate proficiency in two languages or more languages by graduation. You can get more information about the national status of the Seal at <http://seal-of-biliteracy.org/> and about the implementation of the Seal in Massachusetts on our website (<http://mafla.org/?s=Seal>).

And now, here's a sneak peak of what's in the works for 2018.

This is our preliminary schedule for professional development. We're still in the planning stages, so check the website in the coming months for more details and registration information.

- We will be hosting our first two-day Core Practices Institute at Boston University on March 9 and 10.
- Diversity Day will be held at Lasell College on May 5.
- The fourth annual Proficiency Academy will be held at Westfield State University from July 23-26. Greg Duncan will return to lead the Novice Strand. We will be welcoming Greta Lundgaard to lead the Intermediate Strand.
- The Summer Institute will be held at Lasell College from August 17-19.
- The Fall Conference will be held at the Sheraton Springfield from October 25-27. The theme of the conference is "Expand Your Mind, Expand Your Heart, Expand Your World."

In addition to providing stimulating professional development, MaFLA also offers a number of scholarships, contests, and awards for teachers and students. You can apply to study and travel abroad during the summer, nominate new teachers for special commendations, honor retiring teachers in your district, and highlight student achievements. These recognitions are great advocacy tools!

Finally, the Board of Directors will be spending this year assessing what we have done for the past five years and creating a new strategic plan for the next five years. As part of that process, you will soon receive a survey to find out how we can better serve our members. We want your feedback!

On behalf of the MaFLA Board of Directors, I wish you a happy and healthy new year!

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MEMBERSHIP INFORMATION

Membership in MaFLA is open to anyone interested in the learning and teaching of languages. The basic membership runs one year from date of inception. There are four categories of membership - Individual, Student, Retired, and First-Year Teachers.

Individual memberships:

\$45.00 for 1 year

\$120.00 for 3 years

New Teacher Memberships (first year in the profession) \$25.00

Retired memberships: \$25.00 per year

Student memberships: \$15.00 per year

For more info and/or a membership application packet, contact:

Madelyn Gonnerman Torchin
membership@mafla.org
PO BOX 590193
Newton Centre, MA 02459

Now you can join, renew or update your profile online! Just visit mafla.org

The MaFLA Newsletter

The MaFLA Newsletter is the official publication of the Massachusetts Foreign Language Association. It is published four times per year - Winter, Spring, Back To School, and End of Year. MaFLA welcomes short articles, anecdotes, brief reviews of books and other teaching materials, and other items of interest to members of the profession. The opinions expressed by the authors of articles published in this newsletter are their own and are not necessarily shared or endorsed by MaFLA or its Board of Directors.

Deadlines are:

Winter - January 5

Spring - March 5

Back to School - August 5

End of Year - November 5

All submissions should be sent to:

Ronie R. Webster

41 Glenn Drive

Wilbraham, MA 01095-1439

Tel: 413-596-9284

Email: ronie@mafla.org

Taking advantage of your MaFLA membership this year, you have enjoyed outstanding professional development events: the Core Practices Seminars, Diversity Day, Proficiency Academy, the Summer Institute and the Jubilee Conference! Listen to our members who tell us "This PD! I love the presenters and meeting other teachers with the same interests. We have formed a group to continue our learning!" (Summer Institute participant). Come experience the learning, the camaraderie, and the sheer fun of being a MaFLA member!

Meet Our New Board Members

Sheng-Chu Lu

Sheng-Chu Lu is a Mandarin Chinese teacher at Pingree School where she teaches grade 9-12. She has experience teaching Chinese for ten years. Aside from language teaching, she is also passionate about promoting Chinese culture and therefore established an exchange program where students have opportunities to have a fully immersive language and cultural environment to learn Mandarin. She is the Past-President of New England Chinese Teacher Association (NECTA) and has been devoted in organizing workshops and providing professional development opportunities for Chinese teachers in the community. She received the Massachusetts Chinese Teacher of the Year Award in 2017. MaFLA has been an important part of her professional development. In addition to participating in its conferences, she also presented a few times. It is a great honor for her to serve on the board.



Sheng-Chu Lu

Louissa Abdelghany

Before receiving her PhD in French Literature from Boston College, Dr. Louissa Taha Abdelghany earned her MA in French from Boston College and her Licence de Littérature Comparée from the Lebanese University in Lebanon. She specializes in 19th-Century French Literature, more specifically in Balzac and La Comédie Humaine. Her research focuses on the intertextuality between Balzac's novels and the famous oriental works *The Arabian Nights*, known as *Alf Layla wa Layla*. It also includes Lebanese Francophone writers and Modern Middle Eastern Literature.

Dr. Abdelghany is also interested in the study of languages and cultures. She has created courses on the study of culture through film in North Africa and the Middle East. She has conducted research on pedagogy, particularly on cultural perspectives, intercultural competency and community development, and has presented papers regularly at the annual meetings of MaFLA and ACTFL. She has also participated at literary national and international conferences such as **Society of Dix-Neuviémistes and Nineteenth Century French Studies**.

Along with teaching Arabic and French courses, Dr. Abdelghany has had the opportunity to create and coordinate Arabic programs at Babson College, Providence College and Simmons College. She is currently an Assistant Professor of Arabic and French at Salem State University.



Louissa Abdelghany

Editor's Message



Winter Greetings to all of my amazing MaFLA friends and colleagues. That cold weather in December was tough as I am definitely someone who much prefers temperatures of 90 degrees over 20 degrees or even lower. For a while it seemed like I would never get warm again as I found myself searching for as many articles of warm and cuddly clothing as I could find.

It was a welcome relief jetting off to Mexico to spend the holiday break with some friends (more like family) in Leon, Guanajuato, Mexico. I really enjoyed the warm sunshine and several afternoon and evening walks – without a parka, scarf, mittens, hat and winter boots.. It was nice to get outside and finally not be cold.

Well, all great vacations and visits have to end and you can imagine the shock we had when we landed at Bradley International Airport in Hartford, CT and found the temperature was 4 degrees. BRRRR was all I could say. It looks like we are now past some of those coldest days and I am noticing that the days are getting longer. I can actually see a bit of light on the horizon when I arrive at school in the morning. I certainly am ready for an early Spring!

This issue begins with a great message from our 2018 MaFLA President Kathy Turner. The article really sums up our Jubilee year and sets the path for 2018. Also, be sure to read about our two new MaFLA board members to see the skills and expertise they are bringing to us.



The theme of this issue is *What's In Your Toolbox?* We have some great articles of activities and tools that many of our members are incorporating into their classes. I was delighted to receive the article entitled *Flipgrid Fever* as I have just

started to incorporate this into my classes. I definitely am a novice with this but am pleased that I now have a resource for this great app.

Other tools (which many of us might not consider tools) are the MaFLA Awards and Scholarships which are available to members. Information and applications are available in this newsletter and at MaFLA.org.

We also have in the issue some news you will not want to miss, a Seal Update and an article on *Teacher-Centered vs. Student-Centered Learning: From Sage on the Stage to Guide on the Side* by Marcel LaVergne who always contributes relevant and thought-provoking articles.

In this issue you will also find an article about Foreign Language Week and we hope that you and your students will be participating in our Poster, Essay and/or Video Contests (all information about these are in the End of Year (2017) issue of the MaFLA Newsletter and at mafla.org).

You also should be sure to check out all of the various awards and scholarships available to you as MaFLA members. These are also tools you can use to advocate for your program, to travel and learn, and to grow professionally. Be sure to take advantage of your membership benefits.

The theme for our Spring issue will be *Assessing and Evaluating Students with a Focus on the World Readiness Standards*. We will be looking for articles which address the following topics.

- How do you effectively provide feedback for your students and parents/guardians.
- How do you effectively collect data and evidence of student learning.
- How are you using classroom data and evidence of learning to transform instruction?

We also would love to hear from you about how you are utilizing the World Readiness Standards and the new Can-Do Statements released last year.

Send your article to ronie@mafla.org. Deadline March 5, 2018.

A determined soul will do more with a rusty monkey wrench than a loafer will accomplish with all the tools in a machine shop.

Robert Hughes

Soul, Determined, Accomplish

Foreign Language Week: A Unique Opportunity to Celebrate with Colleagues

by Teresa Benedetti

National Foreign Language Week, a designated opportunity to step away from the daily activities that we grow accustomed to, affords teachers a window in which to engage in the planning of activities that perhaps originally inspired us to become foreign language teachers. In his renowned book, Parker Palmer, the author of "The Courage to Teach," ponders the question that many educators often ask themselves in this data-driven era of teaching: Can the profession sustain me? Foreign Language Week creates a dedicated time that generates within me a renewed energy and excitement for the subject I teach, while sustaining my daily work at the high school level during the longest month of the school year!

In my most recent experiences with my colleagues, we have had success creating activities for students who are enrolled in foreign language classes during the spring semester as well as developing activities that have involved the greater school community. Three activities met with particular success at our high school during March 2017:

Foreign Films: In an innovative twist, we have chosen movies that aren't necessarily in the languages that are taught at our school (French, Latin, and Spanish). Our goal is to provide extra linguistic input and exposure to global themes. Movies we have shown include: *Les Choristes*, *La Vita e Bella*, *The First Grader*. Our 90 minute block schedule allows us to plan this in-house field trip for students in our classes in less than one and a half blocks. The department collaborates by sharing the tasks of watching movies throughout the school year, sharing our suggestions and deciding on a movie together after all have had a chance to view the film. This provides for lively and interesting discussions at department meetings and in our co-planning of pre- and post-viewing activities. It's a fresh, exciting, and innovative way to connect with my colleagues. Student response has been very positive about this opportunity for exposure to new themes, languages and global topics.

