Get ready for MaFLA 2014!

Sturbridge Host Hotel, October 23-25, 2014

The conference is fast approaching, and I am looking forward to seeing everyone there! Whether you’re coming for the first time or are a seasoned attendee, here are some tips and highlights you won’t want to miss:

• Come on Thursday for a full day of workshops! We start at 9:00 a.m. with an offering of five different 6-hour workshops. Lunch is included with your registration and there will be muffins and coffee available in the morning. Then, at 4:30 p.m., we have two 4-hour workshop choices available. Dinner is included, and we have an Exhibit Hall preview with complimentary wine and cheese.

• Reserve your hotel room at the Host Hotel using the code 1410MAFLAC to get special rates.

• Friday morning, we have complimentary coffee available in our Exhibit Hall, as well as a cash-and-carry breakfast. The conference begins at 8:00 a.m., when we offer a variety of 3-hour workshops (for an additional fee) and 75-minute sessions. If there’s a particular topic you really want to go in depth on, check out our excellent workshops! There are workshops available in Pedagogy, Technology, Chinese, Italian, French, German, Latin, and Spanish!

• At noon on Friday, you won’t want to miss our Keynote Speaker, Rita Oleksak, as she elaborates the conference theme with her talk, “Teaching for Global Competence.” We will also have two raffles at the Keynote: an iPad Mini thanks to Passports Educational Group Travel, and complimentary registration for the NNELL Summer Institute. There are also two lunch choices available: cash-and-carry in the Exhibit Hall and a Buffet Lunch in the Courtyard (you need to pre-register, so add this when you register for the conference!).

• The sessions and workshops continue Friday afternoon, leading up to our newest tradition: the MaFLA Member Reception! This is our chance to thank you, our members, for your hard work and dedication with complimentary hors d’oeuvres and beverage, as well as live music! This incredibly popular event is a great way to unwind and connect with colleagues! And you won’t want to miss a raffle for a complimentary week-long trip to Costa Rica (flight not included) thanks to Costa Rican Resource!

• Saturday morning is another great half-day of sessions and workshops! The last session of the day is when language organizations hold their annual meetings — AATF, AATSP, AATG, MITA, and CAM. If you’re not a member of these language-specific organizations, come check them out and connect with teachers of the same language.

• All are welcome to the Business & Awards Luncheon at 1:00 p.m. on Saturday. This is our closing event of the conference, where we nominate new Board Members, give awards to teachers, and announce the 2015 Conference theme!

See you soon!

Catherine Ritz, 2014 MaFLA 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:
Ronie R. Webster
Email: ronie@mafla.org
41 Glenn Drive
Wilbraham, MA 01095-1439
Tel: 413-596-9284
Fax: 413-596-9513

Notification to Members of Membership Category Changes:
In order to streamline its operation, the Board voted at its September 25, 2013 meeting to eliminate the category of two-year membership. Two-year memberships will be honored through their expiration dates but are no longer an option. The member categories 1 and 3 will remain in effect (see below).
Please notice that membership dues remain the same without an increase; MaFLA has worked diligently and prudently on your behalf to preserve its price structures for your benefit. Please help us maintain the dues at this rate by honoring your dues renewal notice! Thanks so much!

Madelyn Gonnerman Torchin, Membership Coordinator
Questions: Email Madelyn at membership@mafla.org.

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
PO BOX 590193
Newton Centre, MA 02459

HAVE YOU . . .
MOVED?
CHANGED SCHOOLS?
CHANGED YOUR NAME?
Please notify Madelyn Gonnerman Torchin, PO BOX 590193, Newton Centre, MA 02459, Ph. 617.964.6141, (membership@mafla.org), to update your membership information.
OR
You can do it yourself. Just go to mafla.org and click Membership/Update Profile and log in to update your profile.
Please help us keep our files updated so you can receive ALL information regarding MaFLA.

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

MaFLA 2014

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2014 MaFLA Newsletter
Dear Colleagues:

It is mid-August, and I have just returned from vacationing in the Midwest with family and friends. New England has been enjoying a beautiful, relatively humidity-free summer, and I feel like I have just begun to relax. However, relaxation time for educators is fleeting, my back to school dreams have begun, and it seems like in just an instant, it’s time to think about going back to school again! Did you travel during the summer? Did you take a course, attend a workshop, and teach kids or colleagues? Did you participate in MaFLA’s Technology Days East and West in June or attend the Summer Immersion Institute in August? This year’s Summer Immersion Institute offered graduate credits through a new and exciting collaboration with Westfield State University!

