Entering my presidential year gives me an opportunity to reflect on my long 28-year career as an educator. When I graduated college in 1987 ACTFL’s six-page long Proficiency Guidelines were brand new, and I had no idea that they existed. I had so much to learn as a young teacher. Fast forward to today, proficiency is at the very heart of MaFLA’s mission, and has been for some time.

In the fall, MaFLA offered a series of six Core Practices workshops. The fall series:
- Using the Target Language 90%+ (Joshua Cabral)
- Designing Communicative Activities (Kathy Turner)
- Planning with Backward Design (Catherine Ritz)

These workshops were well attended and very successful. We wrap up our Core Practices seminars with our spring series:
- Using Authentic Cultural Texts (Amanda Robustelli Price)
- Teaching Grammar as Concept (Nicole Sherf and Tiesa Graf)
- Providing Appropriate Feedback (yours truly)
- ELLs in the WL Classroom (Jeanne O’Hearn)

These workshops promise to be engaging and beneficial as well. There is still time to register for the spring series.

I’m excited to be planning for our third annual Proficiency Academy (July 31 – August 3, 2017), again with MaFLA’s good friends and talented presenters, Greg Duncan and Thomas Sauer. The Academy is designed to help teachers understand proficiency, what it looks like in the classroom, and how to design curriculum and instruction to effectively move students along the path to proficiency.

MaFLA continues to work with MABE and MATSOL on the Seal of Biliteracy, “…an award given by a school, district, or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.” Many districts are continuing to pilot the Seal, and our hope is for the Commonwealth to pass the bill, trailing twenty-two states and Washington DC who have already implemented statewide Seals. If you are interested in piloting the seal, the Seal Workgroup has resources available to you (http://mafla.org/advocacy-2/state-advocacy/). The Seal is a way for high school students to demonstrate proficiency and literacy in English and another language, and to be recognized at graduation. The Seal is also an effective tool to show your school community the results of quality foreign language programs K-12.

Lest I neglect to mention it, Save the Date for MaFLA 2017 in a new location, Springfield, for our Jubilee Celebration. We will be accepting session proposals early February 2017. I hope to see you on October 26-28, 2017 at the Sheraton Springfield Monarch Place Hotel. Check www.mafla.org for more details.
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:

Roni R. Webster  Email: ronie@mafla.org
41 Glenn Drive
Wilbraham, MA 01095-1439
Tel: 413-596-9284

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

Congratulations, MaFLA Members!

Using your MaFLA membership, you were able to save funds and enjoy a wonderful conference in partnership with ACTFL. Thank you for your attendance and your participation in our MaFLA Core Practices and other rich professional development opportunities. Best for a wonderful Second Semester! Enjoy your February break!
Meet The New MaFLA Board Members

Sarah Moghtader

Sarah Moghtader is a 6th, 7th and 8th grade French teacher at the Runkle School in Brookline. She is passionate about proficiency-based instruction and writes a blog and tweets to that end. She likes to try to keep up with her own kids on skis.

Carlos Luis Brown

Carlos Luis Brown currently oversees curriculum for grades 6-12 at Wilmington Public Schools: Spanish, French, Italian, Latin, and America Sign Language. He also teaches three courses: two Spanish and one Latin. Prior to Wilmington he was the Department Chair at Mystic Valley Regional Charter School, an International Baccalaureate school, where he oversaw the Spanish program (grades 1-12) and Latin program (grades 8-12). Carlos has taught at every level from grades 1-12, and every range of courses from inclusion college prep, to high level International Baccalaureate. His philosophy on language is simple: "everyone has a story to tell and my job is to give students the tools to understand and communicate with people of many cultures so more stories can be shared, and hopefully the world will be better for it."

Julie Caldarone

Julie Caldarone is the Director of World Languages for Boston Public Schools. In this role, she oversees World Languages programming for 70 schools, 175 teachers, 17,500 students, and 11 languages. She is currently working on a Strategic Plan to expand and deepen access to World Language for all 55,000 students in Boston Public Schools. Julie is a former Boston Public Schools high school Spanish teacher, teacher of English as a second language, teacher of students with moderate disabilities, Director of Curriculum and Instruction and Adjunct Professor at Northeastern University. Prior to joining Boston Public Schools, Julie was a Vice President in the financial services industry in Boston. She holds a Bachelor's Degree in International Business Administration from Northeastern University, a Master's Degree in Business Administration from Suffolk University, a Master's Degree in Education and a Certificate of Advanced Graduate Study from Simmons College.