International Career Panel Discussion: Through our membership in the World Affairs Council of Western MA, a colleague and I were provided the opportunity to collaborate on hosting a panel discussion for our students as part of Foreign Language Week. Bilingual guest speakers representing the business world, education abroad, and technology encouraged and inspired our students to continue to explore foreign languages beyond the classroom. They shared how their own experiences in school and in the domestic and international job markets have enhanced their professional and personal lives. The event was moderated by the President of the World Affairs Council, John Morse, also Past President of Merriam Webster. One of the panel participants was Daniel Battisti, one of MaFLA's Past Presidents, former French teacher and National World Language Content Specialist at Houghton Mifflin Harcourt. As a teacher, it was especially pleasing to see how my students connected on a personal level with the speakers after the presentation. I was absolutely thrilled when, using Spanish, several of my own students were brave enough to begin conversations with the speakers. The students appreciated learning about the personal benefits of a foreign language as much as the professional benefits. The FL Department invited all subject area teachers who were interested to attend this event with their classes.

Trivia: Who doesn't love trivia? In the past we've held trivia games by posting questions around the school and awarding prizes to participating students. Last year we changed our approach to further ensure

that every student and teacher in the school could participate in our week to celebrate Foreign Languages. As a department, we created a *Kahoot* to use in our school-wide advisory program. The Foreign Language Department truly made our presence known as we created the trivia game with facts about languages, language learning and global issues. Many teachers are often looking for new ideas to use in their advisory lessons and this event was met with success as it was the first time that many teachers had used *Kahoot*. Excellent discussions resulted as little known facts about languages and language learning became known to students!

While we always strive to remember what has been successful for us and our students, we will continue to seek innovative ideas to make our celebration even better. This year, a colleague and I plan to collaborate on another advisory event using *edpuzzle* to post a video and create discussion questions on the topic of the benefits of bilingualism. We want our students to remember events from Foreign Language Week as key pieces of their high school experience.

Because Foreign Language Week arrives during our longest teaching month, at the same time that the K-12 system turns its focus toward standardized testing, I embrace this as a chance to sustain my professional work by collaborating with colleagues, creating these extra experiences for students and having some fun. I love revisiting some of the activities and experiences that played a role in inspiring me to explore the study of languages and cultures.

If you get stuck, draw with a different pen. Change your tools; it may free your thinking.

Paul Arden

www.brainyquote.com

Classroom Tool Roundup

It's January, and if you're like me, you're a bit worn down from the cold, the snow, and driving to work in the dark, not to mention the one or two stressors that might be happening at work. MaFLA collected a few tools, tips and tricks from some colleagues around the state to give you a boost of energy to make it through the winter.

Timothy Chávez

Andover West Middle School

I love having the students evaluate their own speaking and writing in class and/or for homework. It makes it easier for me to give feedback about Proficiency when the students understand it themselves.

Rebecca Blouwolff

Wellesley Middle School

Searching Twitter (you don't even need an account!) to find examples of particular topic/current event/language structure that we're going to explore in class. For example, if students are learning comparatives, you might share tweets about things that are better, worse, as X as...

Pat DiPillo

Falmouth Public Schools

My teachers are very much into choice boards for HW and projects.

Kim Talbot

Melrose Public Schools

My favorite teaching tip is to pick ONE struggling student per class and take the Starfish Challenge. That way, if I start to feel discouraged or out of energy, I can focus on one student and their accomplishments and get back in the game! This phenomenon is also documented as "passion" - putting the P in Teach Like a Pirate by Dave Burgess.

Beckie Rankin

Lexington High School

Brain Breaks! I have a few (including a meditation) that are in the TL so when the kids are off-topic, I can take a break and engage them again.

Jeanne O'Hearn and the Foreign Language Department

Masconomet Reg. School District

1. *Photo of the Day - at the beginning of class each day students describe a photo. It might be from a current event, a cultural topic, something that corresponds with a current theme or purely random. It's a great way to generate new vocabulary and recycle old vocabulary and to learn and practice grammar in context.*

2. *Hand out card stock and tell students to scribble all over it (the more scribbles- the better). There shouldn't be large swaths of "white," there should be scribbles all over the paper. Tell students to then look at their "scribbles" and see if they can find images of objects from your vocab. Give students 10 minutes to find, color and label their findings. They then present what they found to the class in the target language.*

This works best with vocab that's non-abstract e.g., furniture, food, body parts, etc.

Tip: if students are having a hard time finding things, tell them to scribble more!

3. *The thing kids seem to really love is - kahoot.it It's a fun, interactive way for kids to practice culture, vocabulary and grammar.*

Another activity that the kids really like is using the interactive Mimeo pens. We created vocabulary activities where students describe the locations of words or do review activities and the 'magic' pen moves the words/letters to the appropriate places.

Marianne Durand

Lexington High School

To make groups easily, I use playing cards. Group of Kings will work together.

Carlos-Luis Brown

Wilmington Public Schools

I love to use Story Cubes to have students do story-telling activities in class. We roll the dice as a class and create one story all together, related to the theme/topic we are on, and then move in to interpersonal interactions and sometimes even "competitive" story-telling in class.

A fun way to challenge yourself as a teacher, specifically with vocabulary, I begin every class with our Desafio Diario, daily challenge. Students use their dictionaries to find 10 words in Spanish they think I will not know. My goal is to get 7/10 correct. If I do not, they get a point. After 5 points they get a collective class reward. In our case it's a homework pass that must be used by the entire class at one time. I lose a lot, and yet gain so much.

Prof. Nicole Sherf

Salem State University

Communication is all about solving problems - putting words that you know together to complete tasks effectively. The best in-class communicative practice structure is "information gap activities." This activity format has students interacting in pairs or small groups to find missing information that their partner has or to collaborate in solving a problem. They could be describing pictures of living rooms to discover the furniture that they have that their partner doesn't or they could be comparing and contrasting travel itineraries. They could be asking and answering questions to see if they are compatible to be roommates or to decide where they want to go over the weekend and when. The options are endless!

Classroom Tool Roundup

Yasmine Allen

Phillips Academy Andover

Two Truths And A Lie

Start by modeling the process by telling two truths and a lie (preferably something that could plausibly be true) about yourself. Allow the class to guess which is the lie.

Allow about a minute for every student to think of two truths and a lie about himself/herself.

Place students in groups (of 3 or 4). Have students tell each other two things that are true about themselves and one thing that is not true. Remaining group members must determine which is the lie. Complete for all members of the group.

Each group they must choose two of the truths about the members of their group and one lie to share with the class. Other groups must guess which is the lie.

Kim Kaufman

Wellesley High School

This is so simple, but it's a good tool. I greet students by name when they walk in the classroom and immediately draw them into a conversation in the target language. As more students enter, they are asked questions in the target language as well and are drawn into the class conversation. This can be about anything: a TV show, how tired everyone is, an upcoming vacation, etc. Students begin in the target language and stay there for the class easier than if I were to let them settle in and speak English before the bell rings. They are ready to learn.

Ashley Tarnauskas

Wellesley Middle School

I take attendance by having kids throw a ball to each other in alphabetical order. It gets them up and moving, shows clearly who isn't here, and motivates them to get to class on time so they don't miss "La Pelota."

Tim Eagan

Wellesley Public Schools

How do we really know if they are comprehending our "comprehensible input?" Without routine checks for understanding, we really don't. One of my go-to routines is a combination of two techniques from Doug Lemov's *Teach Like a Champion: Turn & Talk* and *No Opt Out*. I assign each student a learning partner every Monday and they sit together all week. When I ask a question and I need to know that everyone understands it and can answer it, I pose the

question to the whole class. Students turn to their partner and answer the question. They know that someone will be called on randomly, and that the Turn & Talk is their opportunity to process an appropriate answer before being called on. If a student doesn't answer correctly, I go onto someone else, but circle back to that student, who then has to repeat the correct answer (*No Opt Out*). Sometimes this move is delicate and requires a judgment call so that students who are struggling aren't put in an embarrassing situation in front of the class, but with that in mind, it's a powerful instructional move.

Call for Proposals!

Learn a New Language



Expand Your Mind
Expand Your Heart
Expand Your World

2018 Conference Proposal Form

The 2018 MaFLA session proposal form is up and awaiting your submissions! Please help us spread the news by passing the link to teachers or departments that have strong ideas, practices or programming to share. The deadline to submit a session proposal is April 2, 2018. The conference committee will send responses starting on June 1.

Requirements for Session Presenters

- All conference attendees including session presenters must be MaFLA members and must register for the Conference.
- Presenters must be willing to present on any of the days of the Conference. Sessions are offered on Friday and Saturday, October 26 and 27, 2018.
- A session with more than one presenter must designate a main presenter with whom MaFLA will communicate information and who will forward information to the co-presenters. Up to two additional presenters can be named.

Go-to Activities

by Kathleen Egan

When planning a class, the core focus often is clear, but sometimes, a little variety is needed, or timing is off, or a bit more repetition is needed. Some of the magic tricks I have tucked away:

