Despite my love of summer, I always feel a certain thrill when it is time to go back to school: choosing school supplies, picking a lunchbox, buying a new outfit (or two), decorating my clean classroom and reflecting on how I will better engage and guide my students as they move along the road to proficiency. This year there is an additional element to add to my list: preparing to welcome the American Council on the Teaching of Foreign Languages’ (ACTFL’s) 2016 Annual Convention and World Languages Expo to Boston!

This event promises to be an exciting, rich, and motivating professional development opportunity. More than 7000 language educators will learn about innovative programs, research-informed best practices, current trends in the language profession and foreign language advocacy strategies. The goal is to give you the tools to successfully impact your students to succeed in the learning process.

What you need to know:
• ACTFL’s Annual Convention and World Languages Expo will be at the Boston Convention and Exhibition Center from Friday, November 18 - Sunday, November 20. Pre-convention full and half-day workshops will be held on Thursday, November 17.
• It’s not too late to register!!
• October 16, 2016 is the Advance Registration deadline! Don’t miss it!
• There is a link to the ACTFL registration page on the MaFLA website (www.mafla.org).
• You will pay the discounted ACTFL/MaFLA price as long as your MaFLA dues are paid through November 30, 2016. If you have questions about renewing your MaFLA membership, contact the MaFLA Membership Coordinator (telephone: 617-431-3891 or email membership@mafla.org).
• Registration for the Convention allows you to go to the Opening General Session on Friday morning, November 18. You can then select from 800 educational sessions and attend those that best meet your goals; visit the 250 companies exhibiting their latest products and services in the Exhibit Hall; and interact with fellow language educators in a variety of unique settings for the rest of the day Friday, all day Saturday, and until 12:15 PM on Sunday.
• You must register separately to attend one of the half and full-day Pre-Convention workshops (Thursday, November 17), the annual MaFLA Business & Awards Luncheon (Friday, November 18), or one of the Embassy Luncheons (Saturday, November 19).
• The full Convention program is now available online. Check it out and start planning your ACTFL schedule now!
• MaFLA is offering a complimentary 3-hour workshop entitled “Increasing Student Proficiency Outcomes In Today’s World Language Programs” for non-foreign language administrators (superintendents, curriculum specialists, principals, assistant principals, guidance counselors, school committee members, etc.) on Friday, November 18 from 1:30 PM - 4:30 PM at the Westin Boston Waterfront. There will be a panel of national leaders in the field who will address current trends in foreign language teaching: proficiency, best practices, and the Seal of Biliteracy. This workshop is designed to advocate for increased and improved foreign language programming across the state. Your administrators may register at http://tinyurl.com/J4BFHUI. Please contact Nicole Sherf at Advocacy@mafla.org if you have any additional questions. (see page 33 for more)
• MaFLA’s annual Business and Awards Luncheon will be held on Friday, November 18 from 12:00 PM - 1:15 PM. Come and enjoy a hot lunch, vote on changes to the MaFLA by-laws, elect next year’s Board Members, and celebrate the achievements of your colleagues in Massachusetts. You may register for the luncheon as part of the ACTFL registration.

ACTFL Central: The hub for inquiring about all aspects of ACTFL.
Educational Sessions: One-hour time slots during which attendees will learn about innovative programs, research-informed best practices, current trends in the language profession, and foreign language advocacy strategies. The sessions may be in one of various formats: lecture, hands-on, round table discussion, paper presentation, or plenary. There are sessions for all instructional levels and languages.
Career Café: An opportunity to learn about and share information about the career search process.
Collab Zones: Areas of the Exhibit Hall where you can learn about ACTFL’s assessment tools.
Confer-sation Corner: Two-time slots dedicated to the “unconference” model of professional learning. Participants decide which topics they would like to discuss with their colleagues to gain and contribute knowledge.
Electronic Posters: One-hour time slot during which presenters share their research or projects with attendees via computer. Multiple electronic posters will be set up on high top tables at the same time.
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
- Back to School - August 5
- Spring - March 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

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

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

MaFLA 2016

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RENEW YOUR MEMBERSHIP AND SAVE $$$

As a partner organization for the 2016 ACTFL Convention in Boston, MaFLA is allowed to offer its members registration at the ACTFL discounted registration price! Please keep your dues current, as only those whose memberships are valid through November 30, 2016 will have access to this benefit. Renew your dues today and take advantage of all that MaFLA has to offer! Best for a wonderful 2016 ACTFL Convention in Boston!

For updates and questions, please contact
Madelyn Gonnerman Torchin, Membership Coordinator
Welcome back! By now many of you have already started your academic year, have greeted your new students and have already engaged them in their learning. MaFLA hopes that you had a restful and relaxing summer which allowed you time to rejuvenate. For me this time is always a “mixed emotions” time of the year. I am sad to see those beautiful, warm and relaxing days of summer go but excited to greet my new students and implement all of the new ideas and pedagogies I acquired through my summer PD – whether it was simply reading some great books or it was formal courses and/or workshops. This summer I had the opportunity to attend the Proficiency Academy Intermediate level with my Monson colleagues. This proved to be another excellent PD program and really helped us to build on what we learned at the Proficiency Academy held during the summer of 2015. I also had the opportunity to attend the MaFLA Summer Institute which has been part of my summer PD for many years. As always, it was top quality. I am excited to put into practice all of the learning I gleaned from both of these outstanding PD offerings.

Speaking of PD, this issue of the MaFLA Newsletter begins with an article by our Conference Chair, Kathleen Turner, informing you of the unique opportunity to attend a national conference, as ACTFL will be right here in Boston in November. I am looking forward to the workshops and sessions that will be offered there and have already chosen several that will be a great follow-up to the professional development of the summer. I encourage you to be a part of this experience and hope to see a record number of MaFLA members there. Next you will find articles about a variety of other professional development opportunities that occurred. If you attended or even if you missed the MaFLA PD offerings this summer be sure to check out the articles about them. You can find out all about the Proficiency Academy on pages 12 and 13 and the Summer Institute on pages 14 and 15. In News we also have articles about districts that have shifted their focus to proficiency and about the Seal of Biliteracy, its status and what some schools have done piloting the Seal. Another article, included in News and authored by MaFLA member Rebecca Blouwolff, talks about Teacher Leadership and how each of us can cultivate our own leadership potential. We also offer a great article for Latin teachers which is an interview conducted by Madelyn Gonnerman Torchin, our Membership Coordinator, with Sherwin Little, Executive Director of the American Classical League.

This issue focuses on the theme Languages are the Keys to Global Understanding which our Conference Chair Kathleen Turner has chosen for this upcoming conference in conjunction with ACTFL. As editor, I am delighted with the variety of articles we have on this topic. We have articles which discuss how global competence is embedded in our foreign language standards and talk about the importance of examining cultural perspectives. These articles clearly connect world language learning and global competence. We have articles about what some of our Massachusetts schools are doing to connect their students to the global community. These articles might inspire you to develop similar projects and I am certain that the authors would be happy to offer assistance and advice. We also have an exciting article with a student voice. Sandra Roper, the daughter of MaFLA board member Britta Roper, wrote an article about the benefits of her high school year abroad. Sandra explains that she became a global citizen by becoming a part of the global community. Another of the articles deals with a much needed topic in today’s world – Promoting Tolerance Through The Study of Foreign Languages. Everyday, we hear about the need for our students to have those “soft skills,” in particular empathy and the ability to see through other perspectives. These articles are powerful and are great advocacy tools to promote the study of foreign languages. Be sure to share them with administration, guidance, and parents.

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**From The Editor’s Desk**

Author of Futuretainment: Yesterday the World Changed, Now It’s Your Turn, Walsh considers how to translate emerging technologies and shifts in human behavior into pragmatic plans for transformation.

**Photo Booth:** Area where you can get a souvenir photo taken for the cover of the Language Educator.

**Pre-Convention Workshop:** A full or half-day workshop that takes place the day before the Convention opens. There are more than twenty offerings, including MaFLA’s immersion workshops in Mandarin, French, Spanish, and Latin. Pre-convention workshops are not part of the Convention registration.

**Social Media Lounge:** An area where you can recharge your devices and participate in mini-byte sessions on current tech topics.

Submitted by Kathleen Turner 2016 Conference Chair
We end this issue with a summary of all of the winners of the various contests and awards which MaFLA offers. We congratulate those teachers whose students won recognitions and awards, and send a big thank you to all of those teachers whose students participated. It is never too early to start planning how you will become involved in the upcoming year.

As I begin my 44th year of teaching, I continue to be inspired by MaFLA and all of the wonderful colleagues I have had the opportunity to meet and work with throughout my career. Each one of you has shaped me as an educator. I wish you a wonderful 2016-17 academic year and I hope you will become involved with this organization that has had such a powerful IMPACT on my career.

Yes, I had a purpose for writing IMPACT in capital letters and bold. The theme of our end of year issue is IMPACT, which is the theme of the ACTFL Conference this year. Here are some ideas and remember we welcome YOUR CONTRIBUTIONS:

- How has participation in the ACTFL Conference or in any professional development had an impact on you as a professional?
- How has participation in the ACTFL Conference or in any professional development impacted your practice?
- How has or will your participation in the ACTFL conference or any professional development impact your students?
- What have you taken from the ACTFL Conference or from any professional development that will in turn impact your students to succeed in and progress in their language learning process?
- What products/services did you learn of at the ACTFL Conference or that you are using that will impact or have impacted your classroom and teaching?

I encourage you to send an article to YOUR professional newsletter. Share your expertise and experiences with colleagues. Send to Ronie@MaFLA.org. Together we will all learn more. I hope to see you at one of the upcoming professional development workshops Core Practices and/or the ACTFL Conference in November.

Ronie R. Webster
Communications Coordinator

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**ACTFL IS COMING TO BOSTON 2016**

**FOR MORE INFORMATION VISIT WWW.ACTFL.ORG**

**IMPACT**

The ACTFL Convention and World Languages Expo is the major professional development event of the year that will have the greatest IMPACT on your career as a language educator and ultimately, your students.

**March**
Registration and Housing

**July**
Early Bird Registration

**Nov 17**
Pre-Convention Workshops

**ACT NOW**
November 18-20, 2016
SAVE THE DATE!
EMFLA 2015-16

The theme for the 2015-2016 EMFLA meetings was ‘Advocacy, Assessment and Application’. We began the year in October at the Embassy Suites in Waltham with updates on the Seal of Biliteracy. As most of you know by now, we have come a long way at this point toward the realization of passing this bill. It has passed both the House and Senate but needs further editing so that both versions reflect the needs of the Language Coalition before it heads to the Governor’s desk for his signature.

At that time, we heard from Nicole Sherf with the legislative perspective and Kim Talbot who spoke about the upcoming Pilot of the Seal in districts across the state. In all, about 7 districts achieved results from this pilot to date using different versions of proficiency testing instruments. It was a great kick-off of things to come. Consulates from France, Germany, Italy, Portugal, and Spain rounded out the Advocacy program.

Continuing in March for a full day at Lasell in Newton with the process of proficiency through Assessment, we were honored to have Craig Waterman from DESE accompanied by Catherine Ritz, Tim Eagan and Jorge Allen. Craig explained the rationale behind District Determined Measures, while Catherine, Tim, and Jorge showed Proficiency-based curriculum units, and rubrics from Arlington, Wellesley and Andover districts. Madelyn Torchin detailed initiatives across the nation as well. Chip Howe from Chester Technical also gave a presentation on L.I.V.E. the newest in language technology using a virtual interactive environment.

Finishing the year strong, we had Carlos Brown, Jorge Allen, and Kim Talbot providing data on proficiency testing in their districts of Wilmington, Melrose and Andover as a result of the pilot testing done. Kevan Sano gave an excellent segue to the summer Proficiency Academy providing a template with Transfer Goals and Enduring Understandings.

Throughout the year, we were fortunate to have the following sponsors support our efforts to offer excellent foreign language teaching. We would like to thank Santillana, Chester Technical, Wayside Publishing, and Vista Higher Learning for supplying us with texts and materials from their companies.

EMFLA’s mission is to “provide Professional Development, networking, and helping others to foster a collegial professional community.” Toward that end, we encourage all foreign language department heads accompanied by theirAdministrators to join us in the Fall, on October 7, at EF in Cambridge as we welcome the year ‘Building Global Communities’. We hope you will join us for another year of moving toward proficiency through collaboration.

Submitted by Pat DiPillo.

AATF And French Cultural Services Reception And Concert At ACTFL

AATF National along with the six AATF New England Chapters and the French Cultural Services are pleased to announce that they will join together to sponsor a reception and concert at the ACTFL Convention in Boston on Saturday, November 19 at the Westin Hotel Grand Ballroom from 7pm until 9pm. Valéry Ferland, General Consul of France in Boston, will speak at the reception. Brice Kapel, the extraordinary franco-togolese singer, who will be spending several months in the Fall in Lexington as their “artist in residence,” will perform at the concert. This event is open to all French teachers who are attending ACTFL! Venez Nombreux!

Submitted by Joyce Beckwith

Winchester Leads

The Seal of Biliteracy has become a powerful national movement across the country. It recognizes students for their functional language ability in at least one other language and English. It validates graduates who understand, speak, read and write proficiently in English and another language. This accomplishment provides evidence that students have attained these key 21st Century skills, which are needed in the global world we live in today.