Teresa Benedetti

Teresa Benedetti has been dedicated to the field of language education for over 25 years in both the foreign language and the ESL settings. She graduated with a Bachelor of Arts degree in Spanish from Elms College in Chicopee, MA and a Master of Arts degree in Spanish Language and Literature from the University of Northern Iowa's graduate program in Soria, Spain. Teresa received her Ph.D. in Language Education/Applied Linguistics from The Ohio State University in Columbus, Ohio with additional concentrations in Teacher Education and Spanish Linguistics. In the K-12 setting, she has taught Spanish for more than a decade at the high school level and served as the English as a Second Language Program Director for the Westfield Public Schools for 13 years. On the university level, Teresa has many years of experience as a student teacher supervisor and has taught courses in foreign/second language methodology, general secondary methodology and Spanish to graduate and undergraduate students. She currently teaches Spanish at Minnechaug Regional High School in Wilbraham, MA and resides in Hampden, MA with her husband and her two school-aged children.
Meet The New MaFLA Board Members

Kathleen (Callie) Egan

After getting her Master's degree in French from Middlebury, Callie began her career teaching high school French and Spanish (Malden High School and Winchester High School). She found her passion as a middle school teacher in Dover Sherborn where she has taught and been the Curriculum Leader for World Languages for over 20 years. As a middle school teacher, she has had the opportunity to ignite and capture the enthusiasm of first time foreign language learners. MaFLA has always been a part of her professional development, and she has been a beneficiary of its many programs. In addition, MaFLA also provided her with the opportunity to be a group presenter at the MaFLA Fall Conference, a wonderful experience that allowed her to initiate dialogue with peers.

MaFLA has been such a valuable resource for her professional development, she considers it an honor and privilege to serve on the board.

Beckie Rankin

Beckie Rankin graduated with a BA in French and a BS in Foreign Language Education from Boston University. She became a French teacher, then department head, and finally Foreign Language Coordinator in the Friendship Public Schools charter network in Washington, DC before applying to graduate school. After completing the MAEd program at Wake Forest University, Beckie moved to Bouaké, Côte d'Ivoire to teach French to and train gap year students as a leader in JourneyCorps. She is currently a French teacher at Lexington High School.

Ted Zarrow

Before earning his PhD in Classics and Ancient History from Yale in 2007, Dr. Edward “Ted” Zarrow received an M.St. in Greek & Roman History from Brasenose College, Oxford, and an M.A. in Classical Languages from Boston College. He is currently in his 10th year teaching Latin at Westwood High School in Westwood, MA. He is the Past-President of the Classical Association of Massachusetts (CAM), the Coordinator of Educational Programs for the Classical Association of New England (CANE), and the incoming MA representative to the National Council of State Supervisors for Languages (NCSSFL). A nationally recognized presenter on Latin and language advocacy and pedagogy, he has won numerous teaching awards for his unorthodox approaches to teaching language, history, & culture. He was the ACTFL 2016 National Language Teacher of the Year.

Celebrate!
It’s MaFLA’s 50th Conference!


Join Us This Fall In Springfield!
Ten Reasons Why . . .

. . . YOU want to be at the 2017 MaFLA Conference
at the Sheraton Monarch Place, Springfield