1. Decks of cards-divide students into groups of 3 and give each group a suit of cards. Have the students create numbers using the cards: first as 10s, then 100s, and then 1000s. Each student in the group creates three, then passes the opportunity to the next student. The “winner” of each round gets a point, and at the end of 3 rounds, the points are tallied and the group winner declared. I would distribute whiteboards as a fun way to check (spelling) accuracy.
2. My favorite tool is using powerpoint/google slides.
 - a. I create match games using pictures: create 20 (+/-) slides using pictures (clipart are best). Print 2 sets per 3 students (put the print setting onto 6 slides per page). I have the students play “Old Maid”, making pairs. Or, have the students call or write them out as they are turned over. Or, if nouns, have the students write adjectives that describe them.
 - b. Using these packets of cards, noun images can be used for various games:
 - one student in the group of 3 holds up a picture and a possessive adj / demonstrative adj/ article in English. The other 2 students have each a set of mon ma mes (ce cette cet ces; le la l' les), and when the picture and the English are shown, the two players race to be the first to win the point. The game continues until all have had a chance to be the game host. The player with the highest number is the winner.
 - c. *Je l'ai* – I have it. Create a powerpoint with the vocab illustrations. Create a set of cards with the correct answers (I often make them similar: *Il y a une chaussette il y a des chaussettes*). Make two copies of the answer cards (I print them on different color paper-yellow team v the blue team. This makes storage in sandwich zip bags easy). I like to have 3 times as many questions as half the class (20 students, 10 per team, at least 30 words) Put 3 vocab cards on each desk. Show the slides of the powerpoint: the student with the correct card calls out, *Je l'ai*. As there are two teams, one from each team has the opportunity. Whichever team calls it first gets the point. After one round, students get up and move to the next desk in front, and the game begins again with a new set. Continue until the students have used each set of
- three cards. Very quickly they are calling out the words using accurate pronunciation.
- d. Bingo card: set the card up using a table with 5 across (BINGO), and 6 spaces down. In the 6th box in each letter column, fill in 7 vocabulary words/verbs. Students fill in the column using those words in any order. Call out a vocabulary word one per column. The first student that declares, “Lotto” must tell what each word means to win.
3. Quick speaking activities;
 - Have all students stand: to sit down, they need to give an answer to:
J'ai mal à la tête parce que....(j'ai mal dormi, j'ai oublié mes lunettes...)
J'ai envie de...
There can be no repeats (they must be listening and paying attention! No one wants to be the last as all the “easy” answers are taken.
 - speed dating conversations: set chairs up facing each other, and have the students describe themselves for 60 seconds each.
 - password (taboo) Create a table on a doc with 2 rows of 3 blocks. At the top of each block write: One number 1-2-3-4-5-6. In each block write a series of similar words (*un frère; un cousin; célibataire; avocat, vétérinaire Une soeur; une grand-mère; un neveu; infirmière, comptable*) Have 2 students face each other, with one having their back to the white board display. Assign each pair of students a number (fais #1,#2#3 etc), so no pair is next to one doing the same words. The students facing the board give vocabulary clues -synonyms, antonyms- to have their partner guess the word. The first pair that succeeds gets the prize (they must redo it in front of the class to guarantee that they “played” correctly!). Then have the partners switch places and give new numbers to the pairs.
 - inside outside circle: with questions or vocabulary words
 - conversation encouragers: in groups of 3 or 4. The first student asks a question, the second student answers it, the third and fourth make follow up comments. Change roles.
4. Song: My daily warm up is a song. The students sing it for 3 weeks each day (thankyou, Youtube!) I try to use traditional French songs (*Un elephant qui se balançait; Au clair de la lune; Bonjour, l'hiver; Aux Champs Elysées; Je ne veux pas travailler*). Each song is only 3 minutes, but it starts the class with enthusiasm. Most of the songs give additional vocabulary that students incorporate into class.

What's In My Teaching Bag: Roman Carbohydrates

by Jenny Shaw - reprinted with permission

Food is a great vehicle for learning. In addition to the fact that students tend to enjoy creating and consuming it, food is vitally important; it has sustained us as a species and defined our societies. It stands at the crossroads of history, language, culture, biological and agricultural science, and economics. In short, as a focus of study, it has a great deal of potential. However, in terms of bringing food studies into the Latin classroom, the Roman palate offers certain impediments. Romans commonly favored dishes like baked mackerel, grain mush, and liquified, fermented fish guts (*liquamen* or *garum*). While you can titillate a few students by describing black fish juices and porridge, ultimately, as a teacher in Middle School I needed a recipe or type of food that would pull the whole class's interest and make them all clamor for more.

Several years ago, after learning about the ancient loaves of bread preserved in the ash of Mt. Vesuvius, I realized that this might be just the ticket: an appealing, familiar, tasty cornerstone of Roman cuisine with direct links to our modern diet. Every so often I would come across a resource—a helpful tutorial from the British museum, the website *Pass the Garum*, as well as plenty of other sites—and at last I came to the conclusion that *Ceres* was on my side. It was time to bring this idea to the classroom. Why let French class have all the fun?

I picked out helpful terms and ideas from the resources available on Roman bread-making, double checked with my school's kitchen to ensure that baking could take place, designated a day for the project on our calendar, and we were ready to go. I also created a post-project reflection to punctuate our work and to give students a chance to delve back into their materials and consider the significance of what they had done. In addition to complementing our unit on Pompeii and daily life for this quarter, the project provided ample opportunity to cross the border into other areas of study, as we discussed the amazing properties of yeast and gluten



and the processes of refining grains, in addition to Roman farmers, the *horrea* where grain was stored, the bakeries in Pompeii, the Roman diet, and the derivatives of *panis* in English and Romance languages. It was an experiential project and led to some pretty interesting lines of inquiry.

For the purposes of time and space, instead of detailing the project in its entirety, I will include a few take-aways for me from this project:

I. *dē fermentō*: Yeast is fascinating. When I started this project, I knew that yeast was responsible for leavening bread and I wondered where Romans got it. The only bread yeast I used came in packets or jars at the grocery store. I soon found out that this perky little fungus is so plentiful in the environment that in order to create a bread starter, the Romans had to do no more than mix flour and water and wait. They probably did it by mistake. When the bubbles appear, you know your yeast is alive and you feed it until it is highly active. For the sourdough starter, I had my class make one sample of the initial starter and I cultivated it until it was time to use. There are myriad recipes for sourdough starter online, all of which I'm sure will work. I have tried making starter with different types of flour (white unbleached, white bleached, and rye) and water (both filtered and chlorinated from the tap) and the yeast have never failed to spring to life. The yeast industrial complex apparently has us all fooled.

II. *dē gaudiō*: Students do indeed love making and eating food. It was a field trip within the confines of the school. They enjoyed the messy work of mixing, kneading,

and shaping their loaves, and they couldn't get enough of the baked product, which turned out to be beyond delicious. Fluffy, warm, and nutty. The room smelled like a million denarii:

III. *dē cibō*: If you're not into baking, this might not be the project for you. In the process of tailoring the recipe and designing the activity, I made a half dozen different loaves of bread and babied sourdough starter for days. As a lover of food—and bread in particular—I enjoyed the process, but it may not be your cup of tea.

IV. *dē labore*: As an addition to our unit on Pompeii, this was a lovely project. Students were invested in the process of making bread and learning about it along the way. This said, it took hours of planning, shopping, coordination, and a day of dedicated class time. If you are already running short on time, it might not be your first choice. Nonetheless, it could be a fun activity for a Latin or History club at your school.

V. *dē faciendō*: Here is the recipe I used (*dē faciendō panem*). I adapted and simplified it somewhat from several recipes for Roman bread and sourdough bread. I hope you can try it out and let me know what happens!

Roman Style Panis:

quomodo illum panem facimus:

Sourdough Leaven/biga:

½ c. starter/biga (reasonably active and bubbly)

2 ½ c. flour, ½ tsp. yeast, 1 c. water

Gradūs:

Mix together ingredients, knead until it forms a shaggy dough. Let sit for about 24 hours in a clean oiled bowl. Dough should become very bubbly and fairly fragrant, no weird colors.

Loaves:

Two handfuls of leaven

2 c. warm water (not scalding or you will kill the yeast)

Flipgrid Fever

by Loreen Sullivan



If you aren't using [Flipgrid](#) yet, be prepared to catch *Flipgrid Fever*! Flipgrid is an engaging cloud-based video discussion platform that allows you to pose a prompt/topic for your students, who then film a short video response. Your prompt can be text, images, and even a video (that you upload or record right in the program.)

It's **simple**. There is no special software needed and it works on any device. No worrying about the right video file type, no need for students to figure out how to get their video to you, etc. Students don't even need to create an account. You simply give them the link to your topic (or the topic code) and

they click the big green button to create their video. Once a student completes a video response, it goes into the grid with the other students' responses. They can then view each other's responses and create video replies to other students videos.

It's **powerful**. Flipgrid amplifies voice for all students, especially the ones who are shy or quiet. Some students are reluctant to speak the language they're learning for fear of making mistakes. Flipgrid gives them a safe place to practice and listen to/

watch themselves speak. One instructor reports that this practice makes students "feel more comfortable speaking spontaneously in class". Students get to view other students' videos and create video replies to them, thereby building community and fostering authentic social learning. It's a useful tool to track student growth as well. Instructors like that "the program will save past prompts so that students can see their progress."

It's **fun!** When you see students doing a Flipgrid activity, you definitely feel the energy in the room ramp up. After students complete their video, they take a profile picture that's used to identify their video. They can then add stickers or drawings as fun way to personalize their selfie. One instructor says, "they think it is a fun, interactive tool for learning, and they love using the stickers!"

Our language instructors are using Flipgrid in a multitude of ways including:

- **Persuasive speech** - While studying Bataille d'Alger, French students listened to a propaganda clip from the Algerian resistance. They then had to internalize and analyze the content to compose a possible counter-message from the French government using similar propaganda styles and rhetorical devices. Students listened

Roman Carbohydrates (conc.)

1 tbs. kosher salt
4+ c. unbleached all-purpose flour
2 tbs. butter (for greasing pan)
Bowl & Spoon

Gradūs:

Grease two small loaf pans generously with butter

Pour water over leaven in a bowl, mix with a spoon, break up until most of the leaven dissolves

Mix in flour by the cup (4 cups) until it forms a shaggy dough

Knead in the bowl or on a flat surface four several minutes, until dough is silky and springs back. Add in salt as you knead. If dough gets sticky, add more flour.

Divide in half and arrange dough into two small greased loaf pans.

Cover with plastic wrap, let rise in refrigerator for 24 to 48 hours. They should double in volume.

Bake at 450 for 25-30 minutes, until tops are golden-brown and bread is fragrant.

Flipgrid Fever

by Loreen Sullivan

to each other's responses, then had to "become" a character in the conflict (soldier's mother, Pied-Noir, French teenager, Algerian fighter, etc.) and create a video response to the French propaganda. This lesson encompassed many language skills including listening comprehension, grammar, cultural implications, contextual meaning, use of rhetorical devices, analysis/interpretation, pronunciation, presentation, etc.

- Character analysis - Students chose a character in a play they read and discussed why the character is sympathetic/unsympathetic. Other students then recorded replies that agreed or disagreed with the assessment.
- Dramatic reading - Spanish students recorded a dramatic reading of a Neruda poem. The instructor looked for understanding of the text, pronuncia-

tion, rhythm, and presentation skills. He also found that having students do the dramatic reading on Flipgrid was a useful precursor for students who were nervous about public speaking.