As explained by School House Rock, in “I'm Just a Bill on Capital Hill”, it takes time for a bill to become a law. This is exactly what we are seeing with the Seal of Biliteracy. One by one, states are enacting the Seal of Biliteracy Legislation. Since 2011, twenty-three states have enacted Seal of Biliteracy legislation. We are very hopeful that Massachusetts will be next! In anticipation of the passing of the Seal legislation in MA, the Language Opportunity Coalition has created a Seal Workgroup to create materials to support districts that are interested in implementing the Seal. They have created a Toolkit and PowerPoint that can be found on the Advocacy News tab of the MaFLA Website as well as at www. languageopportunity.org. They also coordinated a pilot of the Seal in 2015-16 which will continue this school year. You can join the group by joining the Google Group on the Language Opportunity Website.

As a pilot school for the Seal of Biliteracy, Winchester has led the state in the number of students who were awarded the Seal of Biliteracy certificates and pins. At Winchester’s Twenty-eighth Annual Foreign Language Awards Night ceremony, on May 24, 2016, one hundred nineteen students: -12 Platinum, 41 Gold, 66 Silver - were honored for this nationally recognized distinction. These students studied a second language through the highest level offered at Winchester High School and most took a nationally recognized proficiency exam. The French, Italian and Spanish students participated in the STAMP Proficiency Exam and the Latin students participated in the ALIRA test. The tests and scoring are based on the proficiency guidelines set forth by the American Council on the Teaching of Foreign Languages (ACTFL). While Latin tested in the proficiency skills of reading comprehension, the other languages tested all four of the language domains (listening, speaking, reading and writing.) Some students took the AP exam as juniors and scored a 3, 4 or 5 on the exam.

This is an amazing accomplishment and speaks to the commitment of the foreign language teachers and strength of the Winchester Foreign Language program. Students begin studying languages in grade seven and can continue through grade twelve. They may also pick up a second language in high school. In the district, foreign languages are treated as a core subject and starting from year one, teachers aim to use the target language with students 90% of
The 89th Annual Convention of AATF (American Association of Teachers of French) was held from July 3 through July 6 at the Hilton Hotel in Austin, TX. Highlights included Keynote speaker, Julien Suaudeau, author of two acclaimed novels, Dawa (2014) and Le Français (2015), former documentary filmmaker and now a French professor at Bryn Mawr College in Pennsylvania, who opened the Convention with a powerful address on “Living With Terror: Before and After the 2015 Attacks,” followed by a lengthy question and answer session. Professor Suaudeau also gave an hour presentation during the Convention on “The Fluidity of the French Identity.” At the Gala Dinner, The Eastern MA Chapter won the “Outstanding Chapter Award” for their increase in membership and promotional activities throughout the year. Joyce Beckwith, Chapter Treasurer, accepted the award on behalf of the chapter. Two other awards were given out for Exemplary French Programs: The Arlington Public Schools won the award with honors and the Waring School in Beverly won the award with distinction! Congratulations to both schools!

Next year’s Convention will be held in Saint Louis, Missouri from July 16 through July 19 and in 2018, plans are being confirmed for Martinique.
Proficiency Paradigm Shift

While others were enjoying April Fools’ Day, French, Italian and Spanish teachers of Arlington and Winchester Public Schools were all business. This was a very serious professional development day in which they participated and collaborated in cutting edge training with Greg Duncan, internationally acclaimed foreign language expert and trainer.

Mr. Duncan presented on proficiency and how to help our students climb the proficiency ladder. He discussed what it means to be proficient and the different levels of proficiency that can be measured. This is a shift from the way many have “learned” foreign languages in the past - that is, by memorizing verbs, phrases and vocabulary and then not being able to truly use the language for communication in authentic situations. When is the last time you got on a plane or were in a foreign country and recited the different forms of the verb “to be” or “to have” to the person next to you? If you did, then you quickly realized that it didn’t get you very far and you might have gotten weird looks too. How many people do you know who studied a foreign language and say they can’t speak it? Reciting verb conjugations is not the way to make friends or close a business deal. Proficiency in the language and culture is the way.

The French, Italian and Spanish teachers from both districts collaborated and learned together as they engaged in examining and pondering what it means and what it takes to learn a foreign language today, and be able to use it. What is it that the students want from foreign language classes in addition to the “A” on their transcripts? Most students that start taking a foreign language say they want to learn how to speak the language. Mr. Duncan shared that if the students think they are not learning to speak the language, they become disinterested and stop studying the language, after fulfilling their language requirement. Students want to be able to use the language in authentic situations. So how do we get them there? How do we show them that they are moving up the proficiency ladder? These are a couple of the big questions that teachers today are tackling.

During the professional day, the teachers examined and analyzed the “Can-Do Statements” and “Performance Descriptors” put forth by the American Council on the Teaching of Foreign Languages (ACTFL) and discussed these as they reflected on their own programs regarding pedagogy, assessing language proficiency levels and determining at which level of proficiency each grade/course of foreign language was in their districts. This also is a shift, as now we are speaking in terms of Novice, Intermediate and Advanced as opposed to Level 1,2,3 etc. Perhaps it is time to introduce these terms in our course descriptions or curriculum.

Some salient points from the day were:

• Put proficiency first.
• Use the target language 90% of the time.
• Get away from translation, even when introducing vocabulary.
• Set Proficiency Targets and design pathways to reach the targets.
• Consider classroom activities that will enhance climbing the proficiency ladder.
• Create common assessments and also use external assessments that show what the students can do.
• Continue to learn and apply theory to practice.
• Use assessments to inform teaching and improve learning.

Arlington and Winchester, two neighboring cutting edge districts came together to offer specific training to their teachers, keeping them up to date with today’s pedagogy. As a result, they will continue to move the students forward. Like everything, research and development are key to improving and staying on top of your game.

Catherine Ritz and Anna Tirone, the Foreign Language Directors of Arlington and Winchester, organized the day. Both Catherine and Anna are on the Board of Directors of the Massachusetts Foreign Language Association. Both districts have strong foreign language programming. In order to stay there, they must invest in and continue to feed our teachers so that they can do the same for the students.

Winchester and Arlington are both piloting the Seal of Biliteracy this year, with over three hundred students taking the STAMP or ALIRA Proficiency Tests. The Seal of Biliteracy recognizes high school graduates who attain a high level of literacy in both English and another language with a Seal on their diplomas. Since Massachusetts has not passed the Seal of Biliteracy Legislation, students who attain the Intermediate Mid level of proficiency on the ACTFL rubric will earn a silver pin of Biliteracy. Those who score at the Intermediate High level of proficiency will earn the gold pin of Biliteracy. Presently twenty-three states and the District of Columbia have enacted the Seal.

Massachusetts is on the cusp of being the next state to adopt the Seal of Biliteracy. Adopting the Seal of Biliteracy will give more opportunities for our high school graduates to show their proficiency in more than one language.

For the sake of our students it is important that we all board the "Proficiency Train" and move our students up the proficiency ladder.

Submitted by Anna Tirone

French Honor Society

Bonjour! Are you interested in starting a French Honor Society chapter in your school? Here is the information you will need. You can go on the AATF web site: www.frenchteachers.org/shf and follow the link about starting a chapter in your school and order materials. You can also contact the Executive Secretary, Christy Brown at 607-821-2120 or at her email: shf@frenchteachers.org. Good Luck! Joyce Beckwith, MaFLA Hospitality Coordinator
Dear Members,

We are writing with an update on the LOOK bill and Seal of Biliteracy bill. The formal session of the Massachusetts state legislature ended at midnight on July 31, and we are happy to report that both the Senate and House took action on the LOOK Bill!

The Massachusetts state Senate passed the LOOK Bill on July 7 unanimously with bipartisan support. This bill gives school districts the flexibility to offer bilingual programming without the need for waivers, and establishes a state Seal of Biliteracy. During the debate, both Senate Ways and Means Chair Karen Spilka and Senate Minority Leader Bruce Tarr voiced their support of the bill – it is quite notable to have two people in leadership on both the Democratic and Republican side speak in favor of a bill on the floor. Just a few weeks later, on July 31, in the flurry of last minute activity, the House passed their version of the LOOK bill.

However, the House version of the LOOK bill is quite different from the Senate bill, and does not include the Seal of Biliteracy. You can read the Senate bill here: https://malegislature.gov/Bills/189/Senate/S2395 and the House bill here: https://malegislature.gov/Bills/189/House/H4566.

Nevertheless, this is the first time in fifteen years that legislators have taken action to address the one-size-fits-all English learner education mandate and recognize the value of bilingualism. We thank Senator Karen Spilka, Senator Sonia Chang-Diaz, Senator Sal DiDomenico, Representative Jeffrey Sanchez, Representative Kay Khan and Representative Alice Peisch for their leadership and support of language learning in Massachusetts.

Senators Sal DiDomenico and Sonia Chang-Diaz published a great article about the need for flexibility in educating English language learners. You can find it here: http://commonwealthmagazine.org/education/flexibility-needed-in-educating-english-language-learners/.

Although we are disappointed that the two versions of the bill are different, we are hopeful that the Senate and the House will continue to work together to reconcile the bill and include the Seal of Biliteracy, so it can be sent to the Governor for his signature before the legislative session ends in December. (Read an explanation of the legislative process here: http://www.massbar.org/legislative-activities/the-legislative-process.)

The Language Opportunity Coalition will continue to advocate for passage of the LOOK Bill and Seal of Biliteracy. Through this work, MATSOL, MaFLA and MABE have had the opportunity to come together in an historic and productive alliance that has built connections between language educators and that benefits all our student populations. We will continue to update you with news as we have it.

Thank you for your support! Please contact your organizational representative with any questions.

- Nicole Sherf, Massachusetts Foreign Language Association (MaFLA), advocacy@mafla.org, www.mafla.org
- Phyllis Hardy, Massachusetts Association for Bilingual Education (MABE), massmabe@gmail.com, www.massmabe.org
- Helen Solorzano, MATSOL - Massachusetts Educators of English Language Learners, matsol@matsol.org, www.matsol.org

Submitted by Nicole Sherf

For more Seal information:

mafla.org/advocacy-2/state-advocacy
www.languageopportunity.org
MaFLA Continues Its Tradition of GREAT PD with . . .

Core Practices Seminars!

Come strengthen the core of your teaching with the new MaFLA Core Practices Seminars! This series of six Saturday seminars will focus on each of the core practices identified by ACTFL in 2015. Teachers of all languages and levels – whether beginning teachers or seasoned experts – will want to attend. We’re also offering a series of three seminars focused on teaching English Language Learners for those who need PDPs for recertification. PDPs available (up to 30) with an option for one or two graduate credits.

### FALL SERIES
- Seminar #1: Using the Target Language 90%+
- Seminar #2: Designing Communicative Activities
- Seminar #3: Planning with Backward Design

### SPRING SERIES
- Seminar #4: Using Authentic Cultural Texts
- Seminar #5: Teaching Grammar as a Concept
- Seminar #6: Providing Appropriate Feedback

PLUS - ELLs in the WL Classroom, Parts 1, 2, 3

For complete information on the Core Practices Seminars, click [HERE](#) or visit mafla.org.

Here’s what participants had to say about our Summer 2016 PD offerings.

*MAFLA always incorporates a good variety of presenters on various topics.*

*These workshops included all that I could use in the classroom (movies, games, videos, and culture).*

*This was my first time doing anything with MaFLA, and I’m hooked! Everything was so personal and thoughtfully planned. I loved meeting other like-minded educators. All the facilitators were supportive and kind. Bravo!!!*

*As I move towards proficiency vs. performance in all of my classes, this academy and last years have given me the necessary tools, pedagogy and resources to make it happen. I will continue to strive to make proficiency a reality by making appropriate lesson plans, staying abreast of the current research, communicating within my school and district and collaborating with like-minded colleagues.*

*This was one of the top PD experiences I have had in many years. Keep up the great work! Thank you for a great week!*
DIY Teacher Leadership: Cultivating Our Craft

by Rebecca Blouwolff

What's an ambitious teacher to do? Is the very term an oxymoron?

I work in a flat career, just like most other teachers reading these words. Described by Dan Lortie in his 1975 classic Schoolteacher, we teachers are “semiprofessionals” whose jobs change surprisingly little over the course of our careers. There is no Senior Executive Teacher job, at least not at my middle school. No corner office (much less air conditioning, or hot water in the bathroom…). My first principal once explained to me, with regret in his eyes, that a teacher’s first day on the job was the same as her last day on the job: same room, same desks, same schedule, same duties, same subject. Could there be a more honest description, or withering prospect, for a recent college graduate contemplating a career in the classroom? You’re not going beyond these four walls. Ever.

Yet I know that teaching, this “semi-profession,” is what I’m meant to do in life. There is a problem with choosing a career where in order to move up, a teacher needs to move out of the classroom. Since that conversation with my principal, I’ve spent nearly 20 years trying to brew my special sauce to make a lesson great, grab student attention, and leave a lasting impression. I fully expect to spend the next two decades improving my craft. For those of us devoted to the craft of teaching, our path to leadership is not clear. My future, like my present, is in the classroom. What, then, are the options for professional life as a teacher? If I can’t be promoted or make partner, what can I do to mark my own growth and learning? Must my last day of school in June 2037 look the same as my first day did in September 1997?

In recent years, I have discovered multiple paths to teacher self-empowerment. None involves leaving the classroom, some are dirt cheap, and each has taught me new ideas that transform my practice and challenge my thinking. I look here after a rough day in the classroom. What would Lisa do? when designing lessons and units. Now I find myself asking, “What would Lisa do?” when writing my own assessments and selecting authentic resources for my class. Similarly, reading the Creative Language Class blog (www.creativelanguageclass.com) on a regular basis provides me with tangible examples of how to provide meaningful feedback, use authentic resources for maximum effect, and get the most out of station work without recreating the wheel daily. If you find that the thinking-out-loud process helps you learn and reflect on your teaching, start your own blog. Mine’s at www.mmeblouwolff.weebly.com.