September is a time to arrive at school refreshed and ready to try new ideas and strategies, as well as reflect and connect with colleagues. I love the first days of school. For me, going back to school is exciting and rejuvenating. I still get that “special outfit” to start the year off on the first day and I’m happy to see my colleagues and staff hear about their summer adventures, travels and families. Teachers are excitedly talking about new strategies they want to try and I am always glad to see so many fresh-faced students in our foreign language classes ready to learn. New teachers arrive in our departments eager to save the world and begin their careers and the important job of mentoring our new and often, young professionals, falls to us.

Are you a formal or informal mentor to teachers new to the profession? The first few days of school may be overwhelming to them. Reach out and offer a helping hand. Consider gifting them a MaFLA membership, or encourage them to join our professional organization at the new teacher rate. Offer to attend the MaFLA Annual Fall Conference with them and help them maneuver through workshops and/or sessions that will be beneficial to their career development. Teach them to build their professional repertoire of strategies and network with a variety of teachers. Encourage them to participate actively in their own professional growth! Participation in MaFLA’s Fall Conference and many professional development offerings throughout the year can quickly and easily facilitate new teachers’ growth.

The MaFLA Board has continued to develop Board Norms so that we can work effectively to provide the best service possible to our Membership. Mafla.org has many updated pages, particularly under the Advocacy section. Have you responded to our Speak-Out section on the website or are you following us on Facebook, Twitter or Pinterest? Take advantage of the Job Bank and read our award-winning newsletter. Catherine’s Conference blog is updated monthly and registration for the Conference is open and very easy to navigate! This year there is a Conference APP to make navigating the Conference even easier! MaFLA Board Members will be available at the Conference to help you download the APP to your phone or you can do it before arriving. Be sure to take advantage of the early bird pricing!

You will hear from MaFLA throughout the year. We have a Committee established to work collaboratively with the Department of Elementary and Secondary Education to establish samples of District Determined Measures (DDMs). The new Teacher Evaluation System for the State of Massachusetts will be in full swing and several Conference sessions are dedicated to this important process.

The MaFLA team continues to work with Massachusetts legislators to establish a State Seal of Biliteracy and advocate for foreign languages to be an integral part of each Massachusetts student’s education. We will continue to develop the most current and useful professional development that you need in order to succeed. This year members enjoyed Diversity Day, two well-attended Technology Days, East and West, the annual Summer Immersion Institute and in October, the Annual Fall Conference. Finally, in response to your concerns, with the current Conference venue, MaFLA has convened a committee to investigate other options. You will hear more about this in the coming months.

I hope that each of you has enjoyed a relaxing, productive summer.

Jane Rizzitano
MaFLA President 2014
At the young age of 21, I was hired to teach French at one of the three junior highs of my hometown simply because I spoke French and I had a minor in education. I was told to teach the textbook cover to cover. It was a sink or swim situation. Consequently, I taught the lessons exactly as they were written in the textbook, doing every drill and exercise indicated to teach the prescribed vocabulary and grammar. French was a subject that I taught without any knowledge of foreign language pedagogy or foreign language teaching techniques. As I gained experience and knowledge, I realized that there was a lot more to being a French teacher than being fluent in French. With time I came to realize the importance of the role of L2 acquisition theory if I were to be successful as a teacher of L2 and I understood the role of input, intake, and output in the acquisition of L2.

**Definitions**

Input is all the aural and visual language that students are exposed to on a day-to-day basis. It involves the listening and the reading skills.

Intake is the specific aural and visual language that students notice and internalize from the vast amount of input to which they are exposed. Pawlak states that it is the part of input that “stays in the stores of long term memory” (1) and Sabahat refers to it as “that particular amount of an input that a learner successfully processes to build up internal understanding of L2.” (2)

Output is the oral and written language that students produce from the intake as they speak and write in L2.

The following illustrates the input, intake, and output L2 acquisition process:

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INPUT             INTAKE    INPUT
Listening          Reading    Reading
Speaking           Writing    Writing
OUTPUT
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**Implication**

Because most people would like to speak a foreign language as soon as possible, the tendency in L2 classes is to focus on teaching students to speak the foreign language before they are capable of doing so. If one considers the role of input, intake, and output in L2 learning, the input skills, i.e., listening and reading, should precede the output skills, i.e., speaking and writing, because the input contains the words, structures, pronunciation, and stylistic information of L2 that the students need to know and to own before being able to produce the foreign language. One must consider that the brain of the student in beginning stages of L2 learning is like an empty warehouse that must be filled with the information needed, and that information comes from the input. Only a certain amount of the input actually gets taken into the warehouse and it is from this intake that the students get the information needed to produce L2 by means of the output skills. According to Krashen’s Input + 1 Theory, (3) it is important that the input be comprehensible and controlled if it is to become a part of the intake.