- Retelling Past Events/Building Community - Students were asked what they did during their Thanksgiving break. After submitting their videos, students learned what others had done and commented on their activities. Our students are from all over the country and world, so this activity allowed students to learn more about one another and the similarities or differences in how they celebrate the holiday. (See grid link below)

Profe Hyland's Flipgrid for Spanish 522: <https://flipgrid.com/568535>

It goes **beyond the classroom!** For example, it can be used for professional development, teacher book clubs, virtual thank you cards, and soliciting feedback from colleagues.

Now, here's where you get to see Flipgrid in action! I'd love your help with my own Flipgrid project called **Favorite Word**. I am asking language lovers (adults and students alike) to share their favorite word or phrase in the world language they teach or study and why they like it so much. Follow this link to see what others have submitted and to add your own: <https://flipgrid.com/3ced10> Feel free to have your language students submit their favorite! You'll soon see how fast they (and you) get #Flipgrid Fever!

Loreen Sullivan is the Manager of the Language Learning Center at Phillips Academy in Andover.

Las vacaciones

Nov 29, 2017

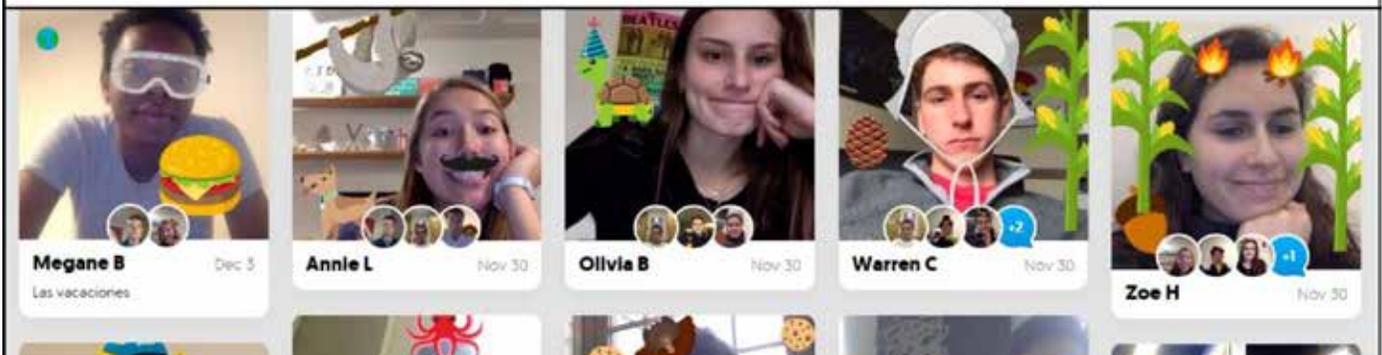
Hola clase -

En una grabación de ~2 minutos, debes hablar espontáneamente sobre tus vacaciones de Día de Acción de Gracias.

1) ¿Dónde estabas? ¿Con quién estabas? ¿Qué hiciste?

2) Describe el momento mejor y peor de tus vacaciones. Si no te queda tiempo, sólo describe un momento/recuerdo.

Antes del martes, debes mirar 4 videos y hacer comentarios.



Teaching is the only major occupation of man for which we have not yet developed tools that make an average person capable of competence and performance. In teaching we rely on the 'naturals', the ones who somehow know how to teach.

Peter Drucker

www.brainyquote.com

TOOLS! Now Which Are My Favorites?

by Ronie Webster

Which ones do I choose most often from my toolbox?

As I thought about writing on this theme, I decided that I needed to step back and think about which are those tools that I use most frequently in my classroom and daily lessons.



Probably the #1 tool that I have at my disposal is my language lab. Yes, I teach in a very small district where we don't have much, but I consider myself fortunate to have been supported in the addition of a 26 station language lab. This has been a wonderful tool for me and my students.

Being such a small school, I get to use it every day if I wish. My students have benefitted greatly from the various activities we have done there, interpretive listening and reading, interpersonal speaking and writing and presentational speaking and writing. It has allowed me to keep all the students engaged in the target language and it has allowed me to really monitor their progress and growth.

The feedback I have been able to provide to them has been very helpful and the students have found that using the language lab has really supported their growth and their confidence in all aspects of the target language. Using the lab tools I have been able to author a variety of activities to meet student interests and needs and to target key goals and objectives. I cannot imagine teaching without this tool and am so grateful to my district for its support.

Another tool which has transformed my classroom has been technology. When I say technology I mean anything from Facebook and Twitter to classroom apps such as Quizizz, Kahoot, Quia, Flipgrid, Mentimeter, Polleverywhere and many more. I guess you can say that I embrace technology.



On Facebook I follow several sources for authentic resources. I have downloaded numerous videos from AJ+español, Cultura Colectiva, Mexico Desconocido and others that have served as excellent authentic resources. Although I no longer teach French I even have found some French authentic videos which I have passed along to colleagues.



On Twitter, I follow #langchat, #edchat and #mfltwitterati. Just recently I discovered #langbook which is facilitated by our own Rebecca Blouwolff, a MaFLA colleague. This week's chat was an interview with Laura Terrill the author of *The Keys to Planning for Learning*. What a great session. Of course, being a technophile, I also follow on Twitter other techies to keep up with new apps and innovations and of course I also follow #MASSCUE!



I love to incorporate technology into my classroom and some of my "old faithful apps" are Quia, Polleverywhere and Kahoot. I just learned about Quizizz, Mentimeter and Flipgrid this year but already have fallen in love with these. I need to get more confidence with them and expertise but already during the first five days of this semester I have incorporated two of them in all of my classes.



Two other essentials from my toolbox are my four large and thirty tiny moveable white boards. I went to Home Depot and purchased some white paneling sheets. I took one of them and asked Home Depot to make it into 4 larger boards. These have become the boards on which I list my targeted objective(s) and my can-do for the day. I also put on the activities we will be doing from the Bell activity to the Closing Activity. During the lesson, it is a constant reminder to me to be sure to visit and revisit that can-do and remind students of our end target. It helps them to see where we are going. Since I often am teaching three different levels I usually prepare three large agendas each day. The other white panel sheets became small white boards for my students. I love to use these to get a feel of where my students are and what they can do and what I need to re-inforce and re-cycle into my lesson or the next day's lesson. These student white boards have become an integral part of my class.



The final essential tool from my toolbox is my cadre of colleagues and my professional organizations, MaFLA, ACTFL, NECTFL, AATF and AATSP. I feel so lucky to have a great group of professionals who support me and who have the same passion for the teaching and learning of languages that I have. They provide me with ideas, inspiration, and support, and have always been there when I needed them. No, I am not calling my colleagues tools. They are my anchors, my buttresses, and they mean everything to me. Thanks for being there everyone!

Seal Update

by Nicole Sherf

Governor Baker signed the comprehensive bill called Language Opportunity for our Kids (LOOK) on November 22, 2017! The LOOK bill opens up the restrictive one-size-fits-all SEI mandate for districts and includes a Seal provision to reward students for functional biliteracy through the Seal. The foreign language, dual language and English language learner (ELL) teacher groups who collaborated to lobby for so long are convinced that this legislation will raise the importance of multilingualism in our state and country as an essential college and career readiness skill.

This spring, the leaders of the Language Opportunity Coalition (LOC) Seal Workgroup (Phyllis Hardy of MABE, Kim Talbot of MaFLA and myself, also of MaFLA) will be working with the Department of Elementary and Secondary Education (DESE) in collaboration with the Office of English Language Learners and Academic Achievement (OE-LAAA) to formalize the pathways and resources for district implementation of the Seal of Biliteracy based on the work that has been completed by the Workgroup. In addition, MABE, led by Phyllis Hardy, will collaborate with OELAAA to create a dual language endorsement and update the current [Guidance for Defining and Implementing Two Way Immersion and Transitional Bilingual Education Programs](#) (TWI and TBE Guidance).

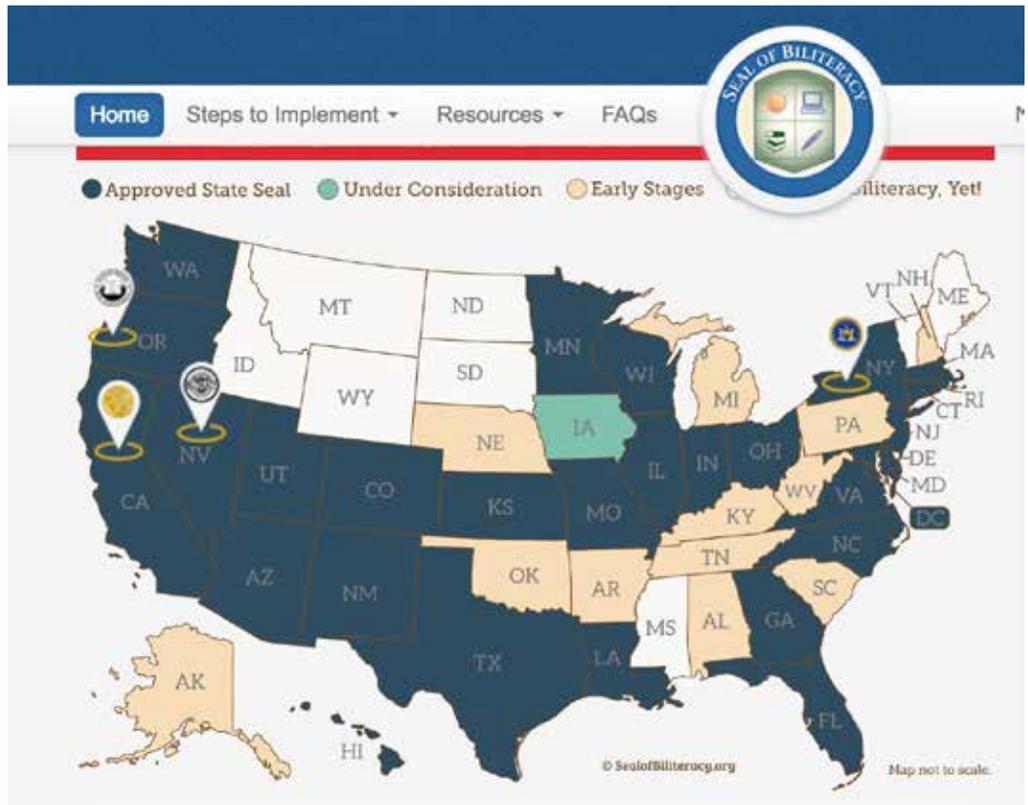
This is a great time to be a world language teacher! In light of the Seal of Biliteracy legislation, DESE is eager to support world language teachers and programs and provide guidance to support proficiency development. I have stated many times before that I firmly believe that districts who participate in the Seal as part of programming will benefit from the transformative effect of focusing on proficiency development. We are already seeing, in this third year of the pilot, that districts are using the

proficiency test data to better understand what their students are able to do with the language in the three modes or four skills of the language and making programmatic changes based on these results. We are seeing districts talking to students and other stakeholders about what proficiency development entails so that all can be active partners in the process. Most exciting, through our Workgroup and beyond, we are experiencing inter-district discussion and collaboration that focuses on proficiency. When well adopted, participating in the Seal means that districts set proficiency targets, assess their students to see if targets are being met and make any changes to teaching or programming to do better next year. It is an exciting process that focuses on what the student can do as a result of programming and related to proficiency development.