• Attend full-day and/or multi-day professional development workshops
  At a certain point in my career, I realized that I was no longer learning much from 60-minute “tips n’ tricks” workshops. My bag of tricks was brimming. I needed something more complex and coherent if I were going to contemplate changing my instruction. Attending full-day workshops with ACTFL trainers like Chantal Thompson and Laura Terrill, and MaFLA’s Proficiency Academy with Greg Duncan had a profound impact on my craft. There was time to digest, ask questions, practice a new skill, and create something I’d use again and again in the classroom. As a result, I refer back to these experiences months and even years later to improve my work.

• Subscribe to a few great WL blogs
  No matter the topic, some creative world language teacher has already been there, done that, and blogged about it. Take advantage of our prolific community. One night, thanks to the MaFLA website, I stumbled upon a blog entry that really struck a nerve with me. French teacher Lisa Shepard (www.madameshepard.com) recounted her attempts to teach the passé composé without using traditional grammar mnemonics and verb charts. I was thrilled to realize that she was on a similar journey toward proficiency-based instruction. Even better: she was ahead of me. Reading through her lesson plans, assessments, and classroom activities gave me a whole new set of questions to ask myself when designing lessons and units. Now I find myself asking, “What would Lisa do?” when writing my own assessments and selecting authentic resources for my class. Similarly, reading the Creative Language Class blog (www.creativelanguageclass.com) on a regular basis provides me with tangible examples of how to provide meaningful feedback, use authentic resources for maximum effect, and get the most out of station work without recreating the wheel daily. If you find that the thinking-out-loud process helps you learn and reflect on your teaching, start your own blog. Mine’s at www.mmeblouwolff.weebly.com.

• Build a tribe on Twitter
  When I start something new (or even contemplate starting something new) in my classroom, I have lots of questions – more than I’d ever dare to dump on one colleague! Often I’m trying something that’s also new to my department members, so there’s no expert down the hall for me to quiz. This is where I used to yearn for community. Now I can ask away… on Twitter. Since creating a Twitter account, I’ve been able to participate in #langchat, a weekly hour-long virtual conversation among world language teachers. The topics vary and reveal the breadth of interests in our profession. By “following” those who participate in the chat, I’ve created an online community with whom I can pepper with questions and learn from - just by adding the #langchat hashtag to my Tweets. Read summaries of past chats at www.calicospanish.com/blog or join the next #langchat Thursdays at 8 p.m. ET or Saturdays at 10 a.m. ET.

• Become an EPIC teacher
  Wouldn’t it be amazing if someone just made a list of all the things we need to do to be great world language teachers? TELL (Teacher Effectiveness for Language Learning) Project has done just that, defining effective world language teaching by environment, planning, learning experience, performance & feedback, learning tools, collaboration, and professionalism. Visit their website at www.tellproject.org to complete a self-assessment that both humbled and astounded me. If you’re able to navigate through the many criteria and whittle your goals down, you can complete an EPIC (Envision, Plan, Implement, Collect) professional growth plan. There are even resources to help guide you on your journey.

• Seek National Board Certification
  Attaining the “gold standard” in teaching is possible for teachers of world language. Not for the faint of heart or weak of ego, becoming a National Board Certified Teacher (NBCT) requires countless hours of work and facing your shortcomings in no uncertain terms. Last year, I decided that I was ready to “go big” and pursue certification (find out more at www.boardcertified-teachers.org). My district used a grant to fund the costly application, and assigned me an experienced NBCT as a mentor. I’m still only partway through the process, but I have already gleaned so many valuable takeaways about my lesson and unit planning, instruc-
Latin, Core Practices, And The New ACL Standards For Classical Language Learning

By Madelyn Gonnerman Torchin

In 2015 ACTFL rolled out its latest pedagogical guidelines, in the form of the Six Core Practices, in order:
1. Use Target Language 90%+
2. Design Communicative Activities
3. Plan with Backward Design Model
4. Use Authentic Cultural Texts
5. Teach Grammar as Concept
6. Provide Appropriate Feedback

What does this mean for teaching Classics? Some might shrink from the 90%+, while others may flinch at teaching grammar as concept. Still others might reject the guidelines as suitable only for modern languages. For an answer, we interviewed Sherwin Little, Executive Director of the American Classical League, which is currently revising the Standards for Classical Language Learning. [The ACL Revised Standards for Classical Language Learning are online now and available for public comment through September 15, 2016. To read them and to comment, go to https://www.aclclassics.org/pages/standards.]

MaFLA: How would you characterize the purpose of the revised Standards?

Little: We want the Standards to be a living document, one that is not put on the shelf. Teachers need to see themselves in the Standards. The Standards need to cover the whole range, from traditional to immersive; there's a wide variety in classics teaching and learning.

MaFLA: What is the anticipated exit outcome?

Little: We need to have some professional guidelines, ideas, so that teachers who use active Latin have some guidelines. As a profession, we don't have an agreement, but our exit outcome is interpretive reading. Regardless of philosophy or level, whether graduate student or kindergarten baby Latin, it's important to have the same end in mind.

MaFLA: What about other modes of communication?

Little: Your students will progress in baby steps depending on what you do. It's okay. The Standards don't say you have to become an advanced writer, for instance. Or speaker.

MaFLA: Is there a movement toward an agreement on an outcome?

Little: We have to do benchmarking and that might not be the way we want to use our dollars. A while back, there was a push to do a Latin OPI (Oral Proficiency Interview). It's a good idea, but cost prohibitive, since only 200 or so kids would want to do it. We'd need to develop a test, and then train interviewers.

MaFLA: If a school does ACTIVE Latin, how will the revised Standards affect its programs?

Little: There will be targets on the proficiency ladder, but there is no research data regarding ACTIVE Latin. It is all anecdotal. [See also Dr. Jacqueline Carlon, UMass Boston, “After Krashen: The Implications of SLA Research for Latin Pedagogy: Modernizing Latin Instruction and Securing its Place in Curricula,” [Teaching Classical Languages 4.2 (Spring 2013): 106-12.]

MaFLA: What else would you say about ACTIVE Latin and SLA?

Little: There's an unfortunate disconnect; we do our kids no favors because when they get to college, nobody is speaking Latin; the university emphasizes close reading and analysis. But, we must look at those who want to use their language to create, for a purpose. We must acknowledge this or lose the students. We must create OPPORTUNITIES! WE NEED DATA! We need a specialized approach, our own standards. So, interpretive reading is where we will have most attention and agreement.

MaFLA: How do proficiency testing and achievement testing enter the picture?

Little: There's a huge misunderstanding between the two. For instance, if the National Latin Exam is used as proficiency assessment, it is not an appropriate use of the exam. It is not what it is intended for. A teacher-designed proficiency test is better for evaluating performance over time. A traditional test—vocabulary, verb tense, translation—this is not proficiency, but achievement. This is part of our charge to differentiate. I'm not saying you don't need to test those, but you can't assume that a certain percent on an achievement test corresponds to a particular goal on the proficiency ladder. This is a hard piece to get across.

MaFLA: What do we need to do to get kids to move along in the curriculum?

Little: Proficiency gives us tools—more and different tools, especially for the middle achievers, more opportunities. The active piece, that's what kids want! It's a big shift! The question is: How do I say this to my students? They want language for a purpose; they want it fluid and quick! Proficiency will hit certain kinds of students.

MaFLA: Thank you, Sherwin, for taking the time to speak with me and elucidate the revised Standards. Any further comments?

Little: Thank you for the opportunity. If Latin is for ALL students, then we have to teach everybody! We have to choose what works for our kids!
As I reflect back on the second annual Proficiency Academy many happy memories come to mind. In the spirit of Julie Andrews and *The Sound of Music*, here are a few of the participants’ favorite things from this year’s experience.

Westfield State University welcomed us all,  
Delicious food choices in the dining hall.

Real life examples of proficiency in action,  
Glastonbury, Wellesley, Arlington and Monson.

Greg Duncan encouraged us to use  
Proficiency Targets and Statements “Can-Do.”

Thomas Sauer said we can throw out the textbook,  
Teach lessons that have a really great hook.

Catherine’s Pinterest Boards are a wonder,  
To not check them out would be a great blunder.

Wine and Cheese Reception,  
At the beautiful Stanley Park Pavilion.

Quizlet Live, Freerice.com, verb walls and more,  
Who is to know what the future has in store?

These are a few of our favorite things  
Oh, how I wonder what will next year bring!

When my head spins,  
When my to do list is long,  
When I’m feeling overwhelmed.

I simply remember all the new resources I have and then I don’t feel so bad.

This year participants registered for one of two strands. First-time attendees of the Proficiency Academy joined the Novice strand led by Greg Duncan and those who attended last year joined the Intermediate strand with Thomas Sauer. The first day started with an informative look at what proficiency looks like in the districts of Glastonbury and Wellesley. Next the Novice strand participants learned about proficiency levels, designing proficiency targets and using Can-Do statements while the Intermediate strand learned about the role of curriculum in a proficiency-based classroom. Each afternoon the Novice and Intermediate groups broke out into smaller groups and met separately with a facilitator. These break-out sessions provided a great chance to share insights and concerns in a smaller setting and to check out all the new resources that were introduced earlier in the day.

On the second day we were treated to presentations about proficiency in the districts of Arlington and Monson. It was very helpful to see different real life examples of bringing proficiency into the classroom. Any of the four districts that presented would be happy to welcome visitors to observe proficiency in action in their classrooms. On this day the Novice group focused on curriculum planning using backward design and how to design performance assessments. The focus of the Intermediate group was on developing learner-centered unit performance objectives.

The third day began with a discussion of all the wonderful PD opportunities that MaFLA has to offer including the Summer Institute, the fall conference and the new Core Practices Seminars. Participants were reminded about all of the scholarships, awards, and contests available for both teachers and students. The Novice group discussed rubrics and lesson planning. Topics in the Intermediate group included
designing formative assessments and connecting the unit with lesson plans.

The final day started with a geographical networking breakfast. Participants sat together with others from nearby districts. Later the Novice group continued to learn about lesson planning and also discussed what it means to be an effective language teacher. Intermediate participants talked about how to implement the ideas generated during the week. As a final activity, participants gathered in their break-out groups and created a visual representation of their experience during the Proficiency Academy which was shared with the entire group. We reflected on themes that really spoke to us, next steps, and favorite quotes. Here is a sampling of some of our favorite quotes from the week:

- “We don’t speak vertically (yo hablo, tú hablas, él habla). We speak horizontally.” Greg
- “Oracy (speaking and listening) precedes literacy (reading and writing).” Greg
- “Our students should be speaking in the target language in every class, every day.” Catherine
- “Word walls and grammar walls are ‘invitational.’ Students use them as they need or want them.” Greg
- “Input, input, input, output.” Thomas
- “Less is more.” Thomas
- “Shift from learning about language to using language.” Thomas
- “You are allowed to be both a masterpiece and a work in progress simultaneously.”
  Unknown

Here are some of the concepts that struck a chord with participants:

- Essential Questions are not for daily use. They are questions of inquiry to guide us throughout the year. They should be posted in the classroom all year.
- Learning targets should be chosen for each day. They can be expressed through “can-do statements.” Choose from 1 to 3 for each day. Bring students’ attention to the target at the beginning of the class and revisit it again at the end with some kind of proof that students are meeting the target for that day.
- Having students work in pairs is the most effective practice. When 2 students speak together they get 8 times more speaking time than when the teacher calls on one student at a time. Groups of 3 students speak 4 times more.

Thanks to all of participants, the moderators, and the facilitators for such great collaboration and inspiration!

Jeanne O’Hearn, Masconomet Regional Middle School
MaFLA Summer Institute Sizzles!

The weekend of August 12-14 boasted temperatures in the high 90’s, but thankfully, all of the classrooms at Lasell College in Newton were air-conditioned! The only problem was that we had to switch registration and the buffet breakfasts and lunches from Glow Lounge, which, unfortunately, is not air-conditioned, to DeWitt Auditorium. The Auditorium was outfitted with tables and chairs, because under no circumstances were the 100+ attendees (participants, presenters, strand coordinators and MaFLA Board helpers) interested in sharing the picnic tables outdoors on the patio or sitting in groups on the grass across from Winslow Academic Center which they usually enjoy doing. Dinners on Friday and Saturday evening were held at Valentine Dining Hall.

This year, MaFLA welcomed two new Spanish Coordinators: Board member Helena Alfonzo (Newton South HS) and Nitza González-Pedemonte (Boston College). Tom Powers (Andover HS) and Sandra Noack (Wilmington HS) presented Spanish sessions on Friday, Tom on “The Google Classroom,” and Sandra on Honduras. On Saturday, Maria Hernández (Andover MS) and Isa Pérez (Andover HS) joined forces to present “Cocina y Música” and treated participants to a shrimp ceviche, empanadas, plátanos and a demonstration of latino dances. Following their session, Nitza presented on the multicultural city of Seville. In the afternoon, Katia Marticorena (Arlington HS) gave a session on using authentic resources and films to explore the theme of social justice. On Sunday, Karolina Kopczynski and Board member Stuart Gamble (both teach at E. Windsor, CT HS) presented cultural projects which enhance oral proficiency, followed by Helena who gave a session on linguistic elements of Spanish from Iberia to Hispania.

