It’s back to school time and in addition to organizing lessons and getting back into the swing of things at work, it’s also time to start thinking about attending the Annual Fall Conference. This year we have an extraordinary lineup of presenters. Each detail of the conference has been put together by the MaFLA team with all of the most relevant topics in the field of world language education in mind. As you begin to piece together your goals for this coming year, let us help and inspire you! Here are just a few highlights that you can look forward to:

1) **Keynote Presenter, Greg Duncan:** If you missed Greg Duncan at this summer’s Proficiency Academy, not to worry, he is back as the Keynote Speaker and as a 6-hour presenter at the conference. He spent time this summer helping teachers develop their understanding of proficiency in the language classroom. Whether you were able to work with him this summer and you would like to build upon your knowledge, or you did not get to see Greg’s presentation, this is an excellent opportunity. There are relevant topics for all teachers in his workshop.

2) **The 3-, 4-, and 6- hour workshops:** This year’s workshop lineup consists of a variety of topics from building proficiency, IPA, creating thematic units, and much more. You will surely find something that you would like to explore more in depth. Attending a workshop is an excellent opportunity to study a topic and bring information back to your district. It is also a chance for teams of teachers to work together to improve programming in their district.

3) **Exhibit Hall:** Take a break from attending sessions and walk through the exhibit hall. There will be many vendors present. You can grab a coffee and a snack while reviewing new texts, videos, and other materials for your classes. There will also be lots of information on continuing education, travel, and study abroad. Be sure to stop by the advocacy booth to learn about promoting your program within your town and district. You may also enter to win a raffle basket full of resources for your classroom!

4) **Members’ Reception:** For the past two years the complimentary Members’ Reception has been growing and becoming more popular. This is a great place to unwind at the end of the day and reflect on the sessions and workshops you had the chance to attend on Thursday and Friday. Chat with colleagues over a glass of wine or a soft drink. There will also be hot and cold hors d’oeuvres as well as a pasta station.

I look forward to seeing you all in Sturbridge this October. If you have any questions regarding the conference please feel free to reach out and contact me or any board member. Also be sure to check the website for more detailed registration information.

See you in October!

Jessica Clifford
2015 Conference Chair
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. Subscription is available through membership in the Massachusetts Foreign Language Association. 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:
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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
- $25.00 for 1 year (new to profession teacher in first year)

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
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Who is Bobby Arnold?

Want to change something on your profile page? Email me and we will get it done!
Bobby Arnold did; he wanted his nickname to show up on his badges, not a formal version of his name, so we changed it, just like that! As your Membership/Marketing Coordinator, I am here to help you keep your membership information up to date and accurate. Please don't hesitate to ask for help! Telephone 617-431-3891 or email membership@mafla.org.

MaFLA 2015

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Editor’s Note

Welcome back, my MaFLA friends and colleagues! It seems like just yesterday school ended for summer vacation and my husband and I were off in the car to visit the Detroit Institute of Art to see the Diego Rivera and Frida Kahlo exhibit there. Now, we are heading back to the classroom, rested and refreshed and we are all a bit more knowledgeable and skilled in various areas. I know for certain I have had a summer of growth which started with that trip to Detroit. This edition of the MaFLA Newsletter focuses on Proficiency and enhancing our own proficiencies. Since our Conference is focusing on Climbing the Proficiency Ladder: Many Languages, One Goal!, we want to use this edition to highlight how we as professionals have enhanced our own proficiencies this summer.

Summer is often the time we professionals set aside to enhance our own proficiencies whether it be in our language skills, our cultural understandings and insights, our pedagogical skills and techniques, our technology skills, or our knowledge of current educational theory and research. Our methods of improving our proficiencies are multifold. Some travel, others attend immersion programs, some professionals participate in workshops and conferences, while others read professional tomes and journals, and some elect to go back to school and complete coursework. In this issue you will see some of the things our members did to enhance their own proficiencies. We have personal stories from individuals and departments who participated in the MaFLA Proficiency Academy. We also can learn how foreign language professionals enhanced their knowledge and skills at special workshops and trainings such as the MaFLA Summer Institute or the Leadership Initiative for Language Learning. Reading professional literature also helped some of our members enhance their knowledge and skills. Whatever MaFLA members did this summer, we have no doubt that they advanced their own proficiency in many ways. We would love to hear your stories.

From The Editor’s Desk

Since we all as professionals are continuously climbing that proficiency ladder, we commit ourselves to reading this newsletter. It contains some excellent professional articles about varied topics. We have an article about creating a concise definition of proficiency, one focusing on Interlanguage, and an update on the Seal of Biliteracy. We also provide news from around the state and information about our various award winners. Be in the know with what is happening.

Join with the MaFLA Team in October at the Sturbridge Host. This year’s theme is Climbing the Proficiency Ladder: Many Languages, One Goal, and this professional development opportunity looks to be exceptional. I hope that I will see all my foreign language professional learning colleagues there so together we can continue advancing along our proficiency continua.

See you there,
Ronie

Are You Motivated? Are Your Students?

Our End of Year Newsletter will focus on the theme of Motivation.

➢ What do you do to motivate your students?
➢ How do you motivate your students to move along the proficiency continuum?
➢ How do you motivate your students to stay in the target language?
➢ How do you motivate your students to take advanced levels of the language?
➢ How do you motivate your administrators and colleagues to value the study of foreign languages?
➢ How do you motivate your colleagues to attend professional development activities such as conferences, institutes, academies and workshops?
➢ How do you motivate your colleagues to be active members of their professional organization?

Share with your colleagues your thoughts on motivation and what it looks like in your classroom, school, or district.

The deadline is November 5, 2015.

Email your submissions to Ronie R. Webster, ronie@mafla.org
MaFLA Proficiency Academy

A Great Success!

Foreign language educators from across the state shared four days together at Westfield State University in July. A total of 99 participants, presenters and guests came together at the Proficiency Academy to learn how to help our students progress up the proficiency ladder and to share ideas and resources. Throughout the program eyes were opened, beliefs reaffirmed and perspectives altered. This serious and important work also included plenty of laughter and camaraderie. Greg Duncan, presenter extraordinaire, guided us through several topics focused on proficiency. Greg has a powerful gift of being able to lead a large audience through a substantial amount of information while infusing humor at all the right times.

Proficiency Academy has been scheduled for July, 2016. Good news! The 2nd annual Proficiency Academy is that I want to create thematic units with essential questions, proficiency targets and can-do statements. I want to look at having essential questions that correspond to AP themes starting from middle school and up. I will provide my students with strategies for keeping the conversation going and asking follow-up questions. I aspire to teach grammar only in context, never in isolation and I will use a grammar wall to assist my students as their understanding of language structures grows.

Undoubtedly, each participant now has a personal goal for the new school year. Like many others I have identified specific goals I want to achieve. My take-aways from the Proficiency Academy are that I want to create thematic units with essential questions, proficiency targets and can-do statements. I want to look at having essential questions that correspond to AP themes starting from middle school and up. I will provide my students with strategies for keeping the conversation going and asking follow-up questions. I aspire to teach grammar only in context, never in isolation and I will use a grammar wall to assist my students as their understanding of language structures grows.

If you were not able to attend the first Proficiency Academy in July, MaFLA has good news! The 2nd annual Proficiency Academy has been scheduled for July, 2016. Details will be shared throughout the year.

Submitted by Jeanne O’Hearn, Masconomet Regional Middle School
What Happens?

So, what happens when an entire foreign language department attends a professional development opportunity, such as the MaFLA Proficiency Academy, lead by a National World Language expert such as Greg Duncan? What naturally develops from this type of professional development is growth, both personally and for the district. This summer, for the first time ever, the Monson foreign language department had the chance to participate, as a group, in the same professional development program – the MaFLA Proficiency Academy. I, the veteran member of the team of three, was accompanied by my two new (and young) colleagues Timothy Chavez and Kathleen Terry. In this article you will hear all three of our voices (Ronie, Timothy and Kathleen) on how we have changed both individually and as a department.

Day 1

Ronie – We really delved into the topic of proficiency and focused on the question “What does it mean to be Proficient?” We talked in depth about the characteristics of Novice learners, Intermediate learners and the subcategories of each. Greg’s guidance in helping us to recognize each of the various learners allowed us to solidify the language characteristics of each. This experience provided us with a common expectation of each level. We also discussed the difference between Performance and Proficiency. The common vocabulary that we acquired for each level of the proficiency continuum was invaluable and we became aware that perhaps we were setting unattainable learning targets for our students. Maybe we were assessing more their performance than their proficiency.

Timothy – Proficiency, performance, assessment, motivated learner, compliant learner, novice-mid, novice-high, intermediate-mid. It’s a lot—especially for a brand new teacher. If I were to have looked at those words before the first day at the proficiency academy, I would have been extremely overwhelmed. However, the expertise and phenomenal presentation skills of Greg Duncan put it all into perspective for us as a department. This session not only showed us the skills that each student should possess at the end of each proficiency level, but also provided us with a realistic time frame under which students should be able reach the goals set for each level. We often expect our students to be able to apply everything that they learn in our classrooms, but the truth of the matter is that it takes time for the students to be able to use the target language naturally without having to think about it. Should we assess the students’ ability to use a grammatical structure, or should we assess their ability to communicate the message?

Kathleen – Being together as a team to hear about and discuss these meaningful ideas about proficiency was extremely valuable. Having a common understanding of proficiency and how to guide our students toward these goals is already helping us as we plan our units and lessons for the coming year. I have a better understanding of how to help my students move through my exploratory course and we have a better sense of alignment within our department.

Day 2

Ronie – Our morning session focused on assessment. Greg reminded us that assessment should provide information on what students can actually do with language, should motivate them to work hard and to perform at their highest possible level, should be engaging so that the tasks capture students’ interest, their commitment and their enthusiasm, and in addition to providing feedback on students learning, they should also provide feedback on how effectively we are teaching.