The Seal Pilot in MA has already created resources, pathways and templates for Seal implementation across the state, even as the legislation was being considered

for passage. It is this work that will be formalized for publication at DESE over the spring and made available for more expanded use statewide. The Seal Workgroup Google Group currently has more than 90 members and more than 70 districts participating. In the first two years of the pilot, more than 1,000 Seals were awarded and we anticipate the numbers to increase exponentially this coming spring. We invite any district to become part of our Pilot by going to www.languageopportunity.org, watching our October 6, 2017, Webinar overview on the home page, joining our Seal Workgroup Google Group on the Pilot Page and coming to our electronic GoToMeetings the fourth Monday of the month at 7PM. You'll receive updates through the GoogleGroup and can ask questions the same way. The more the merrier! Come join the movement!

Massachusetts is finally blue on the map on www.sealofbiliteracy.org!



Hip-Hop-Battle Boston - Learning German Through Raps

A Project Organized By The Goethe-Institut Boston

Hip-Hop has long lost much of its gangster image. In this day and age, it is more commonly viewed as a form of language art, one that demands talent, training and courage – just like acquiring skills in a foreign language. With its focus on the spoken word, on exploring rhythm, sound and pronunciation, it is a wonderful instrument for language learning, particularly for young learners.

On November 30, 2017, nearly 50 students from five different high schools in New England took to the stage at the grand Hip-Hop-Finale at Lincoln Sudbury Regional High School to perform their own rap – in German!

Most of the preparations for this project took place in the German lessons at the participating schools. The Goethe-Institut Boston had prepared classroom materials to be used by the German teachers. In the weeks leading up to the finale, the students explored the landscape of German hip-hop, learned step-by-step how to write German rap lyrics on a given beat, worked together in small groups to come up with rap lyrics about the topic ‚I (Ich)‘ and practiced their performance. At some of the schools, the teachers organized hip-hop-contests in which the rap groups contended against each other to decide which of the winning groups would participate in the great hip-hop-finale on November 30. In the end, nine rap groups from five different schools arrived at Lincoln Sudbury Regional High School for the finale.

They were welcomed by the Goethe-Institut Boston and three professional rappers and dancers from Berlin. In three rounds of workshops, the students practiced their lyrics and moves, worked on pronunciation and stage performance and most importantly on building their self-confidence. The workshops were all in German and the active commitment of the student participants only proved that understanding the

instructions in German was not an issue. As one of the dancers noted: ‚Using a foreign language in combination with body language and moves makes understanding so much easier. The students not only understood exactly what I wanted them to do, they even started imitating my language instructions in German, thus memorizing these German words and sentences.‘ In between, the rappers and dancers offered a short glimpse of what you can achieve as a professional in the hip-hop-business with a stunning performance which was received with great enthusiasm by the students.

In the afternoon, it was time for the finale: In front of an audience of more German students and a jury of language and music experts, the rap groups took to the stage. The difference between the first shy attempts to show their raps in the first workshop round just some hours earlier and the confident performances in the afternoon was impressive. Rap groups with fanciful names such as ‚Kuddelmuddel‘ or ‚Sauber Zauber‘ performed their own rap songs in German. The lyrics were poetic and humorous, crazy and dark – just as the lives of teenagers. Most of the students were dressed up, many had brought props to support their performance – after all it is all about the show! The applause showed that the audience was convinced. Then it was up to the jury. The five jury members had the difficult task to decide which groups would go home with a prize.

The first prize, which is the production of a professional music-video, went to three girls from ConVal High School in New Hampshire with their song ‚Wir sind Quatsch‘. The humorous outfit of the group ‚Sauber Zauber‘ from Falmouth Academy definitely played a role in convincing the jury that they deserved the second prize for their song ‚Ich liebe mich‘. Five students from Boston Latin School who represented their whole class with the group ‚Zwanzig Deutschstudenten und ein Computer‘ earned the language prize for the best lyrics. Last but not least there was an individual prize, a microphone, for the best rapper, which went again to a student of Falmouth Academy. As the buses were waiting outside to take the participants back to their

schools, there was little time to go into details as to the achievements of the winning groups. So there was one last photograph and an autograph from the Berlin dancers and the first edition of the Hip-Hop-Battle Boston had come to an end.

The Goethe-Institut Boston intends to offer the project again next school year. If you are interested in participating with your students, please send an email to Kerstin.Haemmerling@goethe.de.

Are you interested in other tools the Goethe-Institut offers to German teachers? Check out our website at www.goethe.de/usa for opportunities for professional development, projects and competitions for students and teaching resources. For teachers of German in New England, the Goethe-Institut Boston together with UMass Amherst and AATG Massachusetts offers a 24-hour-seminar on representations of Berlin in German art, literature, music, film, and architecture on May 4 and 5 in Amherst, MA. Contact Kerstin Hämmerring for more information and registration at Kerstin.Haemmerling@goethe.de.

We Teach Languages

If you haven't listened to Stacey Margaritha Johnson's podcast, [We Teach Languages](#), you're missing out on some great ideas!

Following is an excerpt from the [December 2017 episode with Walter Hopkins](#), from Michigan State University.

Here are some teaser quotes from Walter to get you motivated to listen:

Walter Hopkins On Being a Reflective Practitioner:

“The reality of teaching is that no one is ever going to have a perfect lesson all of the time. No one is ever going to come out of the lessons feeling like every single class period goes perfectly well. I think that's a reality that we as teachers aren't willing to accept because we want perfection, we want everything to go well all the time. We want everything to go perfectly all the time, and so I think one of the most important things for teachers is that they be reflective.”

When I say reflective I mean, if I'm going to observe your class, I need to, as

NEWS

someone who's observing, an outsider coming into your class, watching you, I'm much more interested in your response to how that lesson went than actually how that lesson went.

I often tell my TAs and instructors, I say, "If I'm coming to observe you, and I see a mediocre lesson, but you think that it went incredibly well, then I'm much more concerned about that than if I see someone who gives a pretty horrible lesson and can tell me that it was pretty horrible and can tell me some things that they would do to improve it."

"The other thing that I think is really an important part of quality teaching is principled teaching. I'm going to say reflective and principled teaching are the two things that I think are really important. What I mean by principled teaching is that you have taken the time to think through, 'What is it that I believe about language teaching? What is it that I believe about what a language class should be? What is it that I believe that my students should know and what they should be able to do with language by the end of their time with me in this class?'"

Walter Hopkins On Student Language Production:

"I would say that the most common thing that I see is that the TAs or the new instructors, they want students to be able to produce language long before they've ever given them all

of the tools to be able to produce that. What I mean by that is that, they think that by saying something a few times, that students already have that up in their brains, and then they say, 'OK. Now you do this.' The students are looking at them like, "What just happened?" That's the most common point of growth I would say, is helping them recognize that it takes a lot of repetition. It takes a lot of repeated questioning and interaction with input for students to get enough into their brains to finally be able to actually do something with that.

By just simply giving them a short brief introduction and then say, "Now do this." It's not sufficient. Students oftentimes feel unprepared to produce output, because they haven't been given sufficient amounts of input in order to be able to do that. They haven't had that opportunity to interact with the input in order to be able to do that."

Walter Hopkins On Setting Student Learning Outcomes:

"We are what we call a Proficiency-Oriented Program and we sometimes refer to ourselves the Goal-Oriented Program. What we've set up are courses with the primary focuses on developing proficiency. What we did when we look at proficiency goals, we said, "We want to start at the top and then move down."... We decided that we want our students to achieve, we actually set a quantifiable goal. We want 50% of our students

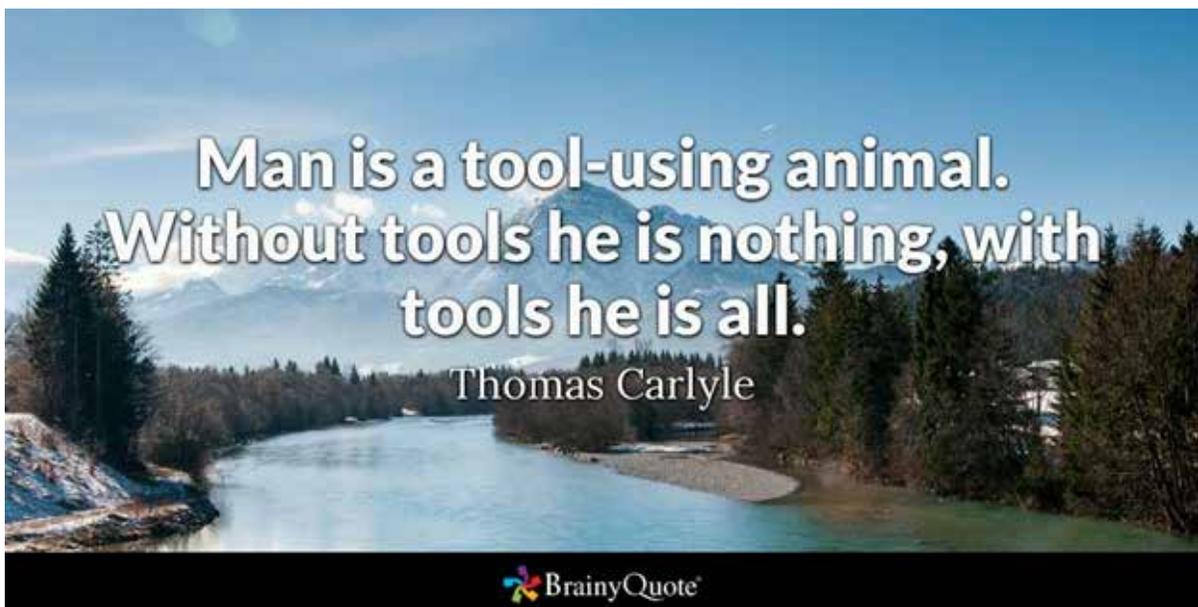
to achieve intermediate-mid proficiency by the end of four semesters. From there then, we decided to take a look at, what does that mean? What does it mean for our students to reach intermediate-mid proficiency? What is required? What is the knowledge that's required? What are the things that they need to be able to do in order for them to reach intermediate-mid proficiency?"