According to Swain’s output hypothesis (4) “one way for a language learner to acquire or learn a new language is for them to produce language that makes sense.” Students need both the opportunity to hear and see the language being learned (input), and the opportunity to produce that language (output), if they are to acquire the new language in the classroom setting. The following lessons highlight the controlled sequence of input, intake, and output.
Lesson 1: Teaching colors to beginning students:

Objective: Students will learn the names of colors and be able to use them successfully in all four language skills.

Input: Listening: The teacher
1. shows the color chart and pronounces the names of the colors several times in sequence and out of sequence.
2. points to a color and asks “C’est le rouge?” The teacher answers Oui, c’est le rouge or Non, c’est le bleu according to the color pointed to.
3. says a color and the students point to the correct color on the chart.

Input: Listening and Reading: The teacher
1. says the names of the colors as the students read silently the color chart with the names revealed.

Input: Reading: The teacher
1. shows the name of a color and the students point to the correct color.
2. shows a color and the students circle the name of the color.

Input and Output: Listening and Writing: The teacher
1. points to a color and asks Qu’est-ce que c’est? The students write the answer.
2. dictates C’est une fraise. Elle est rouge. and the students write what they hear.

Output: Writing: The students
1. describe in complete sentences the pictures of the fruits and their colors.

Input and Output: Speaking: The teacher
1. points to a fruit and asks Qu’est-ce que c’est? The students answer orally.
2. points to a picture of a lemon and asks C’est une orange? The students answer Non, c’est un citron. The teacher asks Et la couleur? The students respond C’est jaune.

Output: Speaking: The students
1. describe orally the fruits and their colors on the pictures that they have.

The proper use of the listening skill will facilitate the conversion of input into intake. Although the students are not required to speak the names of the colors aloud in the input stage, most will engage in what Vygotsky calls “inner speech” i.e., they will say the words silently in their minds as they hear the teacher say the words over and over again. (5)

Lesson 2: Teaching fruits to beginning students and recycling colors:

Objective: Students will integrate the colors with the names of fruit.

Input: Listening: The teacher
1. shows a picture of a fruit and pronounces the name of the fruit several times in sequence and out of sequence: C’est une banane. La banane est jaune. Elle est jaune.
2. points to a picture of a fruit and asks C’est une banane? The teacher answers Oui, c’est une banane or Non, c’est une pomme. The teacher continues La banane est jaune? and answers Oui, elle est jaune. The teacher asks La banane est rouge? and answers Non, elle est jaune.
3. says the name of a fruit with its color and the student points to the correct picture.

Input: Reading: The teacher
1. shows pictures with the names of the fruits indicated.
2. shows the name of a fruit and the students point to the correct picture.
3. shows a picture of a fruit and the students circle the correct name.

Input and Output: Listening and Writing: The teacher
1. points to a fruit and asks Qu’est-ce que c’est? The students write the answer.
2. dictates C’est une fraise. Elle est rouge. and the students write what they hear.

Output: Writing: The students
1. describe in complete sentences the pictures of the fruits and their colors.

Input and Output: Speaking: The teacher
1. points to a fruit and asks Qu’est-ce que c’est? The students answer orally.
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Output: Speaking: The students
1. describe orally the fruits and their colors on the pictures that they have.

According to this process, the listening skill is of prime importance at the beginning stages of L2 acquisition and a great deal of time should be spent developing this skill. Having students then read what they hear helps convert input into intake, reinforces the learning process, and helps to develop accuracy. Because it is true that no one attempts to speak until he/she is ready, it then makes sense to precede speaking by writing, the latter being another way to reinforce the material to be learned.
Lesson 3: Students will describe orally and in writing the following scene. This is for a second year L2 class.

Objective: The students will describe orally and in writing the picture below.

Input: Listening: In this step, the teacher
1. will describe the picture orally in 5 five sentences while pointing to the specific areas being described.
2. will conduct a true/false activity about the picture. Students answer only true or false.
3. will ask yes/no type questions about the picture. Students answer only yes or no.
4. will conduct a multiple choice activity about the picture. Students answer only a b or c.

Input: Reading and Listening: In this step, the teacher will read aloud five sentences describing the picture as the students follow the script silently. After putting the text aside, the students
1. will read and do a true/false activity about the picture. Students answer only true or false.
2. will read and answer yes/no type questions about the picture. Students answer only yes or no.
3. will read and do a multiple choice activity based on the picture. Students answer only a b or c.