We looked into performance assessment and what constitutes a good performance assessment. Greg emphasized that a good performance assessment is targeted to the appropriate proficiency level, is tied to specific learning targets, is a real-world task, is interesting and motivates, is written in a logical manner and has inviting language, and has a context that requires use of the target language. We also discussed Integrated Performance Assessments which our department had already started to develop but we still have a great deal of work to make this a reality.

After learning the key elements of a strong performance assessment, the department spent our afternoon time reviewing a task we already had in place, viewing it with “new eyes” utilizing the criteria of what a strong performance task should include. We found that we had some elements of a strong task but needed to improve some elements and include others. We spent that afternoon re-writing that performance task and plan to utilize it this fall.

Timothy - The second day was mainly focused on assessment and relating it to the students’ lives as best as possible. We discussed the fact that, in the real world, students have to put their knowledge to work; therefore, the information that we provide to students during instruction should be applicable, and our instruction should mirror our assessment. We learned that assessment is first and foremost for the students, and good tasks will motivate students to work at their highest possible level because they will be able to see the relevance to their lives. This is where we began to discuss performance-based assessments, which was really eye opening for us as a department. Greg Duncan provided us with examples of performance-based assessments that contained very elaborate scenarios and photographs. This, we learned, is the hook. It adds context to what the students are learning, which is essential. We spent the rest of the afternoon creating a performance-based assessment for our first unit, and we even had time to begin discussing rubrics. It is important for the students to understand each level of proficiency and the skills needed at each level, so we want to utilize rubrics that contain that information in simple terms so that the students can understand the rubrics with ease.

Kathleen - This is where I found myself reflecting more. What type of assessment have I been employing in my classroom? How valid is it and for whom am I assessing? What have I been doing with the data? Have I shared it in a meaningful way with my students? What is it like to be a student in my...
MaFLA Proficiency Academy

classroom? Are students motivated and empowered, or anxious and deflated?

Day 3

Ronie – Our third day we tackled curriculum design, focusing specifically on backward design and its three stages. Although we were all familiar with backward design (Understanding By Design) we identified several areas where we needed to improve. One of those areas was including into our thematic units a cultural hook that would be more relevant for our students and that would provide a motivating focus to enable all students to achieve the desired results. We also discussed lesson planning. In this area, we realized we needed to shift the emphasis to our students and provide them with a reason to invest in the lesson. We also needed to make the learners, and not the teacher, the activity participants. Our afternoon individual work time focused on developing a lesson and we discovered that it was very time consuming to incorporate all of the elements of strong lessons.

Kathleen – Talking about backward design was refreshing. I love when common sense makes its way into common practice. Today offered one of those experiences, the epiphany of the conference for me. Here is where so much came together for how I will move forward into this coming year. This was my “ah ha” moment. I’ve been reflecting on it in these weeks since the Academy.

Day 4

Ronie – Our last day of the Proficiency Academy gave us some time to look at the TELL (Teach Effectiveness for Language Learning) Project. This professional growth tool is a must for anyone desiring to improve his/her professional practice. After spending some time individually assessing ourselves based on this framework, we each developed a growth plan. We shared those concepts that we wished to improve and made a commitment to work collaboratively through peer coaching to support each other in our growth plans.

Timothy – Our third day focused mainly on backward design. Although I had studied backward design in many education courses, I am not so sure that I understood the importance of backward design until this session. I was overly ambitious my first semester of teaching; I have so much that I want to share with the students, but I overwhelmed the students at times. Ronie constantly urged me to do my best to keep our goals in mind and go from there when planning lessons because the three stages of backward design keep us on track. Creating the can-do statements and the assessment before planning lessons is essential because it ensures that everything we teach is moving students toward the goal and, ultimately, moving them forward on the proficiency scale. Greg also briefly discussed grouping students, which truly stuck with me. Putting A students with C students is overwhelming for the C students and does not help either student. Greg suggested putting A students with B students and B students with C students; this way, all students can be challenged.

The Academy was so well organized, and I truly believe that I learned more about effective teaching during those four days than I did in four years of college education courses.

Kathleen – What a day! What a week! What an experience! How fortunate we are to have been able to experience this growth together as a department. These thoughts echoed through my mind throughout our final day. The sense of being a team was emphasized throughout our time with Greg and further developed as we worked together on our plans. I appreciated how we were described as coaches or guides to our students, as well as teammates and partners with our fellow teachers not only within our departments, but within our greater MaFLA organization. Supporting our students, our colleagues, and knowing where to find support for ourselves is key.

“I truly believe that I learned more about effective teaching during those four days than I did in four years of college education courses.” – Timothy Chavez

So, remember our original question? What happens when an entire department participates in a professional development program such as the MaFLA Proficiency Academy? First of all, you get time to work together, to get to know each other and each other’s beliefs and skills in a very deep way. You also develop a common vision, a common vocabulary and a common goal for your department and your program. Finally, you leave with a strong and healthy collegiality among the department members as well as with the other participants. You know that you have others who will be there to help when you have questions and who will support you as you continue to grow professionally and to strengthen your foreign language program.

Submitted by Ronie R. Webster
This summer I attended the amazing MaFLA Proficiency Academy at Westfield State College. Greg Dunkin was the preseneter, and he made it feel very much like a summer camp for foreign language teachers. It was a blast! Imagine, after a fully packed day of the Academy, we left feeling energized and informed about proficiency and what it means today.

Proficiency is a way to rate one's skills. It's not an A, B, C or D. Just like in sports and in the arts, foreign language is a skill that you can measure by showing what you can do with the language. It's not so much about memorizing grammar and being able to conjugate verbs, as it is about using the verbs, vocabulary and grammar to communicate. Have you ever sat next to a stranger on a plane and conjugated the verb to be or to have? Of course not, but you did use them to express something to the person sitting next to you. That's what we want our students to do with their verbs and grammar. ACTFL has developed “Can-Do Statements” which can easily be used to demonstrate proficiency and lend themselves to showing student growth.

While in Italy this summer, I continued to think about proficiency as I went about my daily routines and obligations. I spend every summer in a tourist town in Italy, by the ocean, and here I can see different levels of proficiency and how difficult it is for those who know words, but are not proficient. I watch the interactions as they try to purchase something and the clerk takes the money out of the palms of their hands due to frustration. I see them not understanding the recycling system and not able to ask for help. Thus putting the umido (compost) in the carta e cartone (paper and cardboard) bin. As a result, if they are unlucky, they receive a multa (fine). Otherwise, they just might get the look from someone.

Every summer I realize that one needs to be proficient when dealing with the bureaucracy there. It is a skill, just like dancing, singing, catching a pass, and many times I felt that I was indeed dancing the dance and singing the song in the right key, just to deal with the necessary paperwork, also known as la formula. There is una formula for everything and in my town, after completing it, it takes about five times longer than you could ever imagine to proceed to the next step!

I started by getting my parking permit. I went to the usual spot, but when I got there, I found out that they changed the office to another location and left a tiny note on the window, indicating the new location and its limited hours. All the offices seemed to be open only a couple of days a week and for only a few hours. Yes, this is a tourist city so you would think that these offices would be open five days a week. While in line for the parking pass and during other times, I wondered who was on vacation, the people behind the windows in the air-conditioned rooms or the people perspiring in the lines.

I have been spending my summers in Italy since I was a child, but as I get older, I have more responsibilities there. My mission this summer was to take care of the loculo (burial spot) of my deceased relatives such as my great grandparents and grandparents. My family purchased this space in the cemetery with the understanding that it was forever. However, recently we learned that the city changed the rules and even though it had been purchased, now they could only “rent” the space for 30 years, unless someone made a contract for another thirty years. Poveri nonni! So I got out my documenti (documents) and the completed formula, stood in line for about two hours and talked to the director. After this conversation, I had to go to the “tabaccaio” (tobacco store) to purchase the “bolli” (stamps) for the contract, so that I could go to another agency, pay the fee and return to the municipio (town hall) with a receipt, and get in line again and sign the contract.

I have several “can-do statements” that I can add to my proficiency list, but I'm not sure if ACTFL would consider them.

1. I can stand in line for hours and talk nicely to the others in line.
2. I can stand in line and complain with the others in line.
3. I can stand in line and prevent people of any age, from cutting in front of me.
4. I can complete una formula.
5. I can still say I love Italy even though I don't like how they do some things.

Although most people probably don't have to deal with the bureaucracy as I have, being able to maneuver and get around is certainly representative of a high level of proficiency and it should be a goal we have for our students. Cultural proficiency is important when traveling or living abroad.

I hope you have a great school year! Keep helping your students climb the proficiency ladder.

Submitted by Anna Tirone
Winchester High School

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If it doesn't challenge you, it won't change you.

curiano.com

Back to School
MaFLA Proficiency Academy

Great Reads from MaFLA’s Proficiency Academy

I am a an admitted PD junkie and my all time favorite presenter is Greg Duncan. I was in heaven over the course of the four days of MaFLA’s Proficiency Academy! We were led on a process of understanding the various levels of the Proficiency Guidelines and how to set proficiency targets for classes and programs. With this starting point, we continued to a discussion of effective planning using backward design and can-do statements to be clear about what it is that we want our students to be able to do as a result of language learning and how to assess that they can using performance assessments including Integrated Performance Assessments (IPAs). The Academy concluded with an overview of the TELL Project characteristcs of effective foreign language planning and teaching. These great resources for reflection and growth can be found at www.TellProject.com.

The big take away for me is that proficiency does not just happen because we want it to. We have to understand proficiency inside and out, we have to plan to make it happen, fully internalizing the levels and sub-levels so that it is a part of the discussion with all the stakeholders (other teachers, students, parents, the administration, the community and others). The more we all participate in the discussion, the more likely our students will reach our proficiency targets.