For the second year, the French strand was coordinated by Board member Dominique Trotin (Westborough HS). The Friday sessions began with MaFLA First Vice-President Kathy Turner (Sharon HS) who presented on creative oral and written activities, followed by Kristen Russett (Marblehead MS) who introduced a thematic unit on francophone Africa. On Saturday, Brian Thompson (UMASS/Boston-retired) talked on teaching with songs, followed by Nancy Aykani (Westwood HS) who discussed strategies for teaching literature. Afternoon sessions included Christine Goulet (Lexington MS) who introduced participants to the extraordinary franco-togolese singer/composer Brice Kapel who was an “artist in residence” in Lexington this Spring and who will return in the Fall and give a concert on Saturday evening November 19th at ACTFL, followed by Karen Girondel (Lexington HS-retired) who presented on oral comprehension. On Sunday, Dominique gave an animated session on oral and written proficiency, followed by Agathe Mezzadri (Boston Univ) who spoke on differentiation of instruction.

Newly-elected MaFLA Clerk, Deb
Heaton (Salem HS) joined MaFLA Membership & Marketing Coordinator Made-lyn Torchin (Tufts Univ.) to lead the Latin strand which had as its theme the Six Core Practices. Deb gave a short presentation on “Planning with the End in Mind” on Friday morning. Dr. Jacqueline Carlon (UMASS/Boston) began the Friday afternoon sessions with a presentation on using authentic cultural texts, followed by Lance Piantaggini (Amherst-Pelham Regional High School), who spoke on teaching Latin communicatively: Comprehensible Input. Saturday sessions began with Sara Cain (Monomoy Regional MS) who spoke on designing communicative activities, followed by Amy Turner (Mt. Greylock HS) who presented on teaching grammar as a concept. Kristina Gallant (Brockton HS) presented on Saturday afternoon on creat- ing your own lessons with technology enhanced instruction, after which participants had time in the computer lab to design some lessons. On Sunday, Madelyn Torchin presented on “Can-Do’s and Proficiency Targets.”

This year, the “Swap Shops” were renamed “Pedagogical Exchanges,” and attendees were required to upload their submissions, an IPA (Integrated Performance Assessment), a specific thematic unit which they designed, a cultural activity based on authentic resources or an original lesson plan with measurable objectives and student engagement strategies, to a designated MaFLA site. The French and Spanish strands held these exchanges on Saturday afternoon and the Latin strand held them on Sunday afternoon. For those who attended all weekend and received 30 PDPs, 2 graduate credits were offered by Westfield State University for an additional fee. For those who attended two out of the three days for a minimum of 15 PDPs, one graduate credit was available. Seventeen participants signed up for these credits.

Throughout the weekend, there were raffles which included one-year MaFLA memberships, a discount coupon to use at the 2017 MaFLA Conference in Springfield, registra-tion vouchers for the Core Practices in the Fall and Spring, four bottles of wine and a beautiful Jubilee Gift Basket, designed by Treasurer Maryann Brady.

Many thanks to the team of strand Coordinators, Helena, Nitza, Dominique, Madelyn and Deb, Spanish facilitator Stuart Gamble, all the presenters and MaFLA Board attendees, Pat DiPillo on registration and Ronie and Larry Webster who took photos. Next year, our Summer Institute will take place again at Lasell College but a week later: August 18, 19 and 20. Hopefully, many of this year’s attendees will return and we will welcome as well many new faces!

Submitted by Joyce Beckwith, Director MaFLA Summer Institute
Preparing Tomorrow's Global Leaders
In Today's World Language Classroom

by Beckie Rankin

No matter where you turn in education research, you discover the importance of preparing current students for a global society. EdLeaders21 capitalizes on the challenges of a changing globalized workforce and partners with the National Education Association (NEA) and their Partnership for 21st Century Skills (P21) to encourage educators to build on the Four Cs - critical thinking, communication, collaboration, and creativity, as opposed to our parents’ generations’ Three Rs, “to prepare young people for citizenship and the global workforce”, highlighting the importance of world language education at the heart. Arne Duncan asks for assessment to measure multiple skills including communication and creativity. What all these ideas represent is the change in the world’s economy where critical thinking and people skills rise to the top of résumés, a job market in which speaking another language, being culturally competent, and communicating effectively are equally or more important than your type of degree. As Berdan & Berdan explain in their book Raising Global Children (2013), almost 100% of survey respondents suggested that to best prepare students for the future they face, children need to learn a second language. However, only 16 states mandate world language instruction, and many of those start languages after the “critical period”. So what can world language educators do to prepare this generation for their future?

In overlapping these thoughts with the American Council on the Teaching of Foreign Languages (ACTFL), we find some common denominators. ACTFL’s World Readiness Standards (2015) suggest using some Cs of their own - culture, communication, connection, comparison, community - as a basis for the teaching of world language. It is vitally important to realize the overlap in ideology in what is emerging nationally as necessary preparation for this generation. Of course at the core of communicating with others is the need to literally speak the same language, but there is so much more to language learning. Engaging in a local community or traveling (virtually or in reality) with students helps to form the cultural understandings necessary beyond the vocabulary and grammar we teach in class.

Every French teacher who role-plays a Paris café will discuss the national sport of debating and when the market unit rolls around, they explain the importance of bartering. But let’s take this one step further. What are some of the important impacts of debating at that Parisian café? When we teach the vocab words je voudrais..., un croissant, un café au lait, un thé/tisane, etc., are we also teaching that these conversations, however spirited, never include personal information? Do we explain that even when people are on opposite sides of the coin, their stance on the topic does not have any effect on their friendship with their interlocuter? This is where communication and culture overlap, and having that knowledge of culture adds so much more to the table (pun intended) as students travel and work with people who grew up in such a culture. Similarly, when a French teacher reaches their market unit, do they place the market in a particular francophone region and explain market procedures there? A dear friend of mine moved to Morocco on a Fulbright Scholarship. I assessed her foreign language abilities for her application, and after the evaluation, we talked about how the French language would not be a barrier for her, but changing her idea of francophone culture from France-centric would take some time. I explained to her that a Côte d’Ivoire market scene is nothing like the marché d’Antony, 20 minutes south of Paris. At the Antony marché, you know your local vendors and buy the same items every time for the routine posted price. In Bouake, Côte d’Ivoire, however, there is a distinct conversation that begins with pleasantries - hi, how are you, how’s your family, how did you sleep - and continues with a bartering of the price.

The trick of bartering is to be the most pitiful in the situation: “This pagne is worth 2000 CFA. I’m giving you a great deal.” “Thanks for the deal, but you see, I don’t have 2000 CFA and I need this for a special celebration.” “Since I haven’t had a lot of business today, I need to sell this no less than 2000 CFA to have money for dinner tonight.” “After I buy this, I still have to scrape together enough to pay the tailor to make this into the outfit I need for the celebration. I’ve already given presents to the family, and now I also have to get this outfit.” The conversation continues in this patron-client society until one realizes he has the upper hand, and either pays the asked price or lowers the suggested price. This is a great comparison to cultural competency in our own US culture regarding power and privilege. If all we do is teach our students the words pagne, acheter, cher, CFA, marché, we are not teaching them the cultural competencies necessary to relate to the “other”.

Any teacher’s best lesson plan includes an integrated combination of vocabulary, grammar, culture, and critical thinking skills - everything the newest research explains to us. But a common concern is that the culture in our favorite textbooks doesn’t always explain the newest local slang or the remote village customs. Of course, the best way to becoming globally prepared is to spend time globally. Whether taking a field trip with students to an area of your community speaking the language you teach, engaging in pen-pals through low- or high-tech means, serving a community outside the US, or completing a typical high school exchange, these experiences not only improve the language skills of students: they also prepare global citizens. If that student applies to a job in which they would work with people of that culture, they are ready to jump in, knowing cultural pieces that could be essential to their job success. ACTFL has listed 6 key characteristics of how to be globally competent (2016), each of which can start in the classroom, but must extend beyond. These characteristics begin with the study of language, but continue to discuss perspective, judgement, miscommunication, and respect as it relates to the products, practices, and perspectives of other cultures. As we continue to integrate these 4 and 5 Cs into our lessons, leaning in towards cultural competency, we prepare students for their world. Let’s hope it is a world in which we hear this less often: “I wanted to learn the local language, but I didn’t have a lot of time. So I went and I spoke English
Preparing Tomorrow’s Global Leaders
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by Beckie Rankin

slowly and loudly and everyone understood me. I’m glad I didn’t waste time with Rosetta Stone.” Software aside, these statements make me sad since it’s not just the language piece that these travelers are missing.

At the end of the year for extra credit with my students, I ask them to volunteer to fill out “Les portraits conditionnel”. It’s a great way to review if/then statements in French, but also to tie in content. Since my French IIIH class is a survey of Happiness in French History, many tie in art, politics, literature, etc. One student recently wrote, “Si j’étais un prof, j’enseignerais l’importance de la perspective pour [faire] comprendre que toutes les personnes dans le monde [ont] besoin de perception [If I were a teacher, I would teach the importance of perspective to help students understand that everyone needs to be perceptive].” At the end, this student noted how proud she is that she is in a school that is diverse and progressive so that her conversations are always based in an “esprit ouvert”. This is the type of student that will do well in an international business since she already understands how important cultural competency is - and she can do it in the si imparfait → conditionnel grammar form!

To return to our question about how we can prepare our current students for their future, the key is in examining ACTFL’s 5Cs in an authentic way. Whereas a trip to a specific culture may seem like a pie in the sky idea, there are ways in your school, in your community, and via traveling that may allow you to embrace today’s way to prepare students. For ideas, check out ACTFL’s Global Engagement Initiative. The 2015 recognized programs include philanthropic travelers, multi-lingual business partnerships in the community, and several others in between. This year’s recognized programs will be honored at ACTFL’s 2016 convention in Boston, but if you are preparing your students for a future in this globalizing world, apply for recognition in 2017. Prove the research right and prepare our students for success in their world.

Beckie Rankin is a French Teacher at Lexington High School and is currently serving as ACTFL Global Engagement Committee Chair.

"For me, the opportunity to visit a place so far away and so seemingly different from where I live awakened a sense of urgency to change how I teach."

Mary Eldredge-Sandbo
Class of 2012 Global Learning Fellow

"...we must no longer consider ourselves as citizens of the towns or cities in which we teach, but we must consider ourselves citizens of the globe."

Loryn Windwehen
Class of 2013
Global Learning Fellow
In a statement marking 2015’s International Education Week, U.S. Secretary of Education Arne Duncan highlighted the issue of equal access for students to experiences and opportunities that build global competency and noted that, “access to world language courses and overseas educational experiences are still considered luxuries, rather than essential components of a well-rounded, world-class education.”

Educational organizations widely cite proficiency in another language as a key component of global competency and 21st century learning. If, as Duncan said, these are still luxuries available to a select few, how do we create the conditions to make high-quality language learning opportunities available to more students?

While evidence demonstrates the cognitive and academic benefits of dual language immersion programs, we can’t currently provide those experiences to all of our students. However, basic world language classes or programs are already part of the infrastructures of almost all U.S. school systems. By focusing world language programs on building students’ proficiency and global competence, we can use existing educational infrastructure to provide high-quality, meaningful language learning experiences to larger populations of students. Here is what it takes:

Use world language instruction to enhance global competence skills.

Proficiency in another language is a key component of global competence—but second language proficiency does not guarantee global competence.

Development of those skills still requires exposure to the cultural contexts of languages. Only a small percentage of students is able to study abroad or participate in dual language immersion programs, so world language learning experiences in the U.S. must include deeper explorations of the often subtle cultural dimensions of learning a language generally gained through immersion or study abroad experiences.

For example, in traditional world language courses students learn the
formal and informal ways to address different people, but they may not be instructed on the cultural dimensions of power distance. Absent the cultural knowledge around power distance, the choice of using tú or usted may seem minor but it is actually laden with cultural nuance around showing respect. A recent flap in which a Spanish journalist addressed King Felipe using the informal tú underlines the importance of understanding the culture contexts for language variations in countries where the language is spoken.

Additionally, language learning is another area where students can personalize their learning through inquiry approaches that allow them to make relevant connections to the content they are learning. A lesson about the cuisines of Spanish-speaking countries becomes an opportunity for perspective taking when students explore cultural differences around what is acceptable to eat and why. In Peru, the guinea pig is a delicacy but in the U.S. it holds a privileged status as house pet. On the other hand, the U.S. relies heavily on processed and genetically modified foods that are often banned in other countries. Students might explore local connections with groups that speak the target language in their communities to engage with issues that matter to them.

**Support world language teachers in increasing instructional time in the target language and their knowledge of cultural contexts.**

For world language teachers to create classroom environments that produce proficient second language speakers, they must be prepared to confidently and effectively utilize the target language during instruction at least 90 percent of the time. This requires tools and support for world language teachers to maintain or improve their own target language proficiency and helps students explore cultural aspects of Spanish-speaking countries. The design allows teachers to frontload information in English that would be inaccessible to novice learners in the target language. In class, teachers focus on creating student-led, project-based learning experiences that emphasize the use of Spanish at least 90% of the time.

Initial feedback from teachers piloting the course has been positive. One teacher, after teaching the formal and informal forms of address through the framework of power distance, observed, “My students truly know now when to use tú versus usted, not by memorizing a formula, but by understanding about formality, respect and power distance. I am happy to say that 100% of my students can really understand when to use each.”