Input and Output: Listening and Writing: In this step, the students
1. will write correctly the vocabulary words that they hear the teacher say.
2. will write correctly the sentences that they hear the teacher say.
3. will answer in complete sentences in writing the teacher’s oral questions about the picture.
4. will correct in writing the false statements that the teacher makes about the picture.

Output: Writing: In this step, the students
1. will write a short paragraph describing the picture.

Input and Output: Listening and Speaking: In this step, the students
1. will answer orally the questions that the teacher asks about the picture.
2. will correct orally the false statements that the teacher makes about the picture.
3. will ask their partner questions about the picture.
4. will complete the sentences that their partner will ask.

Output: Speaking: In this step, the students
1. will describe the picture orally.

In lesson 3, each step is designed to facilitate the conversion of the input into intake so that the final goal of developing the writing and speaking skills will be more easily realized.

Conclusion

In order to facilitate the development of the output skills of writing and speaking, it makes sense to develop a strategy that is designed to increase the intake of information that one receives from the input coming from the language environment that one is in. That can best be done by a controlled application of the input skills, i.e., listening and reading, as proposed and illustrated by this article.

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.
Why I LOVED MaFLA TECH Day

I will begin by admitting that I am a technophile. I love technology and have since I purchased my first Atari computer and created a rudimentary grading program to make my life easier. Today I follow all of the technology gurus on twitter and facebook, and bookmark all of the great ideas, web 2.0 resources, and apps that they recommend. My problem is that I just do not have enough time to play with them all and learn how to integrate them into my classroom. Well, the problem was solved when MaFLA Tech days were started.

This year I had the opportunity to be a participant in the MaFLA Tech Day West, held at Longmeadow High School. Our “Technology Immersion” began with an invigorating presentation by Jimmy Wildman of Glastonbury High School. Since I was already familiar with Google Drive and gmail I was eager to learn more from his session Google This: Apps for the World Language Classroom. I was delighted to see how to set up a google calendar, customizing the color, the view and the language of the calendar and embed it in a teacher website for students to view. Next, he demonstrated how to do a Google Custom Search and get high quality results for use in your classroom. Jimmy’s ideas for using Google forms really expanded my own thinking on how to incorporate these and his explanation of how he incorporates Google News provided numerous other applications of Google tools. In reviewing my notes, I just realized that I wrote a note to myself during this session, “Ronie – Get the book Google Apps Meet the Common Core.” I had forgotten about that but just ordered it at Amazon.

The next session featured Amanda Robustelli-Price from Newington, CT. Amanda shared with us numerous web 2.0 websites that teachers can use for free. Once again, I was familiar with most of them but limited in ideas for applications. We started with polleverywhere.com, which is great for warm up and discussion. Amanda provided ideas on how to incorporate this into our classes and participants also contributed numerous creative ideas.

The next two websites we investigated were Wordle, a great site for word clouds, and Survey Monkey. Next we played with Voki, Animoto, Voice Thread, Padlet and Socratic. She also shared with us some great tutorials on how to use these sites. I greatly appreciated the opportunity to share ideas with other foreign language professionals, and the enthusiasm of all participants.
After a delicious lunch, a session on Digital Organization and Presentations: Edmodo, Google Drive, Evernote, Dropbox and Haiku Deck was presented by Alison Nelson of Sandwich High School. Alison shared many ideas on file organization and management. Wow, did I even benefit from this, as often I spend a great deal of time trying to find “that document that I know I have . . . somewhere.” She also showed us Educreations, an app similar to ShowMe, and Screencastomatic.com which is a screen recorder that allows up to 15 minutes of recording and is free. What a gem! Again, the time to play with these apps and to share uses for them was so valuable.

Our day ended with Dr. Karolina Kopczynski of East Windsor High School (CT) engaging us with a session on Reading & Listening comprehension and Writing & Speaking Proficiency = Online Applications. We heard about Voxopop, a voice-based e-learning tool which allows students to easily record themselves. Karolina suggested that we get an account and set it up, record a prompt and have the students respond. She also showed us how to start our own talk group. For writing, Karolina suggested Kidblog, which is designed for student K-12.

We also heard all about Zentation – zentation.com – another free website for online presentations. Zentation combines video and slides to create online presentations that simulate the live experience. I definitely need to get this as it is almost ideal for students who are absent (especially those who have a prolonged illness) and it would also be perfect for days I am absent (which are usually days I am at professional development activities).