Various contributors are providing an overview of the Academy in this Newsletter issue. As I read through my pages and pages of notes of the experience and see the great books referenced throughout, I will take this opportunity to summarize my great reading list for you. Happy reading to you!

The foundation resources of the Proficiency Academy, of course, are the great ACTFL Proficiency Guidelines which were updated in 2012 to include all the skills as well as other samples and information. They, along with the Performance Descriptors, can be downloaded for free at www.actfl.org under Publications. The important work of the Academy begins with a thorough understanding of levels of proficiency. It is only through identifying and understanding the target levels of proficiency for the various courses in your program that one can create the activities that will support your students’ ascent up the proficiency ladder. Great foundation books for this background knowledge are ACTFL’s Keys series and the newly re-published (March, 2015) World Readiness Standards for Language Learning.

The Keys series are necessary components of any foreign language teacher and departmental library. The first book published in the Keys series is The Keys to the Classroom by Paula Patrick, an invaluable resource for the new teacher and any departmental library with great sample letters and model resources. Next comes The Keys to Assessing Language Performance by Paul Sandrock which, as the title suggests, orients to the special needs of foreign language assessment of performance and proficiency. The third of the series is called The Keys to Planning for Learning by Donna Clementi and Laura Terrill, and provides foundation information as well as templates and resources for planning lessons and units. The fourth Keys book called the Keys to Enhancing Student Learning Through Instructional Strategies by David McAlpine and Leslie Grahn, will be released shortly. The 2015 ACTFL Conference in San Diego in November is offering several workshops on this theme. The first three Keys can be purchased online from ACTFL.

The next in important guiding documents for the teacher and district planning for proficiency are the NCSSFL-ACTFL Can-Do Statements which can be downloaded for free. This invaluable resource provides the stakeholder with friendly terminology to discuss your lesson, unit and course outcomes. Instead of discussing class and grading policies at open house, why not clearly list what it is that your students will be able to do as a result of language learning? It demystifies the language learning process to concretely describe the learning objectives in easy to understand can-do statements. In addition, it is an invaluable resource for self-assessment and reflection about growth.

How do you know if your students are able to do what you have set as goals for them to achieve? The IPA takes the focus off the discrete language and structure and puts emphasis on what students can do. The book, Implementing Integrated Performance Assessment by Bonnie Adair-Hauck, Eileen Glisan and Francis J. Troyan, provides guidance in designing IPA tasks to inform the backward design of a unit. It can be purchased from ACTFL.

The following are books or resources mentioned or referenced by Greg Duncan over the course of the Academy in the order that they were mentioned:

- For information about growth and fixed mindset related to student motivation: Carol Dweck’s books
- For information about concrete outcomes: John Keller’s books
- For more about motivation: ASCD article The Seven Flavors of Disengagement
- For the origin of Backward Design: The Seven Habits of Highly Effective People by Stephen Covey
- For ideas on engaging all students: Total Participation Techniques: Making Every Student an Active Learner by Pérsida Himmele and William Himmele
- For great information on assessment, rubrics and feedback: books by Susan Brookhart
- For brain research on retention over the course of a lesson: How the Brain Learns by David Sousa
- For a great lesson planning guide: STARTALK: From Paper to Practice by Gregory Duncan and Myriam Met https://startalk.umd.edu/lesson-planning/LessonPlanningGuide.pdf
- For information on how other countries take advantage of the research and development engine in the US: A World Class Education by Vivien Stuart
- For information on increasing student understanding: Checking for Understanding by Douglas B. Fisher and Nancy Frey

Over the course of the Proficiency Academy, we had the opportunity to process the daily information load in smaller
Proficiency Experiences

Creating Leaders In World Language Education

Summer is ripe with many opportuni-
ties for professional learning at the district,
state and national level, within and beyond
our field of world languages. There are work-
shops, seminars, curriculum development
opportunities, and institutes that run from a
few hours to several days or a full week. With
my children’s camp schedules needing to be
organized starting in January and summer
vacation mostly planned before learning
about all possible options, I have often been
unable to participate in some interesting
learning. Hélas: this was my lucky summer!
I was a delighted participant and MaFLA
representative in the inaugural Leadership
Initiative for Language Learning (LILL), a
collaborative project of national and region-
al language organizations held at The Ohio
State University, July 21-23.

The overarching premise of the institute is “every educator is a leader every day and
strives to be highly effective”, which is com-
pelling. It is not only those with titles who
lead. As a curriculum coordinator, my work
is to collaborate with teachers in bringing ef-
fective practices to life with their students;
teachers are the ones who are implementing
the practices, strategies and instruction in
the classroom. The theme of the three-day
institute, Educator Effectiveness in Language
Learning, focused on six Core Practices: 1) Use
target language as the vehicle and con-
tent of instruction; 2) Design and imple-
ment interpersonal communication tasks;
3) Design and implement lessons with func-
tional goals, specifying the language and
activities to meet the communicative object-
ive; 4) Teach grammar as a concept and use
in context; 5) Design interactive reading and
listening comprehension tasks with authen-
tic documents; and 6) Provide appropriate
feedback; all in service of students acquiring
language. I was familiar with all of the prac-
tices, actively integrating them into our de-
partment learning and curriculum, yet still
discovered new approaches and participated
in robust conversations about each one, al-
ways centered on the objective of bringing
the practices back to our individual work,
engaging us in individual leadership, regard-
less of our position.

The final day of the institute kicked off
with a viewing of the PSAs we had created
in small groups about the Core Practices
– a type of task that could easily be imple-
mented in language lessons. You can view
my group’s PSA here. We then dug into
our work moving forward: developing an
action plan around two of the Core Prac-
tices, with facilitators from the national and
regional organizations on hand to answer
questions, engage in conversation, provide
resources as well as moral and practical
support. Having this time to develop a re-
alistic plan, with specific objectives and a
timeline, was a critical component in send-
ing us home to lead.

Hearing a three-minute summary of
a number of participants’ plans provided
sparks for collaboration, continued inspira-
tion, and optimism about the future of
world language instruction.

This institute was a profound and stim-
ulating professional learning experience.
High-quality presentations by Dr. Eileen
Glisan, an expert in our field; skilled fa-
cilitation by national and regional language
organization leaders; three days to dive
deep into learning, reflection, collaboration
and planning; connecting intellectually
and socially with educators and language-
organization leaders from across the coun-
try deeply inspired and motivated me, reaf-
firming my passion for and commitment to
effective world language education.

Submitted by Dawn Carney
Public Schools of Brookline

Great Reads (cont.)

facilitator-led groups of about ten people each. I had the pleasure of working with
an engaged and engaging group of professionals from across the state. As a final
reflection activity, we cre-
ated a group artifact of our experience that included
an image or symbol rep-
resentation of our growth,
two concepts that resonat-
ed from the sessions, one
question that we leave the
experience with, two state-
ments that describe how
our teaching will change
as a result of this learning
experience and one of our
favorite quotes. I will leave
you with our Proficiency
Train!

Submitted by Nicole Sherf.

MaFLA Summer Institute
At Lasell College

The 2015 MaFLA Summer Insti-
tute took place the weekend of August
14th through August 16th at Lasell College
in Newton. Attendance broke all previ-
ous records! There were 47 participants
in Spanish, 22 in French and 12 in Latin.
After a continental breakfast, a “Welcome
to MaFLA Meeting” kicked off the week-
end with reports on the Fall Conference
by Conference Chair Jessica Clifford, an
Advocacy update by Advocacy Coordinator Nicole Sherf and a short presentation by 3 members of ELAG (European Languages Advocacy Group) – João Calxinha from the Portuguese Consulate and Magali Boutiot and Emmanuelle Marchand from the French Consulate. Madelyn Torchin, Membership and Marketing Coordinator, also gave an update and awarded Peg Jordan, Department Chair at Cohasset, a set of ACTFL Keys books for receiving a grant and using the funds to enroll 8 members of her department in the Summer Institute. Three raffles were also drawn for complimentary workshops and registration for the Fall Conference. Winners were Sara Langelier (Wayland HS), Diane Kevarian (Canton MS) and Joanne Veliz (Wilmington HS).

The Institute began with 2-hour workshops given by the strand Coordinators: Beatriz des Loges and Olyan Rosal for Spanish, Dominique Trotin for French and Brenda Cook and Madelyn Torchin for Latin. After a lunch of assorted wraps, sessions began at 1:00PM and continued until 5:30PM. Spanish presenters were Leanne Briand (Medford HS) on Using Twitter in the Spanish Classroom and Enrique Morales-Diaz (Westfield State University) on Teaching Che Guevara. French presenters were Houda Hamie (Taunton HS) on Morocco: My Native Country and Beckie Rankin (Lexington HS) on Teaching Films to Improve Proficiency. Latin presenters were Skye Shirley (Newton Country Day School of the Sacred Heart) on So You Don’t Teach Ørberg, T.J. Howell (Belchertown HS) on Teaching Grammar Through Active Latin, and Mary Elizabeth DeCamp (Winchester HS) on Creating New Resources for Learning Projects that Strengthen Literacy Skills. Following all of the language strand presentations, participants enjoyed an immersion dinner of Chicken Piccata and Pasta.