We continue to refine approaches to support high-impact language experiences for students without access to immersion or study abroad experiences, and we recognize there is still work to be done. That work starts with defending the right of all students to high-quality educational experiences that prepare them to be global-ready citizens.

**This post is part of a blog series on global education and equitable preparation in the classroom produced in partnership with VIF International Education (@vifglobaled). Join the conversation on Twitter using #globaled.**

For more, check out [Global Education and Equitable Preparation](#) and:

- [Six Steps to Reinvigorate Language Learning](#)
- [4 Parent Engagement Strategies for English Language Learners](#)
- [Globally Competent Students Require Globally Competent Teachers](#)

Meriwynn Mansori is the Manager of Curriculum at VIF International Education. Follow Meriwynn on Twitter, @Meriwynn.
For the past year, I have lived in a country on another continent, lived in two different rooms, learned a language from scratch, traveled to over fifteen different European cities, and become friends with people from all over the globe. This was my life as an exchange student in Bensheim, Germany.

I was jittery and nervous in the days leading up to my departure, not knowing exactly what to expect. I knew the basics, of course, getting off the plane, staying with my host family, going to school, learning German. It was the daily life and routines that were still a mystery to me. How would they be different from mine here in the U.S.? If I could go back, I would say to myself, “Don’t be scared. It might get hard, but it will be the most incredible, rewarding experience that you have been a part of so far.”

Once I arrived, I realized that I wasn’t the only exchange student in my town either. Having other exchange students in some of my classes, as well as all being in the German as a Foreign Language program together, created an incredible environment. While I made friends with many German students, being a group of foreign students allowed us to share an incredible bond. We were all going through the same things, between the occasional bursts of homesickness, to adjusting to differences within our host families, and trying to fit in at a new school. Due to that, I now have friends in all corners of the world, not only Germany, but also in Italy, France, Brazil, Mexico, Uruguay, and Thailand. This made my experience more global than I ever imagined.

One of the very first things I learned was a new level of communication. When I arrived in Germany, I did not speak the language, as I had studied French in previous years. In September, I was sitting in the corner seats of my classes, attempting to understand what was going on not only in class, but socially as well. After waiting for someone to reach out to me, I realized that all these people, they already had friends and routines. They weren’t the ones who needed to adjust. It was then that I realized that I had two choices: I could sit back, stay quiet and wait on the low chances of someone coming over to talk to the quiet American who didn’t speak German,
or I could be actively involved, I could do my best to get my point across using my limited vocabulary, and make friends. It was not always easy at first, but I worked through it. No matter how many times I had to ask for words, or “how is that pronounced again?”, it earned me the respect of my peers, and allowed me to meet absolutely incredible people that I now call my friends.

During my year abroad, one of the things my German as a Foreign Language teacher emphasized was the ‘exchange’ part of the term exchange student. It meant that while, yes, I was there to learn German and become a part of the community, I was also there to share things about MY country, MY language, and MY culture. While I took all my classes with the normal German students, we utilized what I could bring to the class discussions, whether it was talking about the setting of a book in English class, or discussing American Folk songs in Music class. Being a part of that exchange was incredible. I was able not only to embrace where I was, but was often very proud to share where I come from.

One of the best things about being abroad were the people. I returned home with friends from all over the world and met people from all walks of life. One of my courses travelled to Berlin with an exchange group from Israel. I was able to volunteer teaching basic German to people at a refugee camp in my town. I learned how to ballroom dance with a mix of kids from different schools in the area. With each person I met, whether they were born and raised in Germany, or not, I was able to make connections and share experiences. Every story someone told about how they grew up, or what types of food they ate, gave me insight into just how similar and different the world can be. We discussed how different people bring different things to the table, and how understanding where someone comes from, helps you to understand their perspectives and behaviors.

I believe that the key to truly becoming a Global Citizen is to become a part of the Global Community. Living and traveling in Germany allowed me to create connections and join the Global Community. It’s about having a mutual respect and learning not just the ‘hows’ of a language, but the ‘whats’ and ‘whys’ of a culture. It’s about creating connections between people from all over the world, and being willing to take that chance to be the trepedacious exchange student in the corner in September. By the end of the year, I found my voice, not only in a new language, but as a person.

**You never understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it.**

- Atticus Finch, *To Kill A Mockingbird*
This past spring Kavita Mundra’s Kindergarteners at the Pike School in Andover and Cynthia Derrane’s Global Citizenship Club at Norwood High School created artwork for OneWorld Classrooms K-12 Global Art Exchange. A month later they opened packages with art created by students from a dozen different countries. And as they both set up global art displays for their school communities, their own art appeared on school walls on five continents, to the curious amazement of their global peers. This fall, both groups will complete follow-up VoiceThread conversations with one of the classes they exchanged art with: Mundra’s with a partner in Beijing, China, Derrane’s with one in Belarus.

Whether learning about their world neighbors for the first time, like Mundra’s charges, or tackling foreign languages to communicate with them, like Derrane’s, students participating in the art exchange gain meaningful context for their studies. The Kindergarteners, Mundra explains, “were eager to share aspects of their own lives, like snow in winter and beaches in summer, and what they were learning about, like bears and the solar system. They were curious whether the children in the other parts of the world were learning the same things and about what kind of foods they ate and what kind of clothes they wore.” For Derrane, the exchange “spoke to our students as a way to begin to reach out to other global communities to compare and contrast their own activities and lives. They realized that they could communicate with students around the globe using art as a universal language. The artwork shared with us was powerful, emotional and moving. Teachers visited the exhibit with their students and many students took time to peruse the exhibit on their own before and after school.”

In both cases, the students not only prepared for global citizenship but actively practiced it by building global community right in their classrooms.

Based in Andover, OneWorld Classrooms is a nonprofit whose mission is to build bridges of learning and understanding between local and global classrooms through art and technology. Since 2009, over 30,000 students in 64 countries have participated in its programs and another 300,000 have seen its art displays in their schools.

In the coming school year, in addition to the K-12 Global Art Exchange, the organization will offer a new program, Classroom Conversations with the World. Teachers will select specific curricular topics and OneWorld Classrooms will match their classes with global partners for a VoiceThread conversation about that topic. To get the discussion rolling, teachers will submit ‘conversation starter files’ created by their students. While most of the exchanges will be in English, one of the topic options is “Teaching Each Other Our First Languages,” and teachers may request an alternative language for their conversation.

Specifically for language departments and classrooms, OneWorld Classrooms has a major expansion planned for its Student to Student Language Lab. In the current version of the free online multimedia resource, middle and high school students in China teach 55 Mandarin Chinese lessons to their US peers. The new version will include new languages, starting with Spanish, add content for elementary grades, and offer tailored lessons where teachers determine the content. In some cases, participating classes will be matched with global partners to conduct lesson-related online conversations. To spearhead the initiative, OneWorld Classrooms is currently establishing a network of teachers, schools, districts and other regional stakeholders interested in collaborating on the project. All are welcome to join.

For OneWorld Classrooms Director Paul Hurteau, it is all part of a new way of learning. “Our aim,” he says, “is to create a new learning environment in response to the new global context in which we live, one where students interact with their global peers on a regular basis as they learn, one where learning about the world means learning with it.”

For more information about OneWorld Classrooms visit www.oneworldclassrooms.org or contact Paul Hurteau, paul@oneworldclassrooms.org.

Submitted by Jorge Allen.
Creating Global Citizens Through The Promotion Of Biliteracy: Increasing Student Participation

By Ana Romero and Nicole Sherf

The national biliteracy movement is all about documenting and rewarding students for their ability to speak, write, read and understand two languages. Literacy in two languages is an invaluable college and career readiness skill in this increasing global environment. As proof of this, the number of electronic job postings in our state requiring another language has almost tripled in the past five years. One of the keys to success in developing functional biliteracy is through fostering strong class participation.

Over the last school year, Ana Romero, Spanish teacher at Chelsea High School, has taken her wonderings about how to increase student participation in her Spanish for Spanish-speakers or heritage speakers classes, investigated the existing research on the topic, developed a project to test her theories, and then carried it out with her classes. While the project is geared to heritage speaking students, it is certainly applicable to a much wider audience.

The goal of this action project was to research the efficacy of students-centered activities to attempt to increase the incidence of topic related participation when discussing readings in Spanish. The activities were comprised of individual and collaborative activities. The study discovered that, just as literature review had suggested, students who lack the necessary vocabulary to participate in academic discussions tend not to participate in class at all. However, they are more willing to when they are provided with sentence starters and allowed to use them in a collective setting.

The main question of this research is: what are the best activities to increase the active and meaningful participation of native Spanish-speakers in the Spanish Language Arts classes? The following secondary questions were also postulated: Can students transfer some of the strategies used in English Language Arts classes to their Spanish for Spanish-speakers classes? Should students be grouped by similar or mixed abilities? Is there more participation if students move or if they sit?

The High School in which this study took place during the 2015-2016 academic year had a student population that is 82.3 percent Hispanic. Given the high Hispanic population, specifically Spanish-speakers or Native Spanish-speakers at the school, it is necessary to provide the services of a Spanish class for Spanish-speakers or native speakers.

Teachers who work with the Spanish-speakers program must ensure that students enrolled in this program can read and express themselves clearly, orally, and in writing. Students must also possess basic knowledge of standard Spanish, be able to discriminate between the multitude of dialect words, and use communication in Spanish as a learning tool to help understand the information, concepts, and content derived from different academic disciplines. Among the challenges that exist in these groups the following can be identified: native students are not able to transfer the reading habits (mechanical) they employ when reading in English (which can also be attributed to their previous lack of models who read in Spanish). Nor could they depend on prior knowledge in Spanish to give their opinion on a subject of discussion – connecting the dots – or to decipher the meaning of unfamiliar words.

The group of students selected for this study exhibited minimal participation by students. In the data collected it emerged that the strategies that most increase class participation were those in which group and/or group learning took place. Activities such as Sentences Starters and Talk Moves were most effective in increasing class participation and student interest. As its name suggests, "Sentence Starters" provide the beginnings of sentences that students or groups of students must creatively complete relating to the story being read, opinions or descriptions. With the "Talk Moves" suggestions are given to students to help them to comment to their group mates, asking for more information, restating, clarifying, etc.

Though not as effective as Sentence Starters and Talk Moves, activities such as Think-Alouds, Think-Share-Pair, and Jigsaw were implemented with the target class and did increase participation. “Think Alouds” is an activity in which students process by thinking aloud drawing on background knowledge, context cues, making predictions, clarifying confusion, etc. The "Think-Pair-Share" protocol gives students a small allotted timeframe first to think quietly about an answer to a question or questions, then time to discuss with a partner, and finally to share with the bigger group. Finally, the "Jigsaw" has small groups divide up certain tasks and essentially teach the information to the rest of their group. For example, each member of a group could read a portion of an article or story that they must teach to their group mates.

Perhaps the reason that the Sentence Starters and Talk Moves were more effective strategies is that students are limited in their participation by gaps in their vocabulary. Knowing how to identify the academic needs of the students in question is essential to know the best way to teach them those needs. Another aspect to take into account is the cultural one. Culturally speaking – and according to the studies – Spanish-speaking students learn best in groups rather than individually.

We hope that these activities might be useful to you in increasing student participation in your classes! We also suggest that if you ever wonder if a new or different teaching strategy might influence the way your students receive or process information or if you think about how changing a classroom process might impact the way your students remember or interpret the information, you, too, implement an action research project to test out your wonderings, try something new or find a better way to motivate your students.
As area school officials prepare students to become global citizens, acquiring foreign language skills remains a critical though challenging endeavor in school districts, they say.

High schools in Northampton, Easthampton, Westhampton and Amherst have traditionally maintained a commitment to French, Spanish and, in some cases, Latin instruction — often as budgets are cut or rearranged. But, in recent years, local and global demand for alternative options has resulted in school leaders revisiting their current foreign language offerings.

"It’s a changing world," said William Moebius, chairman of the department of languages, literatures and cultures at University of Massachusetts Amherst. "The ones that are spoken in large numbers across the world — those could be considered the fingers of the hand," he said.

While Spanish and French are among those widely spoken languages, he concluded, Chinese, German, Arabic and Portuguese, a language also spoken in Brazil, increasingly "have currency."

Data from the state Department of Elementary and Secondary Education shows that in Massachusetts during the 2014-15 school year, Spanish classes had over four times the enrollment of any other language, followed by French and then Latin. Chinese, Italian, Portuguese, German and American Sign Language showed enrollment between approximately 2,000 and 8,000 students, while several hundred students opted for Japanese, Arabic and Russian.

At Hampshire Regional High School in Westhampton, students are embracing languages outside of the school’s robust Spanish and French programs. Principal Kristen Smidy said juniors and seniors have taken virtual courses in German, Japanese, Mandarin Chinese and Latin. The interactive online courses include speaking segments, which students complete by talking into a microphone.

A changing landscape in foreign policy, international relations and global business has been a key factor in student demand for less traditional language skills, Smidy said.

The classic Romance languages continue to be important and won’t fade away, according to Moebius. But, he said, schools with the funding to pay salaries for additional language teachers would be “well advised to broaden the palette.”

For example, he said, “if you’re an American engineer or chemist and you want a job, you’d be wise to learn German.” The U.S. is home to 2,000 German companies, Moebius said.
Amherst-Pelham Regional High School has historically offered six foreign languages as a regular part of its curriculum, but the school has cut German and Russian due to a decline in enrollment, Principal Mark Jackson said.

The school now offers French, Spanish, Latin and Chinese.