We said, 'That's what we want to take a look at,' and so we looked at our curriculum. We looked at the textbook and we said, 'What are the things in our textbook that are going to help contribute to them achieving intermediate-mid? What are the things in our textbook that are superfluous that are not going to help them to achieve that intermediate-mid level proficiency?'

That's how we got started. It's been a long journey. It started just before I started here. It started in 2011 and I was hired in the fall of 2012.

We're constantly revisiting and revising, and we've discovered that we're not achieving our proficiency outcome goal, 50% of students getting to intermediate-mid. Now we're revisiting and saying, what can we do to adjust our curriculum in order to help us to achieve that goal."

Follow Stacey on Twitter @weteachlang, and check out this and other great episodes!



NEWS

A Visit to the Provinces



During July of 2016 I seized an opportunity to contemplate Caesar's *De Bello Gallico* with some context of place by participating in the Paideia Institute's "Caesar in Gaul". For more than two weeks a group of Classicists (mainly Latin teachers) and some Caesarian scholars traveled from Paris to the South of France and back again. The breathtaking journey was the frame in which we read some Latin, visited Romano-Gallic sites, and envisioned a living, breathing Caesar. It was the perfect adventure for those of us who had been reacquainted with Caesar via the revised AP syllabus, and it satisfied my desire to see, smell and touch some of the places conquered by Caesar and other Romans.

Senses and synapses were constantly stimulated. Highlights included: climbing to the top of the Pont du Gard aqueduct and rushing through its ancient water conduit, constricted by lime deposits and as high as a multi-storied building; heading through the narrow, medieval streets in Arles, oldest of all Roman settlements in Gaul, to arrive at its magnificent amphitheater; visiting the hallowed plains of Alesia and the massive statue of Vercingetorix, commissioned by Napoleon II.

Most striking in an intellectual sense was the detailed presentation of native

culture in the museums built on sites of Roman incursion. In particular, the Museum of Celtic Civilization in Bibracte lovingly records the indigenous people whose way of life was dramatically altered by Roman invasion. It was the collection of seeds for the foods the Gauls produced that struck me most poignantly; they were simple metaphors for the uprooting of a culture. In Alesia, an impressive display of Gallic art, implements, clothing and weapons was juxtaposed with a small section devoted to Caesar as invader. Small and constructed of posterboard, no gravitas was apparent in his mien. Here too the loss and devastation produced by Roman invasion was palpable.

On a practical level, I was able to amass a collection of excellent pictorial evidence of the intersection of Romans and Gauls. On a deeper and more important level, I sensed the vast destruction caused by military ag-



gression, and the human aspect of Caesar's *De Bello Gallico* will always be foremost as my students and I read it together. It is ironic that Caesar fell out of vogue during the Vietnam era, as he baldly chronicles the utter despair and inhumanity engendered by war with literary genius.

I am most grateful to the Massachusetts Foreign Language Association and the Classical Association of Massachusetts for

choosing me as the recipient of the Elaine Batting Award (2016). I applied the grant which accompanies it toward "Caesar in Gaul".

Submitted by Mary Elizabeth DeCamp

Thanks To AATF Eastern MA

Winning AATF-Eastern Massachusetts Teacher of the Year is so meaningful on both a personal and professional level. I have tried to harness the magic of language almost my entire life. Learning to communicate with my newly-adopted brother who spoke only Vietnamese taught me the importance of language as a practical and transformative tool. Since then, French has been my tool of choice throughout my life: from my studies in Paris, to my first career in international health, to travels in Europe, Africa and the Middle East, to the public school classroom. French is a key that has opened doors to the arts, literature, film, and even sports, in a profound way. I want this for my students.

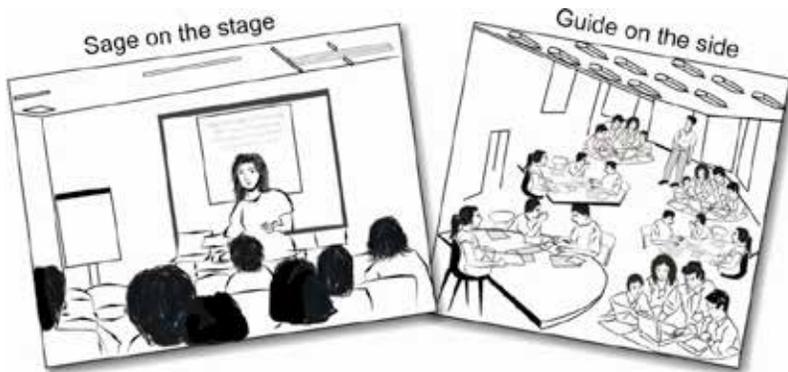
Even though I have been teaching since 2001, I am still learning. I almost never conduct the same lesson the same way twice, revising activities, materials, and assessments based on self-reflection and lessons learned. Students deserve current, engaging, relevant materials and activities in order to thrive. Through a course at the French Cultural Center in Boston, or travel to France over the summer, this award will enable me to update my knowledge and skills and bring them back to the classroom.

It is an honor and a pleasure to give back to AATF. I have been working closely with the Executive Committee on planning the «Journée de la Francophonie», a celebration of the diversity of the French-speaking world, to be held in Lexington on March 23. I also administer the Chapter's LinkedIn account and am active on the AATF's Middle School Commission developing pedagogical materials. It is so fulfilling to now be able to participate in Chapter-wide initiatives to share this beautiful language with others.

Submitted by Kristen Russett

Teacher-Centered vs. Student-Centered Learning: From Sage on the Stage to Guide on the Side

by Marcel LaVergne Ed.D.



www.thinkingschoolsinternational.com

When I began teaching in 1958, the prevailing theory at the time was the grammar-translation theory in which the teacher taught grammar and translation as if one taught Latin. In the summer of 1959, I attended Bowdoin College under the National Defense Education Act where I was introduced to the Audio-Lingual Approach which gave no emphasis to grammar and stressed the speaking skill. In the late 1960's, I attended the Northeast Conference for Foreign Language Teaching where I heard Wilga Rivers (1) state that teachers should plan both skill-getting and skill-using activities, which reaffirmed the importance of grammar in a communicative setting. In 1973, as part of my doctoral studies at Boston University, I was introduced to Chomsky's (2) competence and performance theory which helped me differentiate between achievement and proficiency. And at another Northeast Conference in 1993, I was introduced to Alison King's (3) belief that teachers should not only be a "Sage on the Stage" but also a "Guide on the Side."

My point is that the role of L2 teachers shifted ever so gradually from being someone who imparts knowledge (sage on the stage) to someone who creates an environment conducive to the active learning by students (guide on the side).

This article will explore the changing role of the L2 teachers by defining the teacher as sage and the teacher as guide, by listing the characteristics of each role, by

listing the advantages and the disadvantages of each role, by exploring teacher talk vs. student talk, and by giving examples of how to convert sage-type activities into guide-type activities.

Definition

The sage on the stage: an instructor who lectures almost exclusively, who believes that his/her role is to impart knowledge, who controls what the students will learn, how they will learn, and how they will be assessed on their learning. His/her primary function is to "teach", i.e., to impart knowledge of or skill in, to give instruction. He/she is the center of attention, the most active person in the classroom. The most important use of class time is the transmission of information to a class of mostly inactive students who spend most of their time listening, repeating, answering questions, and correcting homework.

The guide on the side: a facilitator who helps learners discover knowledge and steers them in ways that would help them, a coach who encourages students to practice what they are learning, who provides them with advice, assistance, and correction while allowing them to explore a subject area independently or by interacting among themselves. His/her primary function is to facilitate "learning", i.e., to acquire knowledge of or a skill in by study, instruction, experience, or by practice. The students occupy the center of attention and have an active role in the classroom. The most im-

portant use of class time is the acquisition of information in a setting that encourages practice and experimentation.

Characteristics

The National Capital Language Resource Center (NCLRC) lists the following as characteristics of the teacher-centered sage on the stage model (4):

- Focus is on the teacher
- Focus is on language forms and structures (what the teacher knows about the language)
- Teacher talks and students listen
- Students often work alone
- Teacher monitors and corrects every student utterance
- Teacher answers students' questions about language
- Teacher chooses the topics
- Teacher evaluates student learning
- Classroom is quiet

The characteristics of the student-centered guide on the side model (4) are as follows:

- Focus is on both teacher and student
- Focus is on language use in typical situations (how students will use the language)
- Teacher models; students interact with teacher and one another
- Students work in pairs, in groups, or alone depending on the purpose of the activity
- Students talk without constant teacher monitoring
- Teacher provides feedback/correction when questions arise
- Students answer each other's questions, using teacher as a resource
- Students have some choice of topics
- Students engage in self-evaluation
- Classroom is often noisy and busy

Teacher-Centered vs. Student-Centered Learning: From Sage on the Stage to Guide on the Side

by Marcel LaVergne Ed.D.

Advantages

According to Concordia University (5), the teacher-centered classroom provides an orderly and quiet atmosphere in which the teacher retains full control of the classroom and its activities. Because everyone is on the same page, the students learn the same material and take the same tests. There is very little independent work.