After breakfast on Saturday morning, participants attended workshops which lasted for two and a half hours. Helena Alfonzo (Newton South HS) presented on History and Characteristics of Spanish in America, and Kathy Turner (Sharon HS) presented on Activities to Improve Student’s Oral and Written Proficiency. There were two Latin presenters: Danielle Cerullo (Brockton HS) spoke on Technology Enhanced Instruction, and Cori Russo (Lynn Classical HS) spoke on Encouraging Active Latin in the Classroom. Following a lunch of Chicken Caesar Salad and Couscous, participants attended more workshops until 6:00PM. Spanish attendees heard Jeanne O’Hearn (Masconomet Regional MS) on Teaching Culture and Current Events and French attendees were treated to a passionate talk by Howard Sherry on the novels and recurring themes of Antoine de Saint-Exupéry. Mr. Sherry is President of the Re-
membering Saint-Exupéry Foundation, in New York City and the foremost authority of "Saint-Ex" in the US. Both French and Spanish participants then attended a workshop on Engaging Activities for All Students and All Levels, given by former MaFLA President Janel Lafond-Paquin (Rogers HS- Newport, RI). Latin participants heard Summer Institute, Roman style!

Attendees of the Latin strand pause in their reading of Vergil's Georgics on a lovely summer afternoon—just in time to beat the hail storm and enjoy the scrumptious barbecue!

Klara Sands, Wayland Public Schools, points out some features of the Universal Rubric of Amy Turner and Marj Keeley (foreground) as Leanne Villani, looks on.

three presenters during this time: Brenda Cook (Brockton HS) spoke on a Carpe Diem Project, Daniel Orazio (Tufts University - Masters in Classics) spoke on Teaching Literacy Through Active Projects, and Danielle Cerullo continued her theme of technology enhanced instruction with Creating Your Own Lessons. Following these workshops, attendees were treated to a barbeque.

After breakfast on Sunday morning, workshops were held in each strand. Olyan Rosal (Merrimack College) spoke on Latinos or Hispanos? and Lynda Fehri, a native of Algeria gave a presentation on her country. She was accompanied by her husband Mak, also an Algerian native, who answered many questions on the current political situation in Algeria. They also gave a demonstration of the Berber language. Latin Co-Coordinator and former MaFLA President Madelyn Torchin presented on Assessment: Reflection on Practice and Product. After a lunch of assorted pizzas, each language strand had a "Swap Shop" where participants presented activities, videos or lesson plans which they incorporate in their curriculum. The Institute ended at 4PM.

Two graduate credits (for an extra fee) were offered by Westfield State University and 30 participants took advantage of them. They will be required to submit written work pertaining to each session as well as original lesson plans, assessments and rubrics also relating to information they acquired in these sessions. Many thanks to our coordinators and presenters and to the MaFLA staff – Gloria Blanco, Pat DiPillo, Cherie Baggs, Maryann Brady, Ronie and Larry Webster.
Proficiency Experiences

and Tim Eagan, all of whom contributed so much to make this weekend such a success! The 2016 Summer Institute, also to be held at Lasell College, will take place on August 12-14. Save the Dates!

Submitted by Joyce Beckwith, Director of the MaFLA Summer Institute and Professional Development Coordinator.

AATF Convention In Saguenay, Québec

The American Association of Teachers of French (AATF) held their annual convention from July 8 through 11, 2015, at the Montaignais Hotel and Conference Center in Saguenay, Quebec. Located two and a half hours north of Quebec City, the region of Saguenay, situated on Lake Saint-Jean, is famous for its majestic fjords and three national parks. Over 300 attendees participated in the Convention which offered them, besides sessions and workshops, two cultural excursions; the first to view “La Fabuleuse Histoire d’un Royaume,” a spectacle with over 100 actors (all volunteers) which traces the history of this region and the second, a gala dinner with culinary specialties followed by a film, which was held at a local university. There were also pre and post-conference trips to the Louis Hémon Museum, a boat ride on Lake Saint-Jean and a visit to Val-Jalbert.

The Keynote Speaker, Jean-Benoit Nadeau, a well-known Francophone journalist and author, opened the Convention with a humorous speech comparing not only the French spoken in Canada with the French spoken in France, but also customs, traditions and gestures in both countries.

There was also a dictée for attendees with prizes for winners, an Exhibitor’s reception, seven 3-hour workshops and a Welcome Luncheon and Awards Banquet.

MaFLA members who attended were Mel and Cindy Yoken, Dan Kraft, Janel Lafond-Paquin, Steven Kiley and Joyce Beckwith. Mme. Lafond-Paquin coordinated the Future Leaders Program which took place two days before the start of the Convention, and also presented a 3-hour workshop on Activités engageantes à la québécoise, which she will re-present at the MaFLA Fall Conference in October. Mr. Kiley volunteered at the registration booth throughout the Convention. Mme. Beckwith presented a 75 minute session on a sneak preview of Volume 2 of Allons au Cinéma: Promoting French Through Films, which she is co-editing with Dolly Hurtig of Louisiana, and which is scheduled to be published by AATF in early 2016. Mesdames Lafond-Paquin and Beckwith and Mr. Kiley all represented the Eastern MA AATF Chapter at the Delegates Assembly.

The 2016 AATF Convention will be held in Austin, TX from July 3-6, and the 2017 Convention is scheduled for Saint Louis, MO, from July 16-19. Plans for the 2018 Convention in either Martinique or Guadeloupe are in the works. Bonne Rentrée à tous!

Submitted by Joyce Beckwith.

Enriching Reading

Did you ever have a few events that just happened to occur at the same time and that pointed in the same direction? Well, that is what happened to me this past spring. The first event was the conclusion and the development of our final product as a result of an ESE Teacher Capacity PLN in the Monson School District of which I was a part. Our focus, Connecting Educator Evaluation with Professional Development, had really moved our district forward and with the development of our final product (which can be viewed here http://www.doe.mass.edu/edeval/resources/pln/OntTrack-EvaluatorCapacity.pdf), we were brainstorming how we might continue this forward movement and our work as a PLN.

One of the topics that came up was Peer Coaching. We all felt that this might be our next step to enhance teacher professional development and evaluation, and to keep up our momentum. Just a few weeks later, I participated in a webinar in which Thomas Sauer discussed the TELL project. After explaining the various facets of the TELL project and showing us the various tools on the TELL website, Thomas mentioned that one of the most effective tools for teacher empowerment and teacher improvement was peer coaching. He stated that teachers who were involved in peer coaching in the STAR TALK program felt that Peer Coaching was one of the professional activities that had the most positive impact on their effectiveness. Throughout the spring, it seems that the term peer coaching was ever present, so I decided that to take a leadership role in both my school and district and to advance my own effectiveness, I would look into Peer Coaching.

The first resource that looked promising was a recent ASCD publication entitled Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning by Pam Robbins. The book was in my hands by early July (thanks to ASCD’s quick delivery service – 24 hours) and I was already reading. The book is excellent: the author explains how to develop a collaborative, learning-focused culture, and build trust among colleagues. I knew that openness and trust were necessary to develop a strong peer coaching model but I did not know how to develop this element. Ms. Robbins’ book offers numerous strategies to build that trust so that difficult conversations that yield useful feedback can be had. The book contains great coaching tools, scenarios, process guidelines and reflection questions.

As my district moves to utilize more and more data to improve instruction, I can see how peer-coaching offers a job-embedded learning strategy to support school-wide and district-wide priorities such as analyzing data to improve curriculum and instruction. I have recommended this book to our Monson District Learning Team and copies are being ordered for all team leaders. Peer coaching will be a “hot topic” for our leadership team this year.
Proficiency Experiences

Fast forward to mid July and the last day of the MaFLA Proficiency Academy. Greg Duncan suggested that we complete the self-reflection of the TELL Project individually and then share with our colleagues our goals for the year. Since the entire Monson foreign language staff was present, we shared our goals (which just happened to be very similar) and promised that we would peer coach each other in these areas. This book has provided me with great insight on this topic and it will serve to guide our journey toward improving our language department staff proficiency as well as the proficiency of the district staff as a whole.

Submitted by Ronie R. Webster.

Summer P.D.

Stuart Gamble, East Windsor H.S. and MaFLA Board Member, this summer read Esmeralda Santiago’s Cuando Era Puertorriqueña and will be integrating it into his school’s Spanish 3 Curriculum. This novel offers a first-person biographical account of the author’s early life in Puerto Rico and New York City. It is a perfect fit for the culture/reading strands of their curriculum, providing much discussion and writing opportunities.

Mr. Gamble also visited the Mexican state of Jalisco this summer and plans to bring this travel experience into his classes as well.

Thanks Cemanahuac and MaFLA

I had a wonderful two week experience at Cemanahuac and in Cuernavaca this past July. The highlight was my host family. I think it is great that the school has these connections with the local families to place students, so that they can practice their language and experience the culture. My host family was so welcoming and kind to me. The cultural excursions that the school offered with guide Charlie Goff were excellent. I especially enjoyed Taxco and Teotihuacán. My grammar and culture teachers were fantastic and supportive. I definitely feel like I improved my written and speaking skills.

Erica Wetterlow, 2015 MaFLA Cemanahuac Scholarship Winner

A Concise Definition Of Proficiency Assessment

Proficiency assessment in as few words as possible:

Proficiency is observed in language production; the more authentic the production, the more relevant the proficiency (so, the thorny question arises: what is “authentic” Latin production in the modern world?). The form of proficiency to be measured guides the task that will be given to prompt language production.

For spoken proficiency, conversation or presentations are common tasks. A strong task would be creative (open to the speaker), dynamic (changing based on speaker), and comprehensive (long enough to move past memorization). The Oral Proficiency Interview (OPI) is a good example of an authentic task (conversation between friendly but unfamiliar speakers) that is dynamic and creative. The speaker is not given correction or feedback during the interview, nor does the evaluator evaluate during the interview. All feedback is post-interview.