My favorite, however, that Karolina presented, is Kahoot. I cannot believe that I was aware of this and had never investigated further until this workshop. I love it. It is a game-based classroom response system. I highly recommend that you not miss this app. Go out and investigate. Try some of these and let us at MaFLA know how you are using them. We need to share our incredible expertise more often. Thanks so much MaFLA for provided me the time and space (supported by experts) to really learn how all of these great resources can improve the teaching and learning or foreign languages. Without this opportunity, they would all still be “bookmarks” that were listed in my favorites but NEVER used! Hey MaFLA colleagues . . . now it is your turn to share your ideas with us. Email me at ronie@mafla.org
August 8-10, 2014

This year’s summer Institute had 3 language strands: French, Spanish and Latin, and was attended by 74 participants, a record number: 42 in Spanish, 18 in French and 14 in Latin. Of that group, 22 members opted to receive graduate credits from Westfield State University by submitting a written synopsis of each session they attended and describing how they would incorporate the material presented into their district or classroom curriculum and by also submitting 2 original lesson plans with accompanying objectives, activities, assessments and rubrics. Participants who attended the full 3-day weekend were awarded 30 content PDPs.

The Institute’s Director, Joyce Beckwith, along with MaFLA President Jane Rizzitano, welcomed the attendees at a Friday morning assembly. Advocacy Chair Nicole Sherf spoke about future initiatives including the “Seal of Biliteracy.” Acting President-Elect Tiesa Graf introduced the Fall Conference Program to participants and raffled off a complimentary registration, a 3 hour-workshop ticket and two Conference tee shirts!

Josué Cabral (Brookwood School) coordinated the French strand and also gave a session on Sunday morning on interactive activities. On Friday, Adina Alexandru (Bay Path College) presented on AP themes in the film “La Haine” and Cynthia Teixiera (Coventry, RI HS) presented on “La Maghreb.” On Saturday, Rebecca Stanton (Groton School) gave a session on “Bringing a Multicultural Dimension to your Classroom,” followed by Kristen Russett (Marblehead MS) who presented on “Sports in the French Classroom,” and Steven Galante, an official tourist guide in Boston, who gave a session on “Discovering French Boston.”

Beatriz desLoges (Concord-Carlyle HS- retired) and Olyan Rosal (Harvard HS) co-coordinated the Spanish strand. On Friday, Matt Jones (Hamilton-Wenham HS) presented on “Thematic Units Using Films,” followed by Sandra Noack (UMASS/Lowell) who gave a session on “Using Songs in the Classroom.” On Saturday, María Hernandez (Andover MS) Adriana González and Isa Pérez ( both from Andover HS) gave a workshop on “Learning Culture Through Dances.” Each presenter demonstrated folkloric dances from her native country: Isa from the Dominican Republic, María from Ecuador and Adriana from Venezuela. Accompanied by guest musicians who played the guitar and other traditional instruments, participants enthusiastically learned the intricate steps and enjoyed showing off their moves!


Madelyn Torchin (Tufts Univ.) coordinated the Latin strand. On Friday, Jacque Carlon (UMASS/Boston) gave a session on “Reading Strategies to Activate the Latin Classroom,” followed by Brenda Cook (Brockton HS) who presented on “Literacy in the Latin Classroom.” On Saturday, Klara Sands (Wayland MS) presented on games and mythology, followed by Karen and Aaron Fuller (Bancroft School) who gave a double session on “Best Practices in Technology.” On Sunday morning, Madelyn Torchin gave a session on “Collecting Evidence for New Evaluations.”

All three language strands held “Swap Shops” on Sunday afternoon. Participants in the French and Spanish strands took advantage of the Immersion setting and spoke only in their target languages throughout the weekend. Thank you to all the presenters and MaFLA Directors, Adina Alexandru, Gloria Blanco, Pat diPillo and Cherie Baggs, who helped with the sessions and worked at registration! Un Grand Merci Josué! Muchíssimas Gracías Olyan y Bea! Gracias Madelyn! Until next summer…!

Submitted by Joyce Beckwith, PD Coordinator.
Past Presidents’ Award Winners

Helen Au

I am extremely grateful of being a recipient of the MaFLA Past President’s Scholarship Award. Receiving this scholarship is important to me because it recognizes all the hard work I have put into the Spanish language. As a student who has struggled to learn English, I am very surprised to find myself learning a new language. If it was not for the dedication of my Spanish teacher, I would not have come so far. I will continue to advance in the Spanish Language and possibly learn another language too.

As a student at Brockton High School, I am a member of the Key Club, National Honor Society, National Foreign Language Honor Society, Teri Club, marching band, and wind ensemble. Outside of Brockton High School, I am also a member of the Brockton Youth Council. I will be attending Boston College in the fall. I plan to major in nursing or biology with the intention of becoming a doctor one day.