However in the student-centered classroom, students learn important communicative and collaborative skills through group work, learn from one another as they complete the activities, and participate actively in their own learning. Students become more motivated by being responsible for their own learning.

Disadvantages

Concordia University also states that in a teacher-centered classroom, students are often very passive. Because they usually work alone either listening to the teacher teach, or taking notes, or answering the teacher's questions, they have very few opportunities to interact with and to learn from the other students in the class. Inactivity often leads to boredom.

In a student-centered classroom, the constant interaction between students and their endless talking can cause the room to be noisy and chaotic. Students learn at a different pace with some learning more than others. It becomes difficult for the teacher to keep everyone on the same page.

Teacher Talk Vs Student Talk

As we progressed from the grammar-translation focus toward a communicative competence goal in L2 learning, it became apparent that the teacher needed to reduce his/her amount of talking in the classroom and find ways to get students to get more talk time. According to Barbara Wing, (6) the following issues need to be addressed:

- the kind of student talk that should be increased in the L2 classroom
- the conditions teachers must create

so that students will want and need to talk more

- the specific activities effective in increasing the amount and variety of student talk

Consequently, it simply means that the teacher needs to create an atmosphere in the classroom where more time is allotted for student talk than for teacher talk. All L2 teachers must learn to be less the sage on the stage and more the guide on the side. The traditional question and answer format so prevalent in the sage classroom must give way to interpersonal communicative activities wherein the student engages in creative, personal, and inquiring talking. The more students talk, the more proficient and self-confident they become.

Cotter (7) lists the benefits of increasing student talk time as follows:

- It allows the teacher to restrict his speaking to vital areas of the lesson. When he then speaks, students know the information is important. They listen more attentively and work harder to successfully process the information.
- Students get to speak more. When students speak more, they have increased opportunities to become familiar with the new material.
- Students have more chances to experiment with and personalize the language. They can mix previous vocabulary and grammar structures with the target language of the lesson, as well as steer conversations towards their individual interests.
- As students speak more, they must also rely on their skills. For example, if two students fail to understand one another, they must work together to repair the miscomprehension. This better prepares the class for the real world, where they can't rely on the teacher for help.
- As the teacher speaks less, students have added opportunity for interest and challenge. For example, think back to your life as a student. Which

classes did you enjoy the most, ones with a long lecture or ones that allowed active engagement?

As a guide on the side, the L2 teacher needs to consider both the quantity and the quality of student talk:

Quantity:

- What's the correct balance between the amount of time the teacher talks and the amount of time the students talk?
- What is the appropriate percentage of talk time between the teacher and the student in a beginning class, in an intermediate class, or in an advanced placement class?
- Does the amount of talk time apply only to time spent in the classroom or does it extend beyond the classroom walls?

Quality:

- How does the teacher determine the quality of the student talk?
- How does the teacher balance the need to promote accuracy and fluency?
- How does the teacher foster intrinsic motivation over extrinsic motivation?
- How much of talk time is in the target language and how much is in English?
- What is the difference between "speaking" and "talking?"

According to the dictionary, speaking and talking have the same meaning, except that speaking is more formal, i.e., one speaks to an audience and talking is more casual, i.e., one talks to a friend. In terms of communicative modes, one speaks when engaged in presentational communication and one talks when engaged in interpersonal communication.

From Sage On The Stage To Guide On The Side

Converting Sage on the Stage Talking Activities to Guide on the Side Talking Activities

1. When asking questions about a reading assignment, include as many why and how questions as you can. This will challenge the students to go beyond just the facts of the reading to the students' interpretation of the reading.
2. In addition to asking questions about the reading or engaging in true/false or multiple choice activities, challenge the students to describe what they like or dislike about the reading and why, what they would change about the story and why, which characters they can relate to and why.
3. When correcting textbook and workbook homework or in-class assignments, attempt to personalize as many of the answers as possible.
4. Instead of conducting a one-on-one activity between the teacher and a student, let the students participate in cooperative learning activities and then report back their findings to the class.
5. When conducting a show and tell or a presentational communicative activity, require that the rest of the students be held accountable by reacting to the information received, critiquing the manner of presentation, making suggestions for improvement, and asking relevant questions about the information received.

There are so many ways to decrease teacher talk in favor of increasing student talk and to make students become more actively involved in developing their oral communicative skills. I have always been guided by my belief that the teacher should never do what the students can do and, conversely, the teacher should never talk when the students can talk.

Conclusion

The L2 learning goal has shifted dramatically in my life-time from being a grammar-driven to a communicative one and consequently the L2 teacher's challenge has been to meld the sage on the stage philosophy with that of the guide on the side and, more importantly, when to be both the sage and the guide. A proper understanding of each role with its advantages and disadvantages will help the teacher coordinate both roles effectively and efficiently. A proper understanding of the distinction between "speak" and "talk" will help the teacher plan relevant activities designed to help students acquire the one skill that most L2 learners desire: to become conversant in L2. According to the Proceedings of the National Acade-

my of Sciences (8), "Active learning engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work." If students learn best by doing, then as the following posters say there needs to be less "Us" and more "Them." And more "Do" and less "Talk."

References

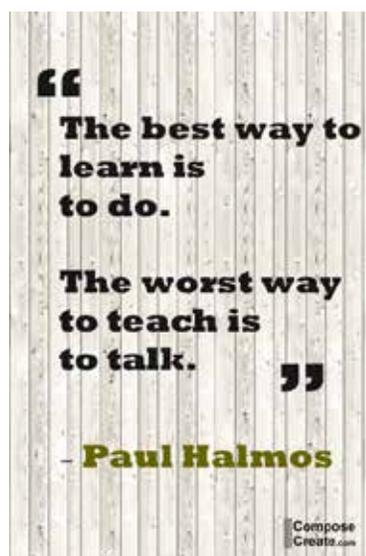
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"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."

— Seymour Papert

justintarte.com



picture.quotes.com

About the author

Marcel LaVergne, Ed.D., retired, was a high school teacher of French, a Director of Foreign Languages, an adjunct professor of Foreign Language Methods, a textbook author, and a consultant on Foreign Language Teaching and Learning. He was associated with the National Capital Language Resource Center as the author of the Sound Bites for Better Teaching column and has been a frequent contributor to the MaF-LA Newsletter.

MaFLA Student Award Certificates

The MaFLA Board of Directors has established an awards program for students of foreign languages in public and private schools in Massachusetts. Awards categories are:

1. One award for excellence for each language per school. This certificate is conferred upon the student who has demonstrated excellence (highest achievement) in the most advanced course of each language taught in each school.
2. One award per high school to a student who has distinguished him/herself for leadership in foreign language activities.

Any public or private school in Massachusetts wishing to recognize academic excellence and leadership in foreign language activities by awarding the MaFLA award certificates should complete the form provided and return it to the address on the form. Individual certificates, signed by a member of the Board of Directors of MaFLA, will be sent for presentation to students. Each school is eligible to make one award for excellence in each language taught (no ties, please). Each high school is eligible to make one award per school for leadership (no ties, please) in foreign language activities.

The Board of Directors has established the following criteria which each award recipient's school must meet:

- a. Nominees must be public or private school students in Massachusetts.
- b. Recipients of the Award for Excellence must be enrolled in the most advanced course offered in their school of the language for which they have been selected to receive the award.
- c. Recipients of the Award for Leadership for foreign language activities may be enrolled in any high school foreign language course but must demonstrate leadership in foreign language activities. No more than one award per high school per year will be granted for leadership.
- d. Recipients are to be selected by the foreign language faculty of their respective schools. Criteria for determining highest achievement shall be determined by the local school's foreign language department.
- e. Schools participating in the awards program must have at least one current MaFLA member on their foreign language staffs. Application for awards must be made through this member.
- f. The deadline for request for 2017-2018 certificates is **May 15, 2018**.

***** **MaFLA STUDENT AWARD FORM** *****

As a current member of MaFLA and the person representing my school's foreign language department, I nominate the students named below for MaFLA awards. I certify that the criteria outlined by the MaFLA Board of Directors have been met by the nominees and by their school.

MUST BE TYPED! (or submit online via mafla.org)

I. Awards for Excellence:

<i>Student(s) Nominated</i>	<i>Language(s)</i>	<i>Course(s)</i>

II. Award for Leadership (High School):

<i>Student Nominated</i>	<i>Language(s)</i>	<i>Course(s)</i>

Nominator's Name: _____ Membership Expires: _____
 School: _____ Phone: _____
 School Address: _____
 Email: _____ Signature: _____

Mail to: **Anna Tirone,** Email: abtirone@comcast.net
120 Winchester Road
Arlington, MA 024740

DEADLINE FOR RECEIPT OF NOMINATIONS: May 15, 2018

Elaine G. Batting Memorial Scholarship

MaFLA has established a \$500.00 scholarship to honor the memory of an outstanding teacher of Latin in Massachusetts. A long-time member of MaFLA, Elaine G. Batting served on MaFLA's Board of Directors from 1990 until her untimely death in 1994. During her tenure as a teacher of Latin, she received numerous fellowships for both intensive study and travel during the summer and encouraged others to apply for such scholarships by presenting workshops on how to apply for fellowships and grants. Her studies and experiences contributed significantly to the curriculum base in classical languages. It is expected that the recipient of the Memorial Scholarship will make similar contributions to the study of classical languages in the Commonwealth, including a 75-minute presentation at the 2018 MaFLA Conference and a 350 word article for the MaFLA Newsletter.

ELIGIBILITY

The applicant must be a member in good standing of MaFLA, be a full-time teacher in a public or private school K-12, and must carry a teaching load of at least 60% in classical languages/studies.

This form, completed, must be accompanied by:

1. an outline of a study project or study proposal
2. a summary of curricular outcome of the project or travel
3. a short essay on how the proposed study or travel will impact the applicant's future teaching
4. a recommendation from a fellow classics teacher/department chair concerning the candidate's previous work and potential benefit from the proposed project or travel

N.B. Those who have previously received a Batting Scholarship will be considered after first time submissions are considered.