1. MaFLA will be celebrating its 50th Conference and we want you to be part of this great celebration.
2. The 2017 conference will allow you to continue exploring the great PD offered at ACTFL 2016, the MaFLA Proficiency Academy, the CORÉ Practices Seminars, Diversity Day and MaFLA Summer Institutes.
3. As always, MaFLA will have workshops and sessions presented by the top FL researchers, practitioners and educators in the country.
4. Networking opportunities will be enhanced through exciting new technologies.
5. Visit our exhibitors to find the latest and greatest products and technologies.
6. The energy of like minded individuals will refresh and rejuvenate you. The celebration and excitement will be contagious!
7. Invest in yourself. Your attendance at the conference is an investment in yourself, your career, your school and your school system. Don’t miss out! You deserve it!
8. Learn and grow in a new space. Breaking out of our routines and our comfort zones allows us to see new places, people and perspectives. Our conference site in Springfield has a great professional feel and top quality facilities.
9. Plan to stay on-site and engage and have fun in off hours social activities. Springfield has great museums, the Basketball Hall of Fame, and the new Dr. Seuss museum will be open in June of 2017 so you could be some of the first visitors.
10. Return to your childhood in the city that was home to the famous Dr. Seuss and see the “Places you will go” as a result of this great conference. The Cat in the Hat will miss you if you are not present for this great event.

“One the more that you read, the more things you will know. The more that you learn, the more places you’ll go,” Dr. Seuss assures us.

One of the places you should definitely go to this year is The Amazing World of Dr. Seuss Museum – the first destination of its kind in the world – scheduled to open in Springfield, Massachusetts, this June.
Dear MaFLA Members,

We are sorry to report that the Massachusetts legislative session ended on January 4, 2017 with failure to pass either the LOOK Bill (An Act relative to Language Opportunity for Our Kids H.498/S.262) or the Seal of Biliteracy Bill (An Act to Establish a State Seal of Biliteracy H.422 / An Act to Promote Global Trade and Economic Development through Biliteracy S.336).

The goal of the LOOK Bill is to encourage the development of English Learner (EL) programs that support the development of bilingualism and biliteracy by removing the current mandate requiring Sheltered English Immersion (SEI) as the “one size fits all” default program model. It also establishes the State Seal of Biliteracy to recognize high school graduates who speak, read and write in two languages. The Seal of Biliteracy is also filed as a stand-alone bill, with the same language included in the LOOK Bill.

Earlier in the summer, both Chambers (House and Senate) passed their individual versions of the LOOK bill. Unfortunately, at the last legislative session on January 4, the Senate and House were not able to reach agreement on a reconciliation on the two versions of the LOOK Bill. The Senate passed the stand-alone Seal of Biliteracy bill, but the House failed to act on it.

Despite our disappointment at the legislature’s lack of action on these bills, the Language Opportunity Coalition has made positive progress during the past two years towards improving education for English Learners and promoting the value of bilingualism and biliteracy:

- Our Coalition has grown and strengthened. We had the opportunity to speak with many legislators, community leaders, and business leaders about the benefits of developing a bilingual and biliterate workforce.
- We have spearheaded a successful Seal of Biliteracy Pilot Program that resulted in 300+ award recipients and the participation of 30+ World Language programs, Two-Way Immersion (TWI) and Transitional Bilingual Education (TBE) programs in the first year of the pilot in 2015-16.
- This year, in our second year of the pilot, we have doubled the participating districts and anticipate at least doubling the award recipients.

The Coalition is working with legislators to refile both bills by January 20, the beginning of the 2017-18 legislative cycle. By the end of the week, we will be asking for your support in contacting your legislators to seek co-sponsorship for the legislation. We are optimistic that with our prior groundwork and your continued help we can successfully pass these important bills.

Sincerely,
The Language Opportunity Coalition Steering Committee

Nicole Sherf, MaFLA
Helen Solorzano, MATSOL
Phyllis Hardy, MABE

**SAVE THE DATES**

May 6 – MaFLA Diversity Day - Lasell College  
Strands in French, Spanish, and Pedagogy  
Registration is now open. Click [here](#) for more info.