Jackson said proficiency in a second language is a prized skill that children appreciate.

“There is a sense of loss in cutting them,” he said, adding that virtually all students in the district sign up to study a foreign language. Jackson hopes to add those languages back, but said it’s “not financially in the cards,” right now.

If money was not an obstacle, he’d like to offer Arabic classes, too.

“If we can communicate better and understand each other better, that is a positive addition to the planet,” he said.

Financial realities

Area schools face challenges in balancing economic realities with building out diverse language offerings that reflect real-world demand.

For most, finances do not allow for unlimited options.

“Schools are complex organizations and if you move away from any one language in exchange for another, how do you make that transition meaningfully?” Hampshire Regional Superintendent Craig Jurgensen said.

More than five years ago, a tight budget year at Hampshire Regional led to discussion of reducing French classes. Spanish has continually seen higher enrollment, according to Smidy, the high school principal.

A group of parents advocated heavily against that decision, said Jurgensen. He said those parents felt their children had made a commitment to French and wanted to see that through.

Some compromises were made in combining French levels, and budgets eventually improved.

Jurgensen said the district continues to revisit decisions on language offerings and any transition would likely include laying off some language teachers and hiring others, he said. Hampshire officials will continue to survey students, examine data and research the value of particular languages.

There has also been some advocacy for Latin, Jurgensen said.

Students in Northampton have that option in the classroom, beginning in seventh grade. Although it is no longer a spoken language, Superintendent John Provost said, “there are countless applications in science, medicine, law and as a base for understanding other languages.”

Language demand

An estimated 629 out of 884 Northampton high school students have enrolled as of Aug. 1 to take at least one semester of a foreign language.

Adding diversity of language programs must also be balanced with other areas of study, Provost said.

In 2015, President Barack Obama set a national goal of having 1 million Americans learn Mandarin Chinese by 2020. The language is critical to strengthening U.S. and China relations, he said of the initiative.

Hampshire Regional has seen a demand for in-class Chinese instruction, but Moebius said languages that use a different alphabet are much more difficult to learn in traditional schools.

“There are sounds used in Chinese and Arabic that our throats and mouths don’t make,” he said of native English speakers.

Hadley’s Pioneer Valley Chinese Immersion Charter School makes that transition easier, Moebius said.

Richard Alcorn, the school’s executive director, has said in the past that most students speak no Chinese when they start, but they leave with high-proficiency skills.

The tuition-free public charter school has applied with the state to increase maximum enrollment from 584 to 968 students.

“China is a big trading partner with the United States,” Alcorn said in an April interview with the Gazette. “A pipeline of Chinese speakers is critically important to the nation, the state, and locally, if we are to compete in the global economy.”

Some western Massachusetts public schools are focusing on the rich cultural benefits to language learning with cross-cultural exchange programs.

Easthampton superintendent Nancy Follansbee said new last year was a high school exchange program with students from Chatelain, France. Some 16 students from Chatelain lived with Easthampton families while attending the school for 10 days, and then the arrangement was reversed.

This year, Follansbee said, a similar exchange program with students from Spain will be available.

Hampshire Regional also started an exchange program with France last year.

And the past two years, the school has used a visiting teacher program to bring in language teachers from Spain.

Smidy said the guest teachers come with a “wealth of knowledge from that culture.”

“They know the cool things that kids want to learn,” she continued, “like newest trends and slang.” Smidy said the students also enjoy correcting the teacher’s English skills, so that interaction works both ways.

Students’ worldviews

Across the board, area school officials reported a high emphasis placed on foreign language instruction—regardless of the languages themselves.

“The U.S. itself is becoming a more diverse society, so the expectation is that...
students will be interacting with a number of individuals with whom English is not their first language,” Provost said. He said being fluent in a second language enhances students’ chance for success in college and career paths.

Jurgensen said the greater Hampshire Regional community values foreign language, “particularly in the way it links to a student’s worldview.”

Conversations around which languages to prioritize vary greatly on many factors, such as how you define the word “useful,” Moebuis said. Following suit with local school leaders, he agreed that language allows students a chance to move outside of familiar territory. For others, diverse language skills become a business advantage. Those who choose to study their heritage language “begin to understand” their culture in a deeper way, he said. The dominant second language in one’s community should be a factor, too, he said.

His biggest recommendation: “Look at where the creativity is these days, and follow it.”

“The individual should think, ‘How can I be a part of that world?’” he said.

**Starting sooner**

To start that process sooner, several area principals and superintendents agreed they would like to offer full language programs to younger students.

“Research indicates that young children tend to learn languages more easily than older children or adults,” said Follansbee.

This year, Easthampton is bringing back its World Language program in French and Spanish for students in fifth-to-eighth grade. The middle school course was cut a few years ago due to lack of funding.

Similarly, Provost said, with more funding for languages he’d be interested in “getting students opportunities to begin at the elementary level.”

One place for immediate emphasis, Moebius said, is “learning the grammar of the language you speak naturally.” Some students today are lacking that background, and it’s crucial in setting a strong foundation for second-language proficiency, Moebius said.

“The whole notion of learning a language, no matter what it is, stimulates the brain and thought,” Jurgensen said. “It’s just a good intellectual endeavor.”

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In an increasingly interconnected world, it is imperative that we instill in our students the importance of being a citizen who thinks globally, contributes responsibly and communicates effectively in order to make competent and compassionate decisions that will shape our new world. In Norwood, we drew inspiration from existing Global Competence and Global Citizenship Programs in Needham and in Hingham to craft a set of expectations and requirements for students to exhibit global competency prior to graduation. Students are expected to study and to achieve proficiency in a second language and to become informed and active citizens who engage with the world around them. Two years ago, we were able to begin to challenge NHS students to learn and to think in new ways. Like Needham and Hingham, Norwood students make global connections by participating in cultural exchange experiences, such as travel abroad or hosting exchange students, coupled with academic coursework, co-curricular activities, and community service in order to achieve these goals. All students have the opportunity, and are encouraged, to join the Global Citizenship Club and some students challenge themselves to complete the more rigorous requirements of the Global Citizenship Program Certificate.

The Global Citizenship Club meets monthly and sponsors a variety of events. Students have SKYPED with a school in Ghana and spoke about what teens typically do during their free time and compared school courses and daily routines. Before the session ended, students exchanged emails and Snapchat usernames so that they could continue to get to know each other and each other’s cultures! We are currently working on establishing SKYPE opportunities with schools in São Paulo, Brazil, Lebanon, and Delft, Netherlands. The club sponsored two speakers to speak to the NHS student body: Dave Butler, CEO of Youth Futures International (USA) and Peter Le Roux, founder of Hammer and Chisel (South Africa). Both speakers shared a similar message with the students about how to be a force of positive change in the world. Both Butler and Le Roux spent the day meeting with students in small groups and individually to talk about opportunities for getting involved with their organizations. As a result, some students chose to participate in global learning activities this summer, including, but not limited to, community service through football in London, medical experiences in Lowell, MA, and multiple service trips to other areas. Teachers also got involved, with one of the Norwood High School science teachers participating in a trip to India in which she learned about medical needs there and supervised students interested in becoming doctors themselves. We were also thrilled to accept 3 scholarships from St. Mark’s Global Citizenship Institute this summer.

This past year was a busy one with students completing many different activities focused on global interaction. Through an opportunity with IEARN, the club helped collect and write holiday cards to exchange with different countries including Belarus, Thailand, Taiwan, India, and Russia. The cards were displayed for the student body to view and students were thrilled to discuss, to compare and to contrast holiday traditions and celebrations around the globe. They also organized an art exchange with classrooms around the globe through OneWorld Classrooms. Students chose the theme of My Life, My Community. They created and sent art around the world and received artwork created by students from the Philippines, the Marshall Islands, China, Canada, Russia and Africa. The artwork was exhibited in the front lobby of the high school for the entire student body to visit, to view and to appreciate.

An overarching goal of our Global Citizenship Program is for students to gain the ability to take what they learn in our club and the certificate program and apply it in their other classes and in their lives beyond the classroom. It is inspiring when students take an experience, for example, speaking with students in Ghana or the Middle East, and apply it to their history or English classrooms when discussing current events or a piece of literature. It is also amazing to see students continue the conversations beyond club meetings or the classroom. Global awareness has led our students to being more engaged with their friends in regard to global issues and has also led many of them to share a true desire to make a difference in the world around them. Students have also truly impressed the school community with their Program Certificate Final Projects. Sample projects from students who have graduated with their Global Citizenship Certificate include service work in the Dominican Republic and Costa Rica. Research-based projects included bringing to light the need for prosthetics in developing countries and a comparison of cancer rates and cancer treatments between the U.S and Guatemala. Students have traveled to France, Italy and Spain and /or have hosted students from Spain and France.

Two years ago, we issued the students of Norwood High School a pretty big challenge: travel, engage, research, learn, communicate, and think beyond Norwood—think globally not just locally. Our students have risen to that challenge, impressing not only us, their advisors, but the entire community. As the program has grown and gained traction, the impact that our students have made has continued to grow. Through their experiences in the program, students have developed a strong commitment for personal and social responsibility as well as cultural sensitivity allowing them to become productive citizens of a growing and changing world.
Promoting Tolerance Through The Study Of Foreign Languages
by Marcel LaVergne Ed.D.

In spite of Emma Lazarus’s poem inscribed on the Statue of Liberty which proclaims the United States as a land welcoming immigrants from the world over:

“Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!”

recent events have given rise to negative feelings towards Syrians, Mexicans, Cubans, illegal immigrants and many others who dream of a better life in the land of opportunity.

Foreign Language teachers can become those agents of change who in the words of Pope Francis would rather build bridges that allow people to enter than construct walls designed to keep people out.

According to the NEA “in addition to cognitive benefits, the study of foreign languages leads to the acquisition of some important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations. In addition, the encounter with cultures different from one’s own leads to tolerance of diverse lifestyles and customs. And it improves the learner’s ability to understand and communicate with people from different walks of life.” (1)

That notion is supported by the Gonzaga University Modern Language Department which believes “that through encounter with a foreign culture, a student develops tolerance for difference, an understanding of other cultures and languages, and a greater insight into oneself and one’s own culture as seen from new perspectives” (2)

This article will explore the concept of tolerance, define and list the root causes of intolerance and xenophobia, and suggest strategies towards the development of tolerance and acceptance in our L2 curriculum.

Definitions

According to Dictionary.com, tolerance is defined as “a fair, objective, and permissive attitude toward those whose opinions, beliefs, practices, racial or ethnic origins, etc., differ from one’s own.” According to its Declaration of Principles on Tolerance, UNESCO’s Member States affirm “that tolerance is neither indulgence nor indifference. It is respect and appreciation of the rich variety of our world’s cultures, our forms of expression and ways of being human. Tolerance recognizes the universal human rights and fundamental freedoms of others. People are naturally diverse; only tolerance can ensure the survival of mixed communities in every region of the globe.” (3)

Unfortunately, the presence of foreign cultures on our shores also gives rise to intolerance and xenophobia which according to Merriam-Webster.com is “the fear and hatred of strangers or foreigners or of anything that is strange or foreign.” This intolerance often promotes injustice, violence, discrimination, and marginalization towards anyone or anything foreign. By its very nature, the word foreign is an integral part of foreign language teaching and learning and it is the duty of foreign language teachers to redefine the “foreign” in their curriculum by concentrating on the development of cultural sensitivity, cultural differences, and cultural knowledge.

Promoting Tolerance through Cultural Sensitivity, Cultural Differences, and Cultural Knowledge

Before promoting tolerance, it is important that L2 teachers understand the root causes of intolerance which as stated by Beeckman (4) are:

1. Ignorance – a lack of knowledge, of understanding, or a tendency to see the world in black and white with no grey zones.
2. Bias and prejudice - a kind of indoctrination which is carried through life by almost everybody as a result of what they learn through education, the media, one's parents and one's culture.
3. Fear of things we are not familiar with because they upset our comfort zone.
4. Threat to the status quo, to stability. We all fear change to our established situations.
5. Stress- We are more likely to be intolerant when we are stressed.

Knowing the impediments to tolerance, L2 teachers can now plan a curriculum that includes strategies that will develop the following:

Cultural Sensitivity: knowing that cultural differences as well as similarities exist, without assigning values (i.e. better or worse, right or wrong) to those cultural differences.
Promoting Tolerance Through The Study Of Foreign Languages

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Cultural Awareness: developing sensitivity and understanding of another ethnic group. This usually involves internal changes in terms of attitudes and values. Awareness and sensitivity also refer to the qualities of openness and flexibility that people develop in relation to others.

Cultural Knowledge: familiarization with selected cultural characteristics, history, values, belief systems, and behaviours of the members of another ethnic group.

The role of culture in the L2 curriculum often takes a back seat to the vocabulary and grammar teaching that takes place in the L2 classroom. The Foreign Language National Standards states that “Students gain knowledge and understanding of other cultures by demonstrating an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.” Culture enables students to appreciate the various visions of reality that exist among the people from different nations and according to Bokova “should help young people develop capacities for independent judgment, critical thinking and ethical reasoning. The diversity of our world’s many religions, languages, cultures and ethnicities is not a pretext for conflict, but is a treasure that enriches us all.” (5) Bokova continues to say that “Respect and tolerance are liberating acts, whereby the differences of others are recognized as the same as our own and whereby the riches of another culture are taken as the wealth of all.”