Kenneth Graczyk

Kenneth Graczyk is a seventeen-year-old graduating senior at Malden Catholic High School, where he was a member of the Spanish Club. He was first introduced to foreign language study in elementary school with beginner Italian, and then began the study of Spanish at the age of eleven at Stoneham Middle School in 2007. He studied Spanish each year of high school and received the National Spanish Exam Bronze Medal in freshman year and the Gold Medal for the past two years in levels 3 and 4. He has also recently begun self-study in Japanese. He is looking forward to continuing foreign language study at the University of Massachusetts at Amherst in the fall and hopes to study abroad while in college.

Sarah Malala

My name is Sarah Malala. I am a 2014 graduate of Bishop Fenwick High School in Peabody. I studied Spanish for several years in grade school but switched to French in high school (one of the best decisions of my life). My senior year, I was able to travel to Paris for four days over winter break. The people, atmosphere and food were all amazing. This year I was lucky enough to place first at two French oratorical contests: one local and one at the regional level, where I recited how the Rwandan genocide has influenced history. At Fenwick, I was president of the National Honor Society, a member of the Recycling Club (Preserve Our World’s Resources) and Current Events Club, editor of the school newspaper, a participant in Campus Ministry events, and valedictorian of my class. I volunteer as a confirmation teacher at my local parish and as a peer mentor at the Bates School in Salem. In addition, I work part time at a florist shop in Peabody. In the fall, I will be attending the College of the Holy Cross. While I am uncertain of my major, I am interested in pursuing a minor in French while exploring other languages such as Italian and Russian during my college years. I am strongly considering a possible career as a translator or interpreter. I am incredibly grateful to have received this award and thank MaFLA for the opportunity to expand my education.
Dear MaFLA Colleagues,

The 2014 Poster Contest was an exciting activity for all of the MaFLA members, foreign language students and K-12 schools across the Commonwealth of Massachusetts. This year’s competition attracted a total of 72 posters. Ten high schools with 34 high school students, twelve middle schools with 36 middle school students.

The theme, “Multilingualism: The Foundation of Global Leadership”, was showcased in many original and creative ways. The artistic expression was demonstrated with multi talent. Certificates and acknowledgements have been sent to all participants. This year’s competition was extremely high especially in the middle grade level. Judges were very excited about the outstanding quality of the overall artwork. The winner's poster will be framed and displayed at the MaFLA Annual Conference in October. Our heartfelt gratitude goes out to the judges and all of the participants and their wonderful teachers who took on this challenging task especially during those endless snowstorms in March and April early this year. Thank you from the bottom of my heart for keeping the creativity flow throughout the stormy weather and going to the post office for the delivery of those long tubes!

We are pleased to announce that the following students were selected as this year’s winners.

**Poster of the Year**

**Anastasia Korin**, Grade 11  
Sharon High School  
Teacher, Kathleen Turner

**6-8th Grade Division Winner**

**Megan Schirl**, Grade 7  
Triton Regional Middle School  
Teacher, Carol Regazzini

**Honorable Mention**

**Jeffrey Zhou**, Grade 9  
Boston Latin School,  
Teacher, Shan-Lee Liu

**Madison Grover**, Grade 10  
Dracut Senior High School,  
Teacher, Christine Lord

**Sally Lee**, Grade 7  
Wood Hill Middle School,  
Teacher, Norma Villareal

**Ellie Odoy**, Grade 8  
Triton Regional Middle School,  
Teacher, Ann Welch
MaFLA 2014 Essay Contest Winners

This year’s essay contest had as its theme Multilingualism: The Foundation of Global Leadership, which prompted sixty students from around the Commonwealth of Massachusetts to probe deeply into the ways in which Multilingualism is the underpinning of leadership in our increasingly global society. Twenty-four middle school students and thirty-six high school students submitted thoughtful and revelatory essays. This year’s High School winner was Sruti Pandey of Burlington High School. Susan Price is Sruti’s teacher. Sonali Sikder of Wood Hill Middle School crafted our winning essay in the Middle School division. His teacher is Maria Hernandez.

Honorable Mention Essay for the high school division were submitted by Cindy Lee, Boston Latin School, Olivia Del Brocco and Emily Paige, Notre Dame Academy, Brandon Hoots, Dracut SHS and Daniel Schwarzhoff, Pope John Paul II H.S. Middle School Honorable Mentions go to Savannah Salitsky, Wayland Middle School, Cecilia Veira, Wood Hill Middle School, Emily Graham, Annie Sullivan Middle School and Miranda Baumann, Hopkinton Middle School.