July 31-August 3 – MaFLA Proficiency Academy - Westfield State University  
Novice Strand – Greg Duncan  Intermediate Strand – Thomas Sauer  
Registration is now open. Click [here](#) for more info.
MaFLA Member Wins Prestigious Excellence in Teaching Award for Classical Studies

In tribute to her contributions in teaching classical languages and culture and her devotion to every one of her students, Professor Jacqueline Carlon of UMass Boston was presented with the Award for Excellence in the Teaching of Classics at the College Level, the highest award for college teaching of the Society for Classical Studies, in a Plenary Session of its meeting on January 7, 2017 in Toronto. In his announcement of this recognition, Professor Kenneth S. Rothwell, Jr., Chair of the Department of Classics, writes:

Prof. Carlon has been the driving force behind the creation and hugely successful implementation of our master's programs for training high school Latin teachers. We estimate that some 100 out of the approximately 400 Latin teachers in Massachusetts have either received degrees from UMB, taken courses with us, or have benefited from workshops we have provided. Prof. Carlon has also been a hit in our undergraduate classrooms at UMB, particularly in the CLA First! Program.

MaFLA thanks Jacqui Carlon for her many workshops and sessions at the Annual Fall Conference, Diversity Day and the Summer Institute and congratulates her on a well-deserved award. Felicitationes, Jacqui!

How to lead students to think further

Reprinted with permission from Mme’s Moghtader’s blog

PUBLISHED ON 21 December 2016

How do teachers revisit content without being repetitive? How can we encourage students to spend more time and delve deeper? How can students interact positively with other students and get up out of their seats?

In the book *Middle School Motivators!* 22 Interactive Learning Structures by Responsive Classroom, there are explanations for activities that engage students in thinking, interacting with their peers, and moving around the classroom. Here, I am going to explain three Interactive Learning Structures that work in the Middle School language classroom and to further paint a picture for you of how to use them, I will give examples for each.

**Maître d’** Call out, "Table for [a number from 2 through 4]". Students quickly assemble in small groups with that number of members. Ask a question for students to answer in their group or give a topic for them to discuss. After all students have had time to share in their small groups, debrief in the large group asking what students heard from each other. Call out another table number and students form new small groups based on the new number and answer a new question or discuss a new topic.

As an example, when I did a unit on healthy lifestyles and the Interpersonal Assessment at the end of the unit had a prompt to discuss suggestions for a healthy lifestyle, I had students practice for that exam by doing a Maître d’ Interactive Learning Structure with four questions that break down the topic and ask students to revisit the material:

- Table for three, What can a person your age do to reduce stress?
- Table for two, What are the good outcomes of getting exercise?
- Table for five, What actions can you take daily to get exercise?
- Table for four, What changes can you make in your eating to improve health?

Prior to this activity the students had done a reading on each topic and this was a way to synthesize the vocabulary and ideas in preparation for the over-arching question of how to live a healthy lifestyle.

**Venn-ting** After students complete a Venn diagram to compare and contrast two topics, assign one student to be the reporter and the other to be the presenter. The reporter roams the room looking for ideas from others. The presenter stays put and explains the pair’s work to the roaming reporters. Allow reporters to visit 2-3 other groups for 1-2 minutes each. Reporters return to their original partner, discuss what they have learned and add to or revise their original diagram.

As an example, when I did a unit on stories, I had the students analyze using a graphic organizer each story based on a common set of the elements of a story. Then at the end we compared two stories using a Venn diagram and the students did a Venn-ting before passing in their final draft to make it delve deeper.

**Four corners** Students choose a response to a teacher-posed question that best reflects their thinking or interests. They move to the corner representing that response and discuss it in small groups, then share what they have learned with the whole class.
Forget About Your Goals This Year!
by Thomas Sauer

Well-known MaFLA colleague and friend, Thomas Sauer, has granted us permission to reprint this blogpost. As many of you know Thomas was the facilitator of the Intermediate level of our 2016 Proficiency Academy. Thomas will also be joining MaFLA to lead the Intermediate Level at the 2017 Proficiency Academy and will return in the fall to present at our 2017 Fall Conference.

"Should old acquaintances be forgotten, And never brought to mind?” … it only takes this song and a couple of hours of reflection on the just-completed calendar year and our list of resolutions or goals for the new year is longer than the grocery list for Christmas dinner. Of course, it’s easy to set goals and in our profession getting that winter break is like starting the school year all over again. We get to reset what happened in the fall. We get a second chance. And this time we’re gonna get it right and here are all the goals that are going to help us make that happen. Slow down for just a second … What if the idea of setting goals is the last thing you should be focusing on this time of year?