Recognizing the impossibility of knowing everything about another culture, the Big Sister Organization (6) suggests that people do the following:

1. Develop awareness: take a look at your own biases and prejudices, become aware of cultural norms, attitudes, and beliefs, and value diversity.
2. Don’t allow cultural differences (preferences) to become the basis for criticism and judgments. Differences are neither good nor bad – it is what we do with them that makes a difference.
3. Build friendships of mutual respect and a desire for understanding.
4. Be yourself and show that you care about the person and that you honestly want to help.
5. Take time to listen. If you don’t understand, or you are not being understood, take the time to find out why. Explain or ask questions. For example, “Would you help me understand?”
6. Acquire knowledge about other cultures by attending classes or seminars, reading books or watching movies about other cultures, and attending cultural events/festivals.

The Big Sisters stress that “developing a culturally competent attitude is an ongoing process. It is important to view all people as unique individuals and realize that their experiences, beliefs, values and language affect their ways of interacting with others and the larger community. It’s important that one be aware that differences also exist within cultures and that it is wrong to assume that a common culture is shared by all members of a racial, linguistic or religious group.”

Foreign Language Learning as a Solution

According to Gallagher-Brett “Language learners believe that languages promote better relationships with others (individuals and countries)” because “(t)here appeared to be strong endorsement among participants for the view that language proficiency facilitates better relationships with other countries. Among the many reasons for studying languages are the ones that stress the importance of relationships with people, such as cultural understanding of others, wanting to communicate, meeting people and making friends.” (7)

Both the Council for Cultural Cooperation of the Council of Europe (8) and UNESCO believe that the best way to combat ignorance is through education and that the study of foreign languages is well-equipped to combat intolerance and to promote tolerance.

Prejudices very often spring from lack of comprehension and the study of foreign languages can improve understanding and thereby encourage tolerance because it opens the door to a variety of cultures. L2 teachers need to re-orient their outlook and consider themselves to be L2-C2 teachers. If one considers that language is the oral and written expression of culture, an effort should be made not to separate them into two distinct entities. Culture shapes the way we think and language is the way that we express it. In addition to teaching the linguistic aspect of L2, we need to help our students become aware of the C2 which is the filter through which the people perceive the world which reflects their values, beliefs and attitudes. Culture is a total way of life and is so inextricably woven into our identity and who we are in everyday life that we are often unaware of it. For this reason, it can sometimes be difficult to understand those who are different from ourselves to the extent that we may even fear them or perceive them as a threat to our cherished way of life.
Promoting Tolerance

To integrate Intercultural Understanding within curricula, de Leo (9) suggests that a broad definition of culture be adopted which includes the whole experience of life in all its dimensions, as follows:

1. Physical: cultural practices and what people do
2. Intellectual: traditional knowledge and diverse ways of knowing
3. Emotional: diverse ways of expressing emotions (e.g. grief)
4. Spiritual or religious: beliefs, practices, cosmology
5. Aesthetic: art, music, dance, concept of beauty, etc.
6. Linguistic: languages spoken
7. Social: social issues faced by diverse cultures, equity/inequity, human rights, disadvantage, discrimination, experience of social conflict and harmony
8. Political: diverse political systems
9. Historical: the history of cultures, migration, colonization, experiences of disadvantage and marginalization, war, conflict and peaceful co-existence
10. Power relations: disadvantage, injustice, minorities, marginalisation
11. Moral/ethical: differences and similarities in values across cultures

To be truly effective, the study of foreign languages should begin as early as possible, i.e., in the elementary grades. According to Green (10), “education is undoubtedly one of the priority areas for the campaign to promote tolerance. If young people are presented from a very early age with positive images of cultures and beliefs other than their own, they will clearly be able to accept the presence of foreigners more readily.” He agrees with Kramsch who defines “intercultural awareness” as “a heightened sensitivity to cultural similarities and differences in which judgmental and normative considerations are kept open at the point of contact and during which there is the possibility of the interactors discovering something new and meaningful about the ‘other’ and about themselves and of generating something new for themselves.”

It has been said that only when one learns the language of another person that one can really understand that person or as Charlemagne said many years ago “To have another language is to possess a second soul.” To promote tolerance education should be intercultural and by its very nature foreign language education is intercultural when the teacher goes beyond the words and verbs curriculum and includes paying more attention to the history, geography and culture of the countries whose languages they are teaching.

Let us take a lesson from Saint-Exupery’s Le Petit Prince as he travels from asteroid to asteroid meeting a variety of persons whose culture differs from his own. As he learns the unique qualities of each individual, he learns to accept them as they are—the product of their environment, their status, and their purpose. Although he finds some of them strange, he accepts them without judging. The most important lesson that he learns is from the fox who initiates him into the ritual of friendship. Before becoming his friends, he must tame him, i.e., take the time to get to know him. According to the fox, “on ne connaît que les choses que l’on apprivoise…Si tu veux un ami, apprivoise-moi!”(11)

Differences and Similarities

The Venn Diagram is a useful tool to illustrate similarities and differences between the various cultures that exist in a C1-C2 situation. Students are asked to complete the diagram by listing how their native culture is different from the target culture and how they are the same as exemplified by the two topics below.

**Topic 1: A typical high school day**

When studying the typical high school day of the target country, the following questions can serve as guides for the students to use to complete the diagram:
1. What time does the school day begin?
2. How long do the class periods last?
3. How many subjects do the students take?
4. Are there electives or are all the subjects mandatory?
5. Is there a homeroom period?
6. Are there any study hall periods?
7. Do all the subjects meet every day?
8. How long is the lunch period?
9. Can students leave the campus between classes?
10. Do all the students have a computer?
11. How much homework do the students have?
12. What is the grading system like?
13. Are sports intramural or interscholastic?
14. What time does the school day end?
15. How long is the school year?
16. When are school vacations held?

The teacher follows the completion of the diagram with the following activities:

1. A classroom discussion of the results of the diagram.
2. A written report on the findings of the diagram.
3. A debate to decide which is the better system and why.
4. A composition asking the students to state which system or part of a system they prefer and why.

**Topic 2: Teenagers and free time**

The teacher prepares questions such as the following:

1. How do teenagers spend their free time?
2. Do they have jobs after school? On the weekend?
3. What kind of sports do they practice? Prefer?
4. Do they go out with friends? Where do they go?
5. Do they date?
6. Do they have cars? Bicycles? Motor scooters?
7. What kind of music do they listen to?
8. Do they go to the movies? To concerts?
9. What kind of clothes do they prefer?
10. Do they get an allowance?
11. Do they have a curfew?
12. At what age can they get a driver’s license?
13. What is the legal drinking age?

Other possible topics are:

1. Holidays
2. Transportation
3. Form of government
4. Food traditions
5. Family structure
6. Health care
7. The Economy
8. Housing
9. Educational system
10. Technology

Each topic can be broken into sub-topics and be subject to study and discussion. The more the students learn about the C2 the better the chances that they will become more culturally aware and sensitive to the differences and become more accepting and tolerant of them.

**Conclusion**

Foreign Languages are an appropriate vessel to promote tolerance in students because they open the door to a variety of world cultures. Helping students to become culturally sensitive to and aware of differences among people, helping them to understand the distinct traditions that shape us all, and enabling them to appreciate their unique qualities are worthy goals of every L2-C2 teacher.

**References**

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7. Gallagher-Brett, Angela. “Seven hundred reasons for studying languages”. www.lius.ac.uk/700reasons

**About the author**

Marcel LaVergne, Ed.D., retired, was a high school teacher of French, a Director of Foreign Languages, an adjunct professor of Foreign Language Methods, a textbook author, and a consultant on Foreign Language Teaching and Learning. He was recently associated with the National Capital Language Resource Center as the author of the Sound Bites for Better Teaching column.
Dr. Edward Zarrow, a numismatist by training, is happiest in a museum coin room. The Westwood High School Latin teacher is drawn to coins because they connect him in a very tangible way to the history, language and culture of a region during a particular time.

As the 2016 National Language Teacher of the Year, Zarrow has had almost a year to speak around the country about the connections among languages, history and culture. The honor has also provided him with the opportunity to make his case — passionately and publicly — that all students should be required to study at least one foreign language by the time they graduate from high school.

“The study of a language itself should not be a choice,” says Zarrow.

He explains his thinking this way: “Foreign language study is the principal window through which we explore world cultures. If we really want to say that we value critical thinking, that we value tolerance, that we’re adequately preparing our students to be ready for the global stage — we can’t think global without putting languages first.”

Zarrow is the first Latin teacher — as well as the first teacher from Massachusetts — to be honored as National Language Teacher of the Year by the American Council on the Teaching of Foreign Languages, or ACTFL.

As the Massachusetts Foreign Language Association’s Teacher of the Year for 2015, he became the state association’s nominee for the national award.

In November, Zarrow will often occupy center stage at the national organization’s annual conference, which will take place in Boston. The event typically attracts 7,000 to 8,000 language educators from around the nation.

As the school year neared its end in May, Zarrow and his Westwood High School colleague, Nancy Aykanian — who is MaFLA’s Massachusetts French teacher they face an open-response question, that’s when they need to draw on their knowledge and demonstrate a capacity to think critically and be creative, she said.

She and Zarrow also consider students’ “moral education” to be integral to their practice and the lessons they create. “What matters most is not just being bright or getting into an Ivy League school, but being a good person, a good citizen; in the foreign language classroom, this translates as learning to become a responsible global citizen,” Aykanian said.

Aykanian became an MTA Board member a month after she organized an exchange program between her students and students at a French high school. During that trip, her students met and shared a stage with French President François Hollande.

It was the type of experience that students don’t forget, she said.

By Jean Conley
State of foreign language education outside the U.S.

For him to gain a wider perspective on the state of foreign language education outside the U.S., providing a steady stream of opportunities — such as attending the November ACTFL conference — has also come central to many of their discussions with students, being conversant with other cultures is imperative.

She said that as an MTA member she finds it refreshing to be advocating for the profession and for workplace rights, resisting irrational district or DESE mandates, and placing a high value on social and political justice.

Zarrow and Aykanian say that as issues of racial and ethnic intolerance have become central to many of their discussions with students, being conversant with other cultures is imperative.

The Administrators’ Session will be held at the Westin Boston Waterfront Hotel, Grand Ballroom C-D on November 18, 2016, from 1:30 PM to 4:30 PM, during the 2016 Annual Convention and World Languages Expo of the American Council on the Teaching of Foreign Languages (ACTFL), of which MaFLA is co-sponsor. Special arrangements have been made with ACTFL to provide complimentary registration for non-foreign language administrators to participate in this important conversation as well as attend additional select events on the same day, unless they elect to pay for the luncheon. Please download the invitation letter and the registration form to give to your administrator. The online registration must be completed by October 26, 2016. There is no cost to attend unless they elect to stay for the luncheon which is $50 payable by check to MaFLA.

Please email advocacy@mafla.org if you have any questions. We look forward to seeing your administrators there!

Submitted by, Nicole Sherf, MaFLA Past President and Advocacy Chair

Foreign Language Teachers Open Global Windows

She said she became more active in the union because she had grown tired of all the state mandates that were not informing her practice — “and which couldn't be further from the project-based learning experience that my exchange embodied.”

She said that as an MTA member she finds it refreshing to be advocating for the profession and for workplace rights, resisting irrational district or DESE mandates, and placing a high value on social and political justice.

Zarrow and Aykanian say that as issues of racial and ethnic intolerance have become central to many of their discussions with students, being conversant with other cultures is imperative.

Zarrow’s national stint — the next Teacher of the Year will be named at the November ACTFL conference — has also provided a steady stream of opportunities for him to gain a wider perspective on the state of foreign language education outside of Massachusetts.

“It has been incredibly uplifting to see what people are doing across the U.S., especially in districts that serve large communities in poverty that don't have our resources,” he said. Those communities "have placed a high value in being interculturally competent. Their goal is to graduate as many people as they can — regardless of background, race, ethnicity or income — who are bilingual or multilingual.”

One goal of Zarrow's is to see Massachusetts adopt the Seal of Biliteracy, which has been adopted or is close to adoption by close to two dozen other states. The seal honors students who have studied and attained proficiency in two or more languages by graduation.

Zarrow and Aykanian say that as issues of racial and ethnic intolerance have become central to many of their discussions with students, being conversant with other cultures is imperative.

“There are many people out there who are intent upon savaging the humanities,” says Zarrow. “They call into question people who speak a language other than English or think those people are to be feared or mistrusted.

“What we're doing,” he continued, “is trying to show how language is not merely a part of culture. Language is culture. When we speak another language, when we put ourselves into the culture of someone else, we're growing in our empathy, we're growing in our tolerance, and we're showing people the true value of diversity.”

A full list of 2015 MaFLA teaching awards can be found at mafla.org/contest-awards-2/winners/scholarship-winners/.

From MTA Today, Volume 47, No. 1/ Summer 2016.

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Our 2016 Annual MaFLA Essay Contest was a resounding success. This year’s theme, Languages are the Keys to Global Understanding, inspired 45 students from across the state to express their thoughts on the importance and impact that knowing languages other than English has on one's education and experience in the world today. These students all probed their minds and supported their opinions with research-based data in reflecting on the theme of this year’s contest.

Twenty-two High School students submitted essays this year. This year’s winner, Anna Abrahams (also the Essay Contest overall winner), student of MaFLA member Hugh McCartney of Monument Mountain Regional H.S, Great Barrington, included these words in her winning essay:

"It doesn't matter how different people are; if everyone can make an effort to communicate, their differences will not matter. Global Understanding means more than understanding spoken words. It means understanding culture and the meaning of where those words come from."