For reading and writing proficiency, text interpretation and analysis are common tasks. A strong task will be unprepared (a new text for the reader) and authentic (a text created inside the language community). A text can be any form of information that is conveyed visually as seen in the language community (typically these are written texts though hybrid written/illustrated texts are also used). A text is selected based on the likely proficiency range of the reader. It is possible for a reader to demonstrate complete mastery of all of a text in this format, necessitating an additional test with a higher-level text. The Integrated Performance Assessment (IPA) is an example of a text-based proficiency examination. An unsupported authentic language text is presented; it is the base for all of the following activities. The first task is vocabulary identification (novice level task). The second task is short answer comprehension answerable in one to two sentences (intermediate level task). The final task is production of similar format or based on the topic of the text. Depending on the text this could be an intermediate, advanced, or higher task. The assessment is viewed holistically as there should be some aspect of each section where failure is appropriate (proficiency assessment also involves understanding the limits of language production for a speaker).

Beyond these two models developed by ACTFL (OPI and IPA) proficiency can be assessed by other methods. However, the two keys in all proficiency assessment are production (the evidence needed for any conclusion) and authentic task (using the skill in a relevant manner). Most people can grasp this model when thinking about an essential American skill: driving. In order to be given a driving license every person must demonstrate in a practical setting a minimum proficiency at driving in order to receive a driving license. An interesting question might be: what is a “language driving license”?

Further, it seems the “Seal of Biliteracy” is actually a formulation of that question. It feels like a non-starter until Americans as a group can conceptualize that intellectual learning can have practical demonstrations—the all-too-common refrain about all academic subjects of “when will I ever use...(calculus, chemistry, European history, American literature, etc.) that teachers hear from adolescents and adults in social settings. Collectively we can conceptualize the idea of a licensed, bonded craftsman or doctor but not in other intellectual fields. Proficiency assessment allows us the possibility to gauge language production and hence, guide the learner to higher levels of achievement.

Submitted by Darell Tibbles, Avon Old Farms School.

Continue your proficiency climb all year long. Learn from colleagues worldwide. Follow #langchat on Twitter.
One of the biggest dilemmas facing foreign language teachers is the weight given to the multitude of errors that students make in the production of L2. What degree of perfection can be expected from the students at each level of the L2 learning process? Is accuracy more important than fluency? Are the red marks on student compositions helpful or harmful?

This article will explore the role of interlanguage and explain the place of errors in the acquisition/learning of a second language in an academic setting by giving its definition, the processes that influence its creation, the types of errors found in interlanguage, and error correction strategies.

In addition to spending a great deal of time researching effective ways to teach a foreign language, L2 teachers need to be aware of what students do when learning a foreign language. This involves the field of second language acquisition. Unless the teaching methodology takes into consideration the language learning process, the learning of a foreign language in a classroom setting can be virtually unattainable.

L1 → L1-L2 → L2

Definition

According to Selinker (1), interlanguage (L1-L2) is an interim language created by second language learners that is governed by systematic rules, that are different from those of the language being learned (L2) and from those of the learner’s native language (L1). Richards (2) defines it as “the type of language produced by second-and foreign-language learners who are in the process of learning a language.” Brown (3) states that it is neither the system of the native language nor the system of the target language, but instead it falls between the two.

For the purpose of this article, the term interlanguage refers to that hybrid language that students create that combines elements of both L1 and L2 when they are speaking or writing. The contention is that when learning a second language no speaker of L1 goes directly from L1 to L2 without passing through the process known as interlanguage or L1-L2 as illustrated above.

Language learners do not merely copy what native speakers do, but create an entirely new language system unique to themselves that incorporates elements of both L1 and L2. In other words, rather than being considered as a deficient L2, containing a multitude of errors, interlanguage is part of the natural process of learning or acquiring a second language. Franglais and Spanglish can be considered examples of interlanguage.

Franglais and Spanglish

As students advance in learning L2, they often become adept at speaking Franglais or Spanglish which are hybrid languages containing French or Spanish words and grammatical structures.

They are the result of poor knowledge of one or the other language, of L1 interference onto L2, of faulty transfer of knowledge, and of overgeneralization of L2 grammar rules onto L2. In attempting the interpersonal productive skills, students usually try filling in gaps in their knowledge of French or Spanish with English words and/or English sentence structure. The well-known Louisiana expression Laissez les bons temps rouler (“Let the good times roll”) is a perfect example. The L2 learners incorporate false cognates with their incorrect meaning, e.g., “to attend” vs. attendre/ atender, “to assist” vs. assister/assistir, “actually” vs. actuallement/actualmente and the L1-L2 language that they speak is sometimes incomprehensible to a native French or Spanish speaker who does not also have knowledge of English.

Processes Creating Interlanguage

According to Selinker (1), there are three basic principles that influence the creation of interlanguage:

1. Language transfer. Learners fall back on L1 patterns to help create their language system. The transfer is positive if the patterns are the same in both L1 and L2, e.g., subject-verb-direct object word order, e.g., “I see my friend”/ Je vois mon ami but negative if the patterns are different, e.g., “I see him”/ Je le vois. An expression such as “I miss you” becomes Je te manque instead of the correct Tu me manques. The negative transfer is also known as an L1 interference error onto L2.

2. Overgeneralization. Learners use rules from L2 in roughly the same way that children overgeneralize in their L1. For example, a child learning to speak English can be heard to say “I goed home”, overgeneralizing the English rule of adding -ed to create past tense verb forms instead of “I went home”. A French learner might say “les animals” overgeneralizing adding -s to form the plural of a noun rather than les animaux.

3. Fossilization. The phenomenon by which learners tend to keep forever in their interlanguage elements of vocabulary, pronunciation, and structure in spite of the amount of instruction or practice that they receive. For example, in spite of repeated pronunciation drills, English speakers learning French will pronounce the French u as ou because the u sound does not exist in English. They will apply the closest English sound to it and consequently pronounce vu like vous and tu like tou. The “r” sound in French is probably the trickiest for English speakers to learn, as the sound tends to come from the throat area at the back of the mouth. Japanese speakers learning English will inevitably say “Thank you belly much” rather than “very much.” Many French speakers learning English will always say “Me, I don’t like that music” because of the French rule of emphasis that produces Moi, je n’aime pas cette musique. Spanish speakers will say “Espain” for “Spain” because of the Spanish rule putting an “e” in front of a word beginning with “sp.”
The Role Of Interlanguage And Error Analysis In The L2 Acquisition Process

Types of Errors

In the eyes of L2 teachers, the interlanguage contains many examples of errors that deviate from the grammar of L2. According to Richards (2), those errors are caused by several different processes which include:

1. **Borrowing patterns from L1**
2. **Extending patterns from L2**
3. **Expressing meanings using the words and grammar of L2 which are already known**

In beginning language classes, it is generally accepted that students often transfer L1 patterns to the L2 system, i.e., they often translate word for word from L1 to L2 when speaking or writing. According to LaVergne (4), syntactic errors made by English speakers learning French fall into three categories:

1. **Word order.** French learners who are unfamiliar with the French noun-adjective word order rule will usually apply the English adjective-noun word order rule and say *le rouge crayon* rather than *le crayon rouge* to render “the red pencil.” The same applies to the French verb-adverb rule: “I often go” becomes *Je souvent vais* instead of *Je vais souvent.*

2. **Failure to add L2 lexical item.** Learners unfamiliar with the rules governing the use of the definite article will say *Nous aimons jazz* instead of *Nous aimons le jazz* to say “We like jazz.”

3. **Deletion of L1 lexical item.** “What a surprise!” becomes *Quelle une surprise!* rather than *Quelle surprise!*

In addition, translation errors can be the result of:

1. **Selection of incorrect lexical item.** “It’s cold” becomes *Il est froid* instead of *Il fait froid* and “I like to watch tennis on TV” becomes *J’aime regarder tennis sur la télé* instead of *J’aime regarder le tennis à la télé.*

2. **False cognates.** “My mother works at the library” becomes *Ma mère travaille à la librairie* instead of *à la bibliothèque.*

Burt and Kiparsky (5) distinguish between the following two types of errors:

1. **Global error** involves the overall structure of a sentence and leads to misunderstanding and a lack of comprehension. E.g.: *Je vais au cinéma hier.* Should it be *Je suis allé au cinéma hier* or *Je vais au cinéma aujourd’hui?* Is the error found in the wrong use of the tense of the verb “I went” or “I am going” or is it a vocabulary error “yesterday” or “today”?

2. **Local error** affects a particular constituent, i.e., grammar rule, vocabulary word, but does not impede comprehension. E.g.: *Mon maison est blanche* or *Ma maison est blanc.* In either case, the gender error does not prevent one from understanding what is being said.

It is recommended that errors that impede comprehension should be corrected immediately, but that those that do not cause the listener to miscomprehend should be handled after the conversation-al activity has ended.

Implications

The dilemma for the grammar-conscious L2 teachers consists in the unacceptable presence of errors in the interlanguage of the students. It may be wise for those teachers to realize that those learners are precisely that: learners, and to expect perfection in every aspect of their learning L2 is unrealistic. According to James (6):

> "The learner of any L2 has a propensity to construct for himself this interlanguage, an act of linguistic creativity so natural that it would be unrealistic to expect learners to circumvent it and proceed directly from his L1 to the native speaker's version of the L2. A further reason for allowing the learner to construct the interlanguage is that it is immediately usable by him in the context in which he is learning; his classmates have the L1 in common so will converge in tacit agreement on the form of the interlanguage. With this they will be able to communicate while they are learning, while the conventional approach, which proscribes the interlanguage as a “corpus of error” either stifles the learner's communication drive altogether, or requires that the linguistically mature student becomes as a little child, practising perfectly well-formed native speaker's sentences, which are, however, often idealized and usually trivial. Accepting the interlanguage, like accepting the child's non-standard speech, avoids the necessity to halt the communication process for the sake of the learning process."

If left unchecked, some of those errors will correct themselves as the students’ knowledge of L2 increases through study, exposure, and use, but others will tend to fossilize and become permanent. However, the vast majority of errors will disappear under a teacher's effective use of error correction strategies.