A very special thanks to all teachers and their students for participating.

The following are some quotes from our MaFLA essay contest winners and runner-ups:

“People feel that their leaders are more approachable and trustworthy if they speak their language. If they interact with their leaders more effectively, citizens can truly transform their society and government. Politics will be more transparent and accessible to those who previously paid less attention to it. Learning a second language engenders trust and fosters cooperation.”

H.S. Essay winner and Essay of the year, Sruti Pandey, student of MaFLA member Susan Price

“When you know many languages, it increases global understanding, keeping you from becoming insular. This can make it easier to negotiate with foreign countries, and establish healthy relationships in the global community. Communication is an important skill in today’s world, where technology allows us to travel all over the world.”

Sonali Sikder, M.S. Essay Winner, student of Maria Hernandez

“The impetus for helping others is the compassion we feel for them, but in global situations the language barrier can prevent relationships from forming among people of different ethnicities. By learning another language, one does not only gain the ability to communicate with more people, but one becomes more worldly and understanding of others. One is then more likely to be a global leader, helping others to better social and economic positions.”

H.S. Essay Runner-Up, Daniel Schwarzhoff, student of MaFLA member Lora Kelley

“When someone decides to learn a language, they take a step towards global unification. Multilingualism can help unite the people of the world through conversation, cultural education, and problem solving. Multilingualism is the base of global leadership.”

Miranda Bauman, M.S. Essay Runner-Up, student of MaFLA member Julie Feeney

“Even if you are not a national leader, being multilingual puts you one step ahead of others. You have a share in that culture and community and YOU become the everyday citizen that can help others. To become multilingual is to start down the path towards leadership and advanced communication.”

H.S. Essay Runner-Up, Olivia Del Bracco, student of MaFLA member Valerie Kerxhali

“Multilingualism and cultural empathy will soon become essential building blocks of global leadership.”

H.S. Essay Runner-Up, Cindy Lee, student of MaFLA member Shan Lee Liu

“Multilingualism is astoundingly significant in our world. If you wish to become, see, and achieve more than your current life allows, you need only to learn a second language, and begin your transformation.”

Cecelia Vierira, M.S. Essay Runner-Up, student of Patricia Gregory
The MaFLA Board of Directors has established an awards program for students of foreign languages in public and private schools in Massachusetts. Awards categories are:

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

This year we received requests for awards from and mailed out certificates to 30 schools (29 high schools and 1 middle school). The following is a listing of the ninety award certificates that were mailed out. MaFLA wishes to congratulate all awardees.

**Andover High School**, Jorge Allen, Teacher; Award to Catherine Haut (SP), Katherine O’Hara (LATIN), Gefeiyang Sun (LEAD).

**Arlington Catholic High School**, Kathleen Grugan, Teacher - Award to Alex Plowden- (Spanish), Monica Galluccio- (Latin), Nieve Morin- Honors (French).

**Attleboro High School** Peter A. Pereira, Teacher, Award to Elizabeth Clifton (SP), Benjamin Wagner (FR), Brandon Clarak (LEAD).

**Auburn High School**, Daniel Creamer, Teacher; Award to Sarah Wilcox (SP), Jennifer Sarno (FR), Camille Thomas (LEAD).

**Belmont High School**, Adrienne Talamas, Teacher-Award to David Green-Spanish, Peter Staub Latin, Keith Burns-Chinese, Yuansi (Amy) Zhang-French

**Bishop Fenwick**, Diane C. Eromin, Teacher, Awards to Sarah Malala (FR) and (LEAD), Madeline Uretsky (SP).

**The Bromfield School**, Jennifer Fraser, Teacher, Award to Ryan Kennedy (FR), Maratina Stadler (SP).

**Cathedral High School**, Cynthia Cohen Williams, Teacher; Dominic Savoie (FR), Mary Iellamo (SP).


**Cohasset Middle High School**, Margaret Jordan, Teacher; Award to Nathan Bumstead (LAT), Will Butenschoen (SP), Kate Broderick (FR), Matt MacCormack (LEAD).

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**MaFLA 2014 Video Contest Winners**

Participation in this year’s Video Contest was up significantly from previous years as more people embrace this method of expression. MaFLA would like to congratulate our winners for 2014 and thank all who submitted entries for their participation.

Our Grand Prize Winner were **Christopher Harper & Michael Kyriakidis**, Grade 11 Boston Latin School, teacher: Shan-Lee Liu

The High School Division winner is: **Kyle Scott**, Grade 9 Dracut HS, teacher: Christine Lord.