2018 MaFLA Elaine G. Batting Memorial Scholarship Application

Name: _____ Email: _____

Home Address: _____ Phone: _____

School Name: _____ Phone: _____

School Address: _____

Classes taught in 2017-2018 _____

Years teaching - full time _____ part time _____ Latin/Greek/Classical Humanities

If awarded the scholarship, I agree to make a presentation at the annual MaFLA Conference and write a 350 word article for the MaFLA newsletter on my project.

Signature _____

This form and complete supporting materials must be submitted by March 31, 2018.

Send completed application packet to:

Deb Heaton
80 School Street
Lexington, MA 02421

Email: Dheaton@comcast.net

The successful applicant will be notified by April 30, 2018.

Helen G. Agbay New Teacher Graduate Study Scholarship

PURPOSE:

The Massachusetts Foreign Language Association has established a \$500.00 scholarship to honor the memory of Helen G. Agbay who was a founding member of MaFLA and served on the board for many years in numerous capacities. During her career as a foreign language educator and interpreter, Helen taught French and Spanish at the K-12 levels as well as at the post-secondary level. She was not only a foreign language educator, but also an advanced degree language student of Italian and Portuguese. To honor Helen and her passion and dedication for the teaching and learning of languages, this scholarship has been created to financially assist a current foreign language teacher who is in the process of earning a Master's degree in foreign language education.

CRITERIA FOR APPLICATION:

For consideration the applicant is required to be:

- a member in good standing of MaFLA
- a full-time foreign language teacher (K-12) in a public or private school from 1-10 years
- matriculated in a graduate studies program in foreign language education

The application form (below) must be accompanied by:

- a copy of academic transcripts
- proof of matriculation in a graduate program
- two letters of recommendation from:
 - (1) current school principal or department chair
 - (2) additional administrator or fellow foreign language teacher
- personal statement of intent for use of scholarship (maximum one page)

2018 Helen G. Agbay New Teacher Graduate Study Scholarship Application Form

Name: _____ Email: _____

Home Address: _____ Phone: _____

School Name: _____ Phone: _____

School Address: _____

Classes taught in 2017-2018 _____

Years and languages taught: Full-time _____ Part-time _____

I am a full time teacher. Signature _____

This form and complete supporting materials must be submitted by June 1, 2018 to:

Julie Caldarone Email: caladaj1523@gmail.com
499 Lebanon Street
Melrose, MA 02176

The successful applicant will be notified by June 15, 2018.

Cemanahuac/MaFLA Award

Are you looking to improve your proficiency in Spanish? Are you a French/German/Italian teacher who has recently discovered that you are teaching a few classes in Spanish? Are you interested in expanding your knowledge of Mexico and its culture? Then perhaps you are the perfect candidate for this cooperative effort between the Cemanahuac Educational Community and MaFLA. For the twenty-first year the Cemanahuac Educational Community in Cuernavaca, Mexico, is offering a full two-week scholarship for a MaFLA member. The scholarship is for two weeks of intensive Spanish language study in Cuernavaca. Family housing (double room), Cemanahuac's Latin American studies classes, one field trip, a certificate of achievement, and registration are included. The value of this scholarship is \$1153.00. The recipient can attend Cemanahuac any time during 2018, and if he/she wishes to stay beyond the two weeks, Cemanahuac will offer the recipient a reduced tuition fee. Winner is responsible for air transportation, transfer to Cuernavaca, textbook and personal expenses.

Eligibility: The applicant must be a member in good standing of MaFLA; be a full-time teacher in a public or private school, elementary through high school level during the 2017-2018 school year; and must carry a teaching load of at least 40% Spanish classes. Applicant must also be willing to share his/her experience by presenting a session at the MaFLA Conference.

The selection committee will be composed of members of the MaFLA Board of Directors and will consider:

- merit as evidenced by professional commitment to and involvement in the teaching of Spanish;
- need for an immersion experience in Mexico;
- how the applicant perceives that the experience will enhance his/her teaching as expressed in a personal statement written in Spanish;
- evidence of institutional support, in the form of a letter of recommendation from the applicant's department chairperson or principal;
- willingness of the selected teacher to provide a session at the annual MaFLA Conference.

Cemanahuac Scholarship Application Form

Please print or type

Name: _____ Email: _____

Home Address: _____ Phone: _____

School Name: _____ Phone: _____

School Address: _____

Classes taught in 2017-2018: _____

Years teaching: full time _____ part time _____ Years teaching Spanish at least 40% of load _____

If awarded the scholarship, I agree to make a presentation at the annual MaFLA Conference and/or write an article for the MaFLA newsletter on my immersion experience.

Signature _____

Please submit the following with your application

Cover Letter: Please submit a cover letter, in English, with a Curriculum Vitae listing your educational degrees, professional activities, membership in professional organizations, and any other information you think would help the committee in evaluating your application.

Immersion Experience: List experience in a Spanish-speaking country or in the US. Include dates of undergraduate and graduate study, personal and school-affiliated travel, and work.

Statement: Write a 200-word statement in Spanish describing what you would expect to gain from studying in Cuernavaca and how the experience would enhance your teaching.

Recommendation: Include with your application a letter of support, in a sealed envelope, from your department chairperson or principal.

Submit the application form and supporting materials by **March 31, 2018**, to:

Ronie R. Webster, 41 Glenn Drive, Wilbraham, MA 01095-1439

The winning candidate will be notified by April 30, 2018.

NEW TEACHER COMMENDATION

FOR EXCELLENCE IN FOREIGN LANGUAGE TEACHING

Four Complimentary Three-Year Memberships to MaFLA Will Be Awarded

PURPOSE: MaFLA's mission encompasses the mentoring, support and professional growth of new teachers in the profession. This commendation and accompanying award recognize new teachers for demonstrated excellence. MaFLA wishes to welcome new teachers to the state organization and to offer multiple opportunities for professional development, support, networking, and collegiality through membership. Awardees will receive a complimentary three-year membership to the Massachusetts Foreign Language Association (MaFLA) and all accompanying benefits.

CRITERIA FOR RECOMMENDATION/APPLICATION:

New Teacher refers to a person who, at the time of being recommended or of applying for the award is:

1. New to the foreign language teaching profession within the past 5 years.
2. A full-time foreign language teacher in Massachusetts.

The nominating letter for the new teacher must show that (s)he demonstrates:

- Proficiency in the language(s) taught.
- Knowledge and application of current methodologies of foreign language teaching.
- Knowledge of the diverse learning styles of students.
- Successful communication skills with students and colleagues.
- A class atmosphere conducive to learning.
- Involvement in extra-curricular foreign language activities.
- Involvement in professional activities.
- Enthusiasm in his/her teaching and learning of foreign languages.

RECOMMENDATION/APPLICATION PROCESS:

Recommendations/applications for the commendation can be made by a school administrator, a colleague or the teacher him/herself. All applications must be sent to the MaFLA Board New Teacher Awards Committee Chairperson listed below by March 31, 2018.

New Teacher Commendation Application Form

Please print or type

Name: _____ Email: _____

Home Address: _____ Phone: _____

School Name: _____ Phone: _____

School Address: _____

Classes taught in 2017-2018: _____

Years teaching: full time _____ part time _____ Years teaching Foreign Language(s) _____

Submit the application form and supporting materials by March 31, 2018, to:

Louissa Abdelgheny Email: louissaabdelgheny@hotmail.com
83 Palfrey Road
Belmont, MA 02478

The successful applicant will be notified by April 30, 2018.

MaFLA Past Presidents' Awards

Awards of \$500 each will be given to up to four deserving high school students who have demonstrated excellence in foreign language study and service/leadership within their school.

N. B. Native speakers are encouraged to apply.

*****Criteria for Scholarships*****

1. Student must be a senior in high school who has completed the last sequence of that language.
2. Student must have studied a foreign language for a minimum of three sequential levels (Spanish I, II, III, for example). The only exception will be for students who study a critical language which has a program of only two years in scope (Chinese I, Chinese II, for example).
3. Student must be planning to continue foreign language study at the college level.
4. Student must have achieved a 90% average in the foreign language over the 3+ years of study.
5. Student must have demonstrated service to or leadership within the department, school and/or community. Some examples are language club officer, tutor, etc.
6. Student must be able to articulate in an essay of not more than 250 words the importance of foreign language study. This topic may be treated either globally or personally. Some examples are:

The Importance of Foreign Language Study in Today's Changing World

The Importance of Foreign Language Study in My Life

N. B. This essay should be written in English.

7. Nominating teacher must be a member of MaFLA. Only one candidate per school should be submitted for consideration.

APPLICATION FORM (to be filled out by nominating teacher)

Name of Student: _____ Email: _____

School: _____

Language Studied: _____ Years of Study (9-12): _____ Highest level completed: _____

Overall average in the language for which he/she is nominated (9-12): _____

Nominating Teacher: _____ Email: _____

School Address: _____

Home Phone: _____ School Phone: _____ Membership expires: _____

PLEASE SUBMIT THIS APPLICATION WITH THE FOLLOWING:

1. Official high school student transcript (including first semester grades for 2017-2018)
2. Student essay of not more than 250 words on the importance of foreign language study (in English, please)
3. A single page letter of support from the nominating teacher which should include evidence of student's leadership/service to department, school and/or community.
4. A signed statement from the student indicating his/her intention to continue foreign language studies in college.

N.B. Applications which do not contain all required materials will not be considered.

Send to: Callie Egan Email: egan.kathleen.a@gmail.com

APPLICATIONS MUST BE SUBMITTED BY: MARCH 31, 2018.

The **M**assachusetts **F**oreign **L**anguage **A**ssociation

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Send **YOUR** contribution to the next issue to:

Ronie R. Webster ronie@mafla.org

**41 Glenn Drive
Wilbraham, MA 01095**

Phone 413.596.9284

Deadline for the Spring Issue is Mar. 5

Save the Dates!

**MaFLA Core Practices Institute, March 9-10
Boston University School of Education**

**MaFLA Diversity Day, May 5
Lasell College**

**MaFLA Proficiency Academy, July 23 -26
Westfield State University**

**MaFLA Summer Institute, August 17-19
Lasell College**