Error Correction Strategies

Lyster and Ranta (7), found the following common error correction strategies:

1. **Explicit correction.** The teacher states that the student is wrong and corrects the error immediately.

2. **Recast.** The teacher restates the student’s statement with the corrected form of the error.

3. **Clarification request.** The teacher says phrases like “I'm sorry, but I don't understand” and expects the student to reformulate or repeat what was said.

4. **Metalinguistic clue.** The teacher asks yes/no type questions such as “Do we say it like that?” or “Is that how the Spanish
The Role Of Interlanguage And Error Analysis In The L2 Acquisition Process

Marcel LaVergne Ed.D.

say it?” or “Is that word feminine?” Or “Shouldn't the verb be in the past tense?”

5. **Elicitation.** The teacher elicits the correct answer from the student by asking such questions as “What is the feminine of the adjective beau?” or “It's not singular but...” or “Please say that again.”

6. **Repetition.** The teacher repeats the student’s error and adjusts her intonation to draw attention to the error with the expectation that the student will correct the error.

If not done properly, Krashen (8) believes that error correction can produce the unwanted result of discouraging students according to his Affective Filter hypothesis wherein he states that “the best situations for language acquisition seem to be those which encourage lower anxiety levels.” Constant and immediate correction of oral errors and a student-written document full of corrective red marks will certainly raise the affective filter level of students and create a negative learning environment replete with fear, nervousness, and negative self-worth. The safer the students feel, the better the possibility of learning. However, the tendency that some teachers have to correct errors immediately can affect the students’ self-worth and cause them to shut down. As stated before, global errors should not be left unchecked but local errors can be handled at a later time. It’s the classic dilemma of accuracy vs fluency.

**Conclusion**

Rather than being looked at as “bad” L2 containing a series of errors, interlanguage, i.e., that hybrid language that all learners go through when learning a second language, should be considered a normal phenomenon. Error analysis of the cause and the type of errors students make help L2 teachers plan strategies that will develop accuracy in the foreign language that they are learning.

**References**


**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 is currently associated with the National Capital Language Resource Center as the author of the Sound Bites for Better Teaching column.

**COMING IN 2016 . . .**

Another great year of **high quality professional development** opportunities from MaFLA

Our very popular Diversity Day program returns to Lasell College in May.
In July, we will again offer a Proficiency Academy at Westfield State University.
And, of course, August heralds the return to Lasell College for our Summer Institute.
Last, and far from least, we welcome ACTFL to Boston for their Annual Convention in November.

Watch MaFLA.org for updates.
A Summer To Remember

For German students from Massachusetts who received all-expense paid study trips to Germany, the Summer of 2015 was truly a summer to remember. Nearly 25,000 students of German in over 700 schools nationwide took the National German Exam for High School Students this year. Now in its 56th year, the exam provides individual diagnostic feedback, program data on student achievement, and rewards students through an extensive prize program.

Forty-four American students were chosen to receive study trips to Germany which included round-trip air transportation, opportunity to live with a German family, attend classes at a Gymnasium, and participate in excursions to places of cultural and historical significance. Three were from Massachusetts! The AATG Massachusetts Chapter wishes to congratulate:

**Study Trip Award I (non-seniors):**
Carolyn Hitelman, Westford Academy
Teacher: Kristin Gillett
Joanna Wu, Wellesley High School
Teacher: Devon Ellis

**Study Trip Award II (seniors):**
Sylvia van der Weide, Lexington High School
Teacher: Heidemarie Floerke

Pictured below:
- Carolyn Hitelman, Westford Academy, with her host sister in Munich.
- Joanna Wu, Wellesley High School, at the Brandenburg Gate in Berlin, this summer with other prizewinners.
- Senior Award recipient Sylvia van der Weide, Lexington High School, with her mom (L) and German teacher Heidemarie Floerke (R) pictured at the Awards Ceremony held in May at the Goethe-Institut Boston.
An Historic Launch!

“We want to go back to France!” “We can’t wait for the French kids to come to Westwood!” “I speak French!!!” (fist pump) are just a few of the exuberant comments made by a group of Westwood High School students who traveled to France this past April vacation. As their remarks suggest, the trip was a great success, and for all the reasons we as foreign language teachers dream of for our students: total immersion in the target language and culture; authentic social and intercultural experiences; the forming of life-long friendships; the joy of discovering, and falling in love with, another culture and country. But on top of all that, something else happened that turned this school trip into a once-in-a-lifetime experience for us all. For how many high school students and teachers have the opportunity to be on stage with the President of France?

This is exactly what happened, in the seaside town of Fouras, on our first day in France. On Saturday, April 18, ten Westwood High School students and thirty-five of their French peers from the Lycée Merleau-Ponty participated in the ceremony for the launch of the Hermione, the replica Revolutionary-war frigate that the Marquis de Layfayette first sailed to Boston in 1780. Together with their teachers from the Lycée in Rochefort, English teacher Anne Palenstijn and History teachers Jean-Phillipe Bertand and Céline Mélisson, and WHS teacher chaperones Daniel Jibson and myself, we heard speeches, sang our countries’ national anthems, and the pièce de résistance, met and shook hands with French President François Hollande. (I also got to shake hands with the current Minister of Ecology Ségolène Royal!)

What’s more, three of my students, KellyAnne Leone (’16), Ben Dubiner (’17), and Greg Campion (’15), each recited an article from the Déclaration des droits de l’homme et du citoyen before a crowd of 15,000 people, which included President Hollande, Madame Royal, Thomas Wolf, the American Consul in Bordeaux, who read the translation of a letter from President Obama in beautiful French, along with several other French dignitaries from Paris and the Poitou-Charentes region.

As their teacher, it is hard to describe how proud I was of my students. I was also awed by their poise at the podium (they had had less than 24 hours to prepare their articles) and to see them speak French in such an extraordinary setting, one which took “speaking the target language in an authentic cultural context” to a whole new level!

Sophomore Ben Dubiner said afterward, “To be honest, at first it was very nerve-wracking! I was nervous to stand on stage in front of a huge crowd of people and speak in my second language. This would be scary even if the President of the Republic had not been there! However, as the event went on, it became more natural and exciting. Not to mention, the President even made a remark saying that my French had been perfect.”

Senior Greg Campion remarked, “It was a lot of fun to attend the launch of the Hermione, and it was an honor to participate in the ceremony and to meet Monsieur le Président Hollande. We were pleasantly surprised by the way the French welcomed us; not only as friends and fellow students but as honored guests!” Junior Jessica Walsh added: “I felt completely honored to experience such an important moment in the nation’s history. It was amazing being a part of this and on stage, representing America and its relationship with France.”

It is amazing, and quite frankly still a bit surreal to me, that my students, fellow chaperone, and I were the only Americans on stage that day, serving as cultural ambassadors for our country, besides the American Consul himself. Not surprisingly, the experience was every bit as thrilling for our French counterparts as well. Sharing something so momentous on our first day together really strengthened the bond between us in ways we could not have possibly imagined. Lafayette’s dream of Franco-American friendship is alive and well in 2015.

As we all know, this is the goal of every high school foreign exchange program: to build and foster meaningful relationships between new generations of young people from different countries and cultures, something that I had been wanting to do for my students in Westwood for years. “The most important thing I learned,” said sophomore Maisie Lake, “was that in just ten days you can build strong relationships with people, as long as you make the most out of the experience.” Getting such feedback was not only gratifying, but also reaffirmed my belief that high school foreign exchange programs, where students have the opportunity to live with a family and experience daily life first hand, represent real-world, project-based learning at its best.

When the Hermione was in Boston in July, a group of thirty-four Westwood students and future host families were welcomed as VIPs for a special tour of the ship. We even got to see our “old friend” the Mayor of Rochefort, whom we had met in April, thanks to the efforts of my French colleagues on our behalf.

I would also like to thank two American foreign language teachers: French teacher Regina Doyle Symonds of Triton Regional High School and retired Wayland High School Spanish teacher Mary Brown. Their guidance and support allowed me to make my dream of setting up the Westwood French Exchange a reality.

We can’t wait to welcome and host the students and teachers from Rochefort to Westwood in October… and for many years to come!

Submitted by Nancy Aykanian
IN MEMORIAM – GEORG STEINMEYER

Former MaFLA President Georg Steinmeyer passed away April 9, 2015 at the age of 91. He was born in Oettingen, Bavaria, Germany on March 1, 1924. At the conclusion of World War II he began his formal training as an organ builder in his family’s business, Steinmeyer Organ Company. Georg literally grew up among organs and had been familiar with their construction since childhood. He traveled to the United States for the first time in 1950 as part of a program sponsored by the U.S. Department of Labor for technical cooperation with other governments. He apprenticed with the Aeolian Skinner Organ Company in Boston. During this time he met the renowned organist E. Power Biggs with whom he traveled in 1954 to record for Columbia Records historic and other significant organs in southern Germany. In 1953, he met his wife, Hanne, at an American School in Nürnberg and they married in 1954. In 1955, they immigrated to United States, and settled in Brattleboro, Vermont, heading up the pipe organ division of the Estey Organ Company. First and foremost, Georg considered himself an organ builder. After the closure of the Estey Organ Company, his love for Vermont kept him in Brattleboro.

He began working for the School for International Training in 1964. While working he earned a Master’s Degree in 1974 from the University of Massachusetts in Education Administration. In 1974, he began working at Amherst Regional High School, first as an Assistant Principal and then as Department Chair for Foreign Languages at the Junior/Senior High School and German Teacher. In 1975 in Amherst, Massachusetts, he initiated an exchange program with a college preparatory high school in Germany in which both Amherst and Brattleboro High School students participated. He retired in 1992.