The Middle School winner is **Kevin Kane**, Grade 8 Annie Sullivan Middle School in Franklin, teacher: Stephanie Perri.
MaFLA 2014 Student Awards

Concord-Carlisle High School, Iolanda Volpe, Teacher, Award to Ann Tran (CH), Isaac Xia (LAT), Anneliese Braunegg (Fr), Michael Murphy (SP).

Dover Sherborn High School, Jeff Ferris, Teacher; Award to Jack Litle (FR), Andrew Stone (SP), Conor Donovan (LATIN), Caitlin Sheehan (CH).

Duxbury High School, Donna Holt, Teachear, Jill Coghlan LATIN, Kaylee DeChellis (ASL), Brianna Connolly (FR), Kevin Coakley (SP). Kaeden McClintock (LEAD).

Fontbonn Academy, Anke Herbert, Teacher, Award to Katharine Comber-Spanish, Sylvie Grenier-French, Collette O'Connor-Latin, Shamela Leonard-Leadership.

Foxborough High School, Debra Grant, Teacher, Award to Brooke Lisbeth Dudek-French and Leadership.

Franklin High School, Laura Evans, Teacher; Award to Rachita Chaudhury (SP), Alexa Frongillo (FR), Nikki Singh (LATIN), Erin Moreau (LEAD).

Hingham High School, Susan Susan Keyes, Teacher, Award to Clenene Chen, AP Chinese, Hanna Collings AP French, Matthew Parks-Latin 4Honors, Kathryn Connolly-AP Spanish Literature.

Marian High School, Suan Antonellis, Teacher; Awards to John Egizi (SP), Anthon Cintron (FR), Lauren Ianni (LATIN).

Matignon High School, Paula Gaffey, Teacher, Award to Jiadong Bao French IV, Joseph Palladino AP Latin, Matthew White-AP Spanish, Emily Hontoria-Leadership.

Monson High School, Ronie Webster, Teacher, Award to Audrey Bowen-Spanish 5Honors, Robert Thorpe - Leadership.

Mount Greylock Regional School, Marjorie Keeley, Teacher; Award to Amalia Leamon (FR), Kelsey Hebert (SP), Derek Wood (Latin), Emily Kaegi (LEAD).

Nataick High School, Denise Trubiano,Teacaher; Award to Aaron Wilson (German), Juliana Van Amsterdam (LAT), Ryan Ward (FR), Matt Bonifacio (SP), Linsey Malia (LEAD).

Notre Dame Academy, Linda Gustafason, Teacher, Award to Emily Knowx (FR), Kristen Rezuke (SP), Eileen Michaud (LAT).

Revere High School, Albert Mogavero, Teacher; Ouarda Meheya (FR), Karina Kalinina (SP), Shannon Spillane (IT), Joson Medina Restrepo (CH).

Sacred Heart High School, Carol F. Davis, Teacher; Award to Alessandra Pasquale (FR), Henry Eshbaugh (Latin) Lily Bassett (SP), Kellly Goodell, (German).

Taconic High School, Angela Johansen, Teacher; Award to Bailey Stokes (SP)Casey Ouillette (LEAD).

Triton High School, Regina Sternlicht, Teacher, Award to Casey Ross (CH), Curran Callewaert (FR), Daryn Sydney Rybicki (SP), Laura Frackiewicz (LEAD).

Tyngsborough High School, Maryann Brady, Teacher; Award to Joseph Hustins (SP).

Wachusett Regional High School, Lori Montverdi, Teacher; Award to Carly LePore (FR), Amy Kopec (Latin), Katherine Bowman (German), Brian Miller (SP), Hope Singas (LEAD).

Wakefield High School, Ruben Reinoso, Teacaher, Award to Rachel Schatz (FR), Tyler Zolud (SP), Meghan Robbins (IT), Cassandra Cleary (LAT), Emily Curran (LEAD).

Whitinsville Christian School, Karen Exoo, Teacher, Award to Angela Bobe.

Winchester High School, Anna Tirone, Teacher; Award to Abigail MacLean (CH), Claire Ferguson (FR), Allshun O'Malley (IT), Andrew Chalas (LAT), Amelia Paine (SP), Kathleen Schipelitti.
IN THIS ISSUE
Get Ready for MaFLA 2014 1
President’s Message 3
Roles of Input, Intake and Output 4
MaFLA Tech Days 7
Summer Institute 9
Past Presidents’ Scholarship Winners 10
Poster Contest Winners 11
Essay Contest Winners 12
Video Contest Winners 13
Student Awards 13

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Deadline for the End of Year Issue is Nov. 5