Twenty-three Middle School students submitted their essays to this year's contest. The Middle School winner, Kelley Carzo, eighth grade student of Zoe Cabaret, Wood Hill M.S., Andover, wrote these words in her winning essay:

"There are so many benefits to knowing multiple languages and it can help in everyday life. If people around the world can communicate, they are already one step closer to global understanding. Speaking a new language is hard, and it takes a lot of effort, but if you are willing to learn, it can be the key you need to open the door to success and enter a world of understanding."

Besides these winners, MaFLA would like to recognize the following students with Honorable Mention:

Alicia Yang, student of Sinikka Gary, Acton Boxborough Regional H.S.
Angela Jin, student of Suzanne Hogarty, Acton Boxborough Regional H.S.
Alexia Marriott, student of Shelly Ironside, McDevitt M.S., Waltham
Angela Chi, student of Klara Sands, Wayland M.S., Wayland.

MaFLA would also like to thank the 17 Middle and High School teachers who participated in this year’s contest and to invite members to continue to support this opportunity for our students to have their voices heard.

Submitted by Stuart Gamble, MaFLA Student Essay Contest Chair, assisted by Service Team member Jeanne O’Hearn

2016 Video Contest ~ Creativity And Innovation

MaFLA’s annual student contests provide different opportunities for expression. The Essay Contest allows students to express their ideas through the written word while the Poster Contest is an outlet for artistic students to communicate their ideas visually. The Video Contest was first introduced in 2010 as a way for foreign language students to showcase their technology skills. In their videos, students may communicate their ideas using English or the target language. Entries must clearly and effectively represent the annual theme. They should also be creative and use technology innovatively. This year, videos represented the theme of "Languages are the Keys to Global Understanding." We received eight entries for this year's Video Contest. Participating schools included: Burlington High School, Canton High School, Dracut High School, Monument Mountain Regional High School in Great Barrington, McDevitt Middle School in Waltham, Triton Middle School in Byfield, and Wood Hill Middle School in Andover.

It is always a joy to view each year's entries and very difficult to choose the winners. The entries this year did not disappoint! Students performed rap songs, dramatically acted out scenes while singing, and used many thoughtful images. All participants receive a certificate from MaFLA and the winner of each category (high school, middle school and elementary) receives an award in the amount of $50.

Samuel Bell, a French I student from Triton Middle School, was this year’s middle school winner. His teacher was Ann Welch. Samuel used Lego figures to act out an entertaining and funny story about what happens when a man goes to a café in France but does not know any French. He decides to take some lessons, goes back to the café, and successfully communicates with the people there.

Our high school winner this year was Spanish II Honors student Nicole Craig from Dracut High School. Her Spanish teacher was Christine Lord. Nicole's video, produced with excellent quality, used striking images to communicate ideas such as learning another language increases opportunities for international travel and business and changes perspectives.

Congratulations to our winners and all the participants! The winning videos can be seen on the MaFLA web site.

Submitted by Jeanne O’Hearn, Masconomet Regional Middle School
MaFLA 2016 Poster Contest Winners

POSTER OF THE YEAR
Namya Saini, Grade 7
Wood Hill Middle School
Teacher: Zoé Cabaret

High School Winner
Louise Schramm
Wilmington High School
Teacher: Joanne Veliz

Middle School Winner
Yana Lipnesh, Grade 8
Wayland Middle School
Teacher: Katherine DeLima

Elementary School Winner
Olivia Balkan, Grade 3
Tyngsborough Elementary School
Teacher: Jill Frechette

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

**Erin O’Brien**

Erin O’Brien is a member of the Arlington High School graduating class of 2016. During her senior year, she took full advantage of foreign language offerings at her school and enrolled in AP Spanish, Spanish Cinema, and French 3 Honors. She earned three certificates of achievement from her school for Spanish and one for French, and in her senior year was the recipient of the MaFLA Award for Leadership in Foreign Language Studies and the MaFLA Award for Scholarship in Foreign Language Activities for Spanish. She also earned three consecutive gold medals for the National Spanish Exam and two consecutive gold medals for Le Grand Concours and was one of three seniors to earn the Arlington High School Platinum Seal of Bilingualism.

Erin is passionate about her job at GoLingo, a Spanish immersion after-school program for elementary school students in Arlington. GoLingo was influential in Erin's studies of Spanish as it provided her the opportunity to work alongside and converse with native speakers from nations including Colombia, Venezuela, and Mexico. Erin was president of the Arlington High School Do Something Club, a club devoted to social activism among youth to better the local and wider community.

Erin will attend Simmons College in the fall to study Spanish and Social Work with a possible minor in French. She plans to study abroad in a Spanish-speaking country and hopes to be involved in community service in Latin America while abroad. She also hopes to take advantage of faculty-led travel courses in order to explore Spanish-speaking and French-speaking regions of the world. Erin would also like to take up Portuguese or Italian in college and hopes to utilize her foreign language skills as a social worker for Latino immigrants.

**Arianna Kazemi**

Arianna Kazemi resides in Canton and graduated from Fontbonne Academy in May 2016. She was President of the National Honor Society, Secretary-General of Model United Nations, and a member of the French National Honors Society. In addition, Arianna was an International Student Mentor and a math tutor. She will be attending University of Massachusetts Amherst's Commonwealth Honors College in the fall and has been accepted into the Biology Talent Advanced Program. She is planning on majoring in biochemistry.

Her introduction to foreign language began very young when she started learning her ancestral languages of Greek and Farsi at six years old. She was introduced to the French language at the Galvin Middle School when she was 12 and fell in love with the language and culture. The summer before her senior year, she was lucky enough to participate in an exchange program with a school in France and spent three weeks living with a French family while learning about French culture. She hopes to pursue a minor in French as she continues on in her education and wishes to study abroad one day. Arianna is very grateful for the support of her French teachers and for the MaFLA and their decision to make her a recipient of this award.
Past Presidents’ Award Winners

Diana Hickox

Diana Hickox has had the opportunity to study French since seventh grade. Since then, she has had a passion for speaking French and learning about Francophone nations. Diana was a member of her high school’s Foreign Language Club and served as President of la Société Honoraire de Français during junior and senior year. As a member of the French Exchange Club, Diana stayed in Longjumeau, France. This trip fostered an even stronger love for the language and French culture, which has been instrumental in her decision to attend university in France. Diana plans on continuing her study of French and majoring in International and Comparative Politics for the next four years at the American University of Paris. She also hopes to become fluent in Arabic, and work in the field of global conflict management.

Amani Albadawi

My name is Amani Albadawi and I will be attending the University of Massachusetts Boston as a Pre-med major. However, I will be continuing my studies in French in order to become a well-rounded global citizen of the world as well as acquire more knowledge about the language and culture. Additionally, I hope to participate in a travel abroad program in Paris so as to gain my own personalized experience and share my observations with fellow peers. Other than French, I wish to further my studies in Arabic due to my Syrian and Lebanese origins and Latin because of my fascination with Roman civilization and mythology.

Watch for Announcements
of Upcoming Contests and Awards

Be Involved.

Check often at mafa.org.
MaFLA Student Award Winners

Arlington Catholic High School  Carol Elices, Teacher – Awards to Emily Guerriero (SP), Nikki Doherty (LAT), Erin Healy (FR)

Arlington High School  Catherine Ritz, Teacher – Awards to Ian Bernaedin (LAT), Erin O’Brien (SP), Trevor Stinson (IT), Yuran Tsuchida (Mandarin), Kiran Gite (FR), Erin O’Brien (LEAD)

Attleboro High School  Peter A. Pereira, Teacher – Awards to Samuel O’Donnell (SP), Taylor Barros-Pereira (FR), Madison Berg (ASL)

Auburn High School  Daniel Creamer, Teacher – Awards to David Klett (SP), Matthew Contois (FR), Madison Berg (ASL)

Belmont High School  Adrienne Talamas, Teacher – Awards to Emma Peirce-Hoffman (SP), Sophia Guzikowski (LAT), Daphne Kaxiras (FR), Eric Leham (CH)

Bishop Fenwick  Diane C. Eromin, Teacher – Awards to Olivia Comeau (FR), Derek Dellisola (SP), Lauren Hallice (LEAD)

The Bromfield School  Jennifer Fraser, Teacher – Awards to Sarah Seymour (FR), Lilian Moore-Eissensberg (SP)

Chelmsford High School  Sharon Charbonnier, Teacher – Awards to Andrew Martin Duffy (FR), Claire Markey (LAT), Elena Mieszczanski (SP)

Cohasset Middle/High School  Margaret Jordan, Teacher – Awards to Daniel Toomey (FR), Alba Fernandez (FR), Brianna Sheldon (SP), Henry Butenschon (SP), Caelin McDonald (LEAD)

Concord-Carlisle High School  Iolanda Volpe, Teacher – Awards to Virginia Henning (CH), Ann Lowell Hutchinson (LAT), Nicole Albanese (FR), Cindy Shi (SP)

Duxbury High School  Diane Mehegan, Teacher – Awards to Nicole Quinlin (ASL), Kevin Coghlans (French), Thomas O’Hare (LAT), Olivia Murphy (SP)

Falmouth High School  Patricia DiPilo, Teacher – Awards to Anastasiya Yakovleva (FR), Kathleen Desmond (LAT), Wei-Ren Murray (SP), Seth Harrington (CH), Kayla Tashjian (LEAD)

Fontbonne Academy  Anke Herbert, Teacher – Awards to Meaghan Walsh (SP), Arianna Kazemi (FR), Claire Lyons (LAT), Ariana Matos (LEAD)

Foxborough High School  Debra Grant, Teacher – Awards to Diana Hickox (FR) and Jessica Andres (LEAD)

Franklin High School  Laura Evans, Teacher – Awards to Emily Myers (SP), Ajay Gupta (FR), Sara Richardson (LAT), Sarah Sharpe (LEAD)

Hingham High School  Susan Keyes, Teacher – Awards to Scott Whitney (FR), Julia Monz (SP), Hayley Gray (LEAD)

Malden High School  Julie Snyder, Teacher – Awards to Emmanuela Delisme (FR), Merjim Rizvancevic (IT), Heresa LaForce (LAT), Michael Light (SP)

Matignon High School  Paula Gaffey, Teacher – Awards to Casey Henehan (FR) Patrick McClellan (LAT), Bianca Perillaar (SP), Jo Sinti (LEAD)

Melrose High School  Kim Talbot, Teacher – Awards to Alicia Thome (FR), Joseph Hamilton (GER), Edward Keenan (IT), Alexandra McGuire (LAT), Claudia Brophy (SP)

Monson High School  Ronie Webster, Teacher – Award to Madeline Murphy (SP)

Mount Greylock Regional School  Amy Turner, Teacher – Awards to Gray Kaegi (LAT), Nicole Jones (SP), Adam Hall (LEAD)

Notre Dame Academy  Linda Gustafason, Teacher – Awards to Urmila Mallick (FR), Lauren Inman (SP), Nicole Heroux (LAT)
MaFLA Student Award Winners

Revere High School  Albert Mogavero, Teacher – Awards to Kasy Sierra (FR), Justin Lee (SP), Fernando Aquiluz (IT), Phuc Tran (CH)
Sacred Heart High School  Carol F. Davis, Teacher – Awards to Yanni Pappas (FR), Alex Bitterman (SP), Michael Walsh (GER), Rachel Kelliher (LAT)
Ste Jeanne d’Arc School  Monique Letendre, Teacher – Award to Elizabeth Cullen (FR)
Taconic High School  Angela Johansen, Teacher – Awards to Elijah Thomas Cunningham (SP) and Maggie Faye Moody (LEAD)
Triton High School  Regina Doyle Symonds, Teacher – Awards to Shannon Lyons (FR), Jamie Kelly (LEAD)
Tyngsborough High School  Sarah Silva, Teacher – Award to Diana Welch (SP)
Wakefield High School  Ruben Reinoso, Teacher – Awards to Sarrah Chouiakh (FR), Madeline Shea (SP), Katherine DiGuardia (IT), Jeremy Keegan (LAT), Emily Nin (LEAD)
West Springfield High School  Cristina Rubeck, Teacher – Awards to Tiffaniang Tangbe, (FR), Allison Mulvey (IT), Nicole Cross (LAT)
Whitinsville Christian School  Karen Exoo, Teacher – Award to Angela Epplett (SP)
Winchester High School  Anna Tirone, Teacher – Awards to Sean Gai (FR), Jeremy Yu (IT), Margaret Splaine (LAT), Damian Barabonkov (SP), Devin Driscoll (LEAD)

"To meet the challenges of our times, human beings will have to develop a greater sense of universal responsibility. We must all learn to work not just for our own self, family, or nation but for the benefit of all humankind. Universal responsibility is the key to human survival. It is the best foundation for world peace, the equitable use of natural resources, and through concern for future generations, the proper care of the environment."

-The Dalai Lama
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Send YOUR contribution to the next issue to:
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Deadline for the End of Year Issue is Nov. 5

“WE ALL HAVE DIFFERENT INSPIRATIONS, BUT ONE GOAL: A BETTER WORLD.”
ERNesto ARGüELLO
Social Good Summit
#2010NGO

IMPACT!
The theme for the next issue of the MaFLA Newsletter is IMPACT.

See the Editor’s note on page 4 for some suggestions but tell us YOUR story and share the IMPACT you have had on or experienced from the teaching and learning of foreign language(s). What has had an IMPACT on you? What IMPACT have you had? Send your story to ronie@mafla.org, and thanks!