Georg was an active board member and President of both the Massachusetts Chapter of the American Association of Teachers of German (AATG) and the Massachusetts of Foreign Language Association (MaFLA). In 1986, he received the Certificate of Merit from the AATG and the Goethe Institute. In 2000, he was honored as Massachusetts German Educator of the Year.

Throughout his life in Brattleboro he was a strong supporter in many ways of the Brattleboro Music Center, which gave him and his wife great joy. Since his retirement he was a consultant for the School for International Training language proficiency testing, he served on the board of the Vermont Arts Council, the Brattleboro Music Center and the New England Bach Festival. He was also a Charter member of the Estey Organ Museum, a member of the Speakers Bureau of the Vermont Humanities Council and an active member of the Organ Historical Society. Georg had a love of traveling, adventure, and learning about other cultures. He traveled extensively throughout the United States and Europe. He also traveled to Japan, The People’s Republic of China, Kazakhstan, Kyrgyzstan, and Uzbekistan. He loved the outdoors, especially cross country skiing and kayaking. He loved photography, and classical and organ music. Georg will be remembered for his endless positive spirit, optimism, enthusiasm, his love of learning and never give up attitude. He is predeceased by his wife of 60 years, Hanne, who passed away March 10 of this year and a daughter, Charlotte, in 1971. He is survived by a daughter, Elisabeth Luke and her husband, John, of Shorewood, Minnesota along with three grandsons, Tanner, Keaton, and Justin.

Submitted by Cherie Baggs with information from the Brattleboro Reformer - April 11, 2015
Evidence, Enlightenment, and Engagement were the topics of this year’s EMFLA meetings for foreign language department chairs. Our administrative group meets three times during the year over luncheon at the Embassy Suites in Waltham or at Lasell College in Newton, MA to hear about the latest developments in the field of foreign language and discuss current trends.

We began in October with a panel on evaluation: Maryann Brady accompanied by her principal, Madelyn Gonnerman Torchin representing NCCSFL and myself. Our focus was on what is acceptable evidence for teachers to submit as part of their evaluation portfolios. Maryann provided evidence from observations, Madelyn explained how this evidence impacts our evaluations, and I focused on proficiency assessments. In particular I spoke about oral proficiency, and how I hope that data from them will inform the growth indicator that every teacher is responsible for as part of their evaluation in light of the proficiency movement. This led to a discussion of DDMs and a look forward to MaFLA’s Proficiency Academy.

The Winter of 2015 wrought havoc all around and we were no exception. Our January meeting planned with ‘Bring Your Administrator to Lunch’ and hear all about how to begin an elementary foreign language program by a panel of experts including Tim Eagen from the Wellesley Public Schools, Debbie Watters from Needham and Dawn Carney from Brookline as well as the Seal of Biliteracy was postponed until March when we had to combine it with ‘App Smashing.’ It was, however, well worth the wait as it was a down to earth, very open, and frank look at the ‘how tos’ as well as the dos and don’ts of beginning to consider instructional programs and languages appropriate for that level of instruction. I was very fortunate to have my superintendent in Falmouth accompany me in order to learn all about the field of foreign language teaching. Other school administrators, and principals were there as well.

Nicole Sherf followed up with an update on the Seal of Biliteracy legislation currently going through the legislative process. Those of us in MaFLA periodically hear from her what the status of this bill is, but its time for everyone to get involved and ensure that it passes. We currently have a GoToMeeting group that meets every three weeks or so to develop the parameters for the Seal. During the summer we will be working in sub committees on various facets of this work. MaFLA members attend this electronic meeting as well as Charter and Private School teachers. We want to make sure that this legislation has enough legislative, educational, and business support for it to be passed successfully.

App Smashing followed all of that and was so good it had to be continued in May, our last meeting of the year. We learned how to use Socrative, Kahoot, Tellegami and how to combine different applications that can embed video, audio, YouTube, and sound bytes with one another to create truly interactive and entertaining applications to use with students. Our thanks and appreciation for her electronic expertise go out to Kevan Sano, of Hamilton Wenham.

A very big ‘Thank You’ to all our presenters this year for taking the time to ‘enlighten, engage and provide evidence’ that enables us to perform at tip top administrative capacity. Officers have already met to plan another exciting round of meetings for the 2015-2016 academic year. Looking forward to seeing all of you administrators in Waltham in October!

Submitted by Pat Dipillo
Falmouth High School

CAM Winner

Kudos to Marjorie Keeley, Mt. Greylock Public Schools, 2015 Classical Association of Massachusetts Excellence in Teaching Award Recipient! Congrats, Marj! Well done!

MaFLA Members Of The Moment

MaFLA salutes the teachers of Cohasset Middle School for their participation in the 2015 Summer Institute. Led by Margaret Jordan, Chair, the group won a grant for attendance and graduate credits from their PTO. They also had seven new members who joined the MaFLA professional group!

In the photo above, MaFLA recognizes them with a set of ACTFL’s The Keys for Professional Language Educators and a copy of the ACTFL World Language Readiness Standards. In her thanks to MaFLA “for such a tremendous gift of literature for the dept,” Peg noted that “[everyone] enjoyed the weekend and found it professionally invigorating.”

Chapeaux bas, chers collègues!

Submitted by Madelyn Gonnerman Torchin, Membership/Marketing Coordinator.
MaFLA has been working hard to move legislation forward for a Seal of Biliteracy in Massachusetts following in a national trend of rewarding students for their functional ability in English and at least one other language with a seal on their high school diploma. This Seal will be recognized nationally as a testament to this essential college and career readiness skill. The exciting result of the Seal is that it places focus on what students can do with the language rather than seat time or grades. It has the potential to be transformative to teaching, programming and national foreign language ability. For updates on the national Seal process as well as the list of ten states that already have legislation for a Seal and the states including MA with Seal legislation pending, go to www.sealofbiliteracy.org. Also, be sure to follow the updates on “Advocacy News” under the Advocacy tab of the MaFLA Website.

MaFLA is collaborating on the Seal process with MATSOL and MABE under the umbrella of the Language Opportunity Coalition (http://languageopportunity.org/). Using the national recommended level of biliteracy of Intermediate Mid from the Guidelines for Implementing the Seal of Biliteracy as a starting point, comprehensive state guidelines of Seal Parameters are being created by the Coalition for the state. Find Seal updates and national news as well as information about the progress of our legislative bid in Massachusetts at http://languageopportunity.org/.

How can you help? Respond to MaFLA’s requests to contact legislators! A new request has just gone out by email to our members. Find the link to it under State Advocacy on the MaFLA.org website. It is so quick and easy to contact your state legislators. Follow the link in the email, enter your zipcode and state, then your name and address, click and send! Complete the form for both your home and work address and forward to family and friends! It would be even more impactful if you know a member of the Joint Education Committee (https://malegislature.gov/Committees/Joint/J14) or if one of them represents you at your home or school address, and you would be willing to meet with them in person, either in your district or at the State House to encourage their support. Contact Nicole Sherf if you would like guidance or company!

On May 12, the Joint Education Committee held a Hearing for the Senate and House versions of the Seal of Biliteracy bills. JNCL NCLIS Executive Director William Rivers flew in from Washington DC to participate in the MaFLA panel of testimony given by MaFLA Advocacy Coordinator, Nicole Sherf, and Holliston Public School World Language Coordinator Therese Caccavale. To see the bill wording and the complete list of cosponsors, check out H522 An Act to Establish a State Seal of Biliteracy (Representative Kay Khan, lead sponsor) and S336 An Act to Promote Global Trade and Economic Development through Biliteracy (Senator Karen Spilka, lead sponsor).

It is a long and involved process to get legislation passed, even for something as simple and seemingly obvious as is the Seal of Biliteracy. Be assured that it is a top advocacy priority of MaFLA’s to get this legislation passed.

If you have any questions, please contact Nicole Sherf, MaFLA’s Advocacy Coordinator, at advocacy@mafla.org.

Submitted by Nicole Sherf
MaFLA 2015 Poster Contest Winners

This year’s contest was a great success! We received 59 posters, 38 from middle schools and 21 from high schools across the state. The judges were impressed with the creativity and thoughtfulness of all the entries representing this year’s theme *Climbing the Proficiency Ladder: Many Languages, One Goal!*

Thanks for this year’s Poster contest judges: Colleen Connolly, Deirdre Kunar, Adriana Anderson, Carmen Tomlinson and Susana Pierce.

**Poster of the Year**

*Hyowon Kang,*
John W. McDevitt Middle School
Teacher, Ismail Colon

**High School Division Winner**

*Charlie Ritchie,*
Dracut High School
Teacher, Elizabeth Tocci

**Honorable Mention**

*Emma Oliver*
Sky View Middle School,
Teacher, Emily Loughlin

*Imani Physic*
Wood Hill Middle School,
Teacher, Patricia Gregory

*Will Buraczynski,*
Littleton High School,
Teacher, Jenene J. Allison

*Vida Chandwani*
Sharon High School,
Teacher, Nicole Strandson
This year's essay contest was a resounding success. We received 44 essays in all. Essays were thoughtfully written and pertinent to this year's conference theme: “Climbing the Proficiency Ladder: Many Languages, One Goal.” The following are some excerpts from the Middle School winner and runner-ups:

The increase in time and attention being paid to helping students learn more about other cultures is leading more people to want to learn how to speak another language. This inspiration among young students is creating a generation of kids that are going to build strong global connections throughout the world. The development of foreign language speakers is helping to create interconnectedness amongst people from all over the globe, and all of this stems from teachers and peers inspiring students to tackle the daunting task of climbing the proficiency ladder.

--- Kelsey MacCallum, grade 7, Annie Sullivan M.S., student of Stephanie Perri and M.S. Essay Contest Winner

Learning a language is important. Living in a melting pot of cultures means many languages from around the world are useful to know. However, without taking it step by step, you could forget parts of the language and struggle using the language. That is why the proficiency ladder is so important. By taking it rung by rung, you progress and expand your knowledge even greater. In my opinion, progressing step by step makes me feel it is much easier than originally thought to learn a second language. By starting with greetings, learning some verbs, and then adjectives and other vocabulary, I have gone from a Novice Low to a Novice High in about half a year! This is because through those three levels, I took it step by step, rung by rung.

--- Samantha Bunner, grade 7, Sky View M.S., student of Emily Laughlin, M.S. Essay Contest Runner-Up

At first, learning a foreign language seems daunting, like looking to the top of a ladder. Even though climbing that ladder is difficult, reaching proficiency at the top is well worth the struggle. Multilingualism has multiple benefits, from conducting global business affairs to just being able to travel. No matter what the reason, the goal is the same: being able to communicate.

--- Allison Care, grade 8, Wood Hill M.S., student of Norma Villarreal, and M.S. Essay Contest Runner-Up

From the first word you learn to a visit to a foreign country, you realize how you've grown as a person. The more you can speak, the more people you can communicate with. However, there are always people on the same level as you. You grow with them, communicate with them, and learn with them. We are all on a journey to the same place, as the theme states, "Climbing the Proficiency Ladder: Many Languages, One Goal.

--- Isabel Byrne, grade 7, Sky View M.S., student of Emily Laughlin, and M.S. Essay Contest Runner-Up

Success can be looked as a ladder, one must start at the bottom in order to get to the top. The most important thing to aid in climbing is faith and bravery. To advance to greater heights, you need to take your feet off the ledge below. The higher you get, the harder it is to prosper. Leaving the ground and taking that first step begins the adventure. After that, those next steps are easy, quickly moving through each one. Climbing takes courage, knowing that there may be a possibility of falling. It's never too late to start "climbing the proficiency ladder: many languages, one goal.

--- Helen Cohen, grade 8, Sky View M.S., student of Emily Laughlin, and M.S. Essay Contest Runner-Up

Respectfully Submitted, Stuart Gamble, 2015 Essay Contest Chair

MaFLA 2015 Video Contest Winners

**Video Contest High School winner:**

Rachel Nadolny, Grade 12, Dracut High School
Teacher: Fausta Asimakopoulos
Here is a link to the **Winning Video**.

**Video Contest Middle School winner:**

David Adly, Grade 8, Wood Hill Middle School, Andover
Teacher: Norma Villarreal
Here is a link to the **Winning Middle School video**.
MaFLA 2015 Past Presidents’ Award

Each year MaFLA provides awards to high school seniors in honor of our past presidents. This year eight students were each awarded $500.00. To be chosen, a high school senior must have demonstrated excellence in foreign language study and service or leadership within their school. One of this year’s winners is Katie Chiffer, a 2015 graduate of Masconomet Regional High School. Katie, who will be attending Boston University in the fall, plans to study nutrition and health but will continue her study of Spanish as well. She believes her proficiency in Spanish will be very useful in her future career.

Foreign language study is one of the few subject areas that offers the opportunity for continuity of learning over several years. When asked for her thoughts on her experience as a Spanish student for the past six years, Katie reflected on how far she has come since starting her Spanish studies when she entered middle school. She commented that all seniors should come back and visit a 7th grade class so that they can appreciate how far they’ve come with the language and so that beginning level students can see what they can achieve in the future with continuous study. Katie had this very experience herself when she completed her senior internship in the middle school classroom of Ally Van Laethem. Katie offers the following advice to foreign language students: “Don’t give up! Stick with it all four years of high school. It takes persistence but the reward is worth it.”

Jim Donahue and Su Bailey, Katie’s high school Spanish teachers, encourage their students to continue with Spanish by providing real life experiences to use Spanish in the classroom. They also encourage travel and study abroad. When asked about Katie, her teachers described her as one of the most driven, mature and likable students they have ever had. She worked hard every day to improve her Spanish proficiency, always wanting to understand how the language works. We congratulate Katie Chiffer on her award and send our best wishes to her as she starts her college career. We also appreciate the efforts of Jim Donahue and Su Bailey as they strive to encourage all their students to climb the proficiency ladder. For more information about the Past Presidents’ Award please visit the website at www.mafla.org. If you know an award winner and would like to submit an article to the MaFLA newsletter, please contact Ronie Webster at ronie@mafla.org.

Submitted by Jeanne O’Hearn
MaFLA 2015 Student Awards

Arlington Catholic High School, Carol Elises, Teacher - Awards to Dorie Campbell (SP), Elizabeth McCall (LAT), Julia Forbes (FR).

Arlington High School, Catherine Ritz, Teacher - Awards to William Doyle (LAT), Christina Kennedy (SP), Kayla Bertucci (IT), Mitchell Kwok (Mandarin), Julia Blass (FR).

Auburn High School, Daniel Creamer, Teacher - Awards to Megan MacQuarrie (SP), Carolyn Jeffries (FR), Sarah Lyons (LEAD).

Belmont High School, Adrienne Talamas, Teacher - Awards to Neal Mulani (SP), Carol Huang (LAT), Sabine Strauch (FR), Xinyi Zhang (CH).

Bishop Fenwick, Diane C. Eromin, Teacher - Awards to Emily Mills (FR), Melissa Cary (SP), Tina Cardone (LEAD).

The Bromfield School, Jennifer Fraser, Teacher - Awards to Emily Erdos (FR), Sofia Catalina (SP).

Chelmsford High School, Sharon Charbonnier, Teacher - Awards to Andrew Carillo-Sanchez (FR), McKenzie Flynn (LAT), Genesis Accost (SP).

Concord-Carlisle High School, Iolanda Volpe, Teacher - Awards to Lillian Piz (CH), Vanessa Ryan (LAT), Grace O’Neil (Fr), Daniel Murphy (SP).

Falmouth High School, Kelly Berrios, Teacher - Awards to Daniel Morrison (FR), Allison Dalton (LAT), Madison Scavotto (SP), Sara Buscher (LEAD).

Fontbonn Academy, Anke Herbert, Teacher - Awards to Jennifer Baer-Mota (SP), Victoria Crowley (FR), Krista Laforest (LAT), Lisa Tran (LEAD).

Foxborough High School, Debra Grant, Teacher - Awards to Kiam Scollins (FR), Alexandra Hyland (LEAD).

Franklin High School, Laura Evans, Teacher - Awards to Sean Barker (SP), Gillian Weaver (FR), Nickolas Stinehour (LAT), Nicole Rabovsky (LEAD).

Gateway Regional High School, Jerilyn Beauregard, Teacher - Award to Jessica Van Heynigen (SP).

Hingham High School, Susan Keyes, Teacher - Awards to Scott Whitney, Kristine McLellan (FR), Isabel Allen, Allison Walter, Kelly Morrissey (SP), Hayley Gray, Casey Rand (LAT), Samantha Garland, Isabel Allen (CH).

Matignon High School, Paula Gaffey, Teacher - Awards to Christopher Fothergill (FR), Colleen Foley (LAT), Nina Parziale (SP), Emily Hyejin Choi (LEAD).

Melrose High School, Kim Talbot, Teacher - Awards to Amanda Shu (FR), Rebecca Mounro (GER), Lily Tucci (IT), Madison Cotton (LAT), Karen Gonzalez (SP).

Monson High School, Ronie Webster, Teacher - Award to Gabrielle Longe (SP).

Mount Greylock Regional School, Amy Turner, Teacher - Awards to Sadie Sylverster (SP), Thomas Schoorlemer (LAT), Christina Butcher (LEAD).

Notre Dame Academy, Linda Gustafson, Teacher - Awards to Anna Del Brocco (FR), Emily Rivard (SP), Brittanie Wheeler-Dwyer (LAT).

Revere High School, Albert Mogavero, Teacher - Awards to Jennifer Mata (FR), Gabriela Estrada Arquinta (SP), Michael Reynolds (IT), Ying Ying Zhen (CH).

Sacred Heart High School, Carol F. Davis, Teacher - Awards to Jennifer Urbine (FR), Adam Tomasi (SP), Wanqiao Wang (GER/LEAD).

Ste Jeanne d’Arc School, Monique Letendre, Teacher - Award to Caleb Craig (FR).

Taconic High School, Angela Johansen, Teacher - Awards to Anna Keen Leonard (SP), Michael Hentry Boc (LEAD).

Triton High School, Regina Doyle Symonds, Teacher - Awards to Sarah Collins (FR), Kierston Flodman (SP), Rachel Williamson (LEAD).

Tyngsborough High School, Maryann Brady, Teacher - Award to Diana Welch (SP/LEAD).

Wachusett Regional High School, Lori Montverdi, Teacher - Awards to Artur Bielecki (FR), Alana Riggs (LAT), Kayley Surrette (GER), Laia Sancho-Rossi, Alyssa Russ, Brian Miller (SP), Megan Pantos (LEAD).

Wakefield High School, Ruben Reinoso, Teacaher - Awards to Elia LeBlanc-Royer (FR), Joseph Hurton (SP), Micaela Rose Botelho (IT), Mikayla Rose Botelho (LAT/LEAD).

Whitinsville Christian School, Karen Exoo, Teacher - Award to Katie Vriezenema (SP).

Winchester High School, Anna Tirone, Teacher - Awards to Kate Woolford (FR), Nora McEntee (IT), Maia Austin (LAT), Amy Ahang (SP), Luca Botis (LEAD).
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It’s All About Motivation

The theme for the End of Year Issue of the Newsletter is Motivation. So get motivated to share your experience and expertise with your colleagues.

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 End of Year Issue is Nov. 5

MaFLA is filled with STARS . . .

Get ready to submit your “star” proposal to ACTFL this December for the ACTFL Conference in Boston, November 2016.

Let’s show our Massachusetts Star Quality!