Forget About Setting Goals. Focus on This Instead.

Take a moment to read this insightful post shared with me by a good friend: Forget About Setting Goals. Focus on This Instead.

Did you click on the link and read the post? No. It’s ok. Here are the main points James Clear is trying to make and that resonated with me from the world language educator perspective.

1. Goals reduce your current happiness. How often have you been given goals by a school administrator without much support to actually meet the goal? How often have you set unreasonable goals for yourself and then held yourselves accountable? How often did you beat yourselves up when you didn’t meet the goal? When we are setting goals, we put unnecessary stress on ourselves. James solution: Commit to a process, not a goal.

2. Goals are strangely at odds with long-term progress. As a runner, this one made a lot of sense to me. I used to train for half and full marathons using the race as the big goal line. Of course, as soon as the race was over, I stopped running until I found the next goal/race. How often do we set arbitrary goals and target dates (think state assessments) and as soon as we have completed them we fall back into our old habits? James solution: Release the need for immediate results.

3. Goals suggest that you can control things that you have no control over. This is a tough one for so many teachers as our current culture puts teachers in control in a room with a finite number of students for a finite number of minutes and it is easy to think that every one of our actions will trigger the right response. We can’t forget all the factors that every person in that room brings with them that we cannot control but somehow impact the learning experiences. Think home life issues, poverty issues, technology issues, private issues, … It’s easy to feel like a failure when we aren’t meeting our goals fast enough … or ever, and yet we have so little control over the factors that impact learning more than the much-belabored lesson plan. James solution: Build feedback loops.

Clearly, goals aren’t all as great as we thought and just reading over those three main points reminds me of many of the feelings teachers share with me all the time. Teaching is hard! Having goals, either given or identified by choice, can make it almost impossible to enjoy our profession. Let’s take some of those ideas and apply them to traditional world language teacher goals in order to find solutions that might actually help you during 2017!
Goal Focus: Using the Target Language 90% of the Time

For some time now our field is trying to figure out how to use more of the target language more of the time. It certainly was one of my goals earlier in my career. In fact, I wasn't even just trying for 90%, I was going for 100%. It was a goal of mine for eight (!!!) straight semesters. And I failed because instead of focusing on the systems I needed to establish, I focused on the goal. Even the ACTFL's Position Statement from 2010 is being misinterpreted in support of goals instead of systems. Sure 90% is great. 90% would be amazing! However, it really isn't about that somewhat arbitrary goal. What is much more important, are the systems that you will put into place this semester that will help you and your students to use the target language more. ACTFL's Position Statement includes some important and yet often-overlooked systems-focused ideas. So, instead of counting up the minutes and being disappointed when you aren't hitting your goal, think about what systems you could put into place that will allow you to 1) provide comprehensible input that is directed toward communicative goals, 2) make meaning clear through body language, gestures, and visual support, 3) conduct comprehension checks to ensure understanding, 4) negotiate meaning with students and encourage negotiation among students, 5) encourage self-expression and spontaneous use of language; 6) teach students strategies for requesting clarification and assistance when faced with comprehension difficulties. And, no, don't try to do all of those things at once either. Pick one and begin to establish your systems for increased target language use. If you do that, you will hit your goal eventually. Just to get you started, watch this quick video that demonstrates what it could look like when some of those systems are in place and check out some of these resources. Solution: Focus on the systems and processes that you can put into place that will enable you and empower your students to use more target language.

Goal Focus: Finding or Creating the Perfect Rubric

With an ever-increasing focus on performance assessments, the need for effective rubrics is on the rise. I get asked about the perfect rubric all the time and I sure wish I had one that I could share. (Not perfect, but I think this one is a good start.) Of course, finding or creating that rubric is once again the wrong goal. Let's remember the real purpose of any rubric. Effective rubrics aren't designed to make grading easier. Effective rubrics are designed to provide feedback to learners so that they can improve their performance over time. There isn't a perfect rubric and as long as teachers are required to attach grades to student performances, any rubric will have issues. Rubrics and teaching for proficiency just don't get along. Solution: Focus on systems and processes that you can put into place that allow students to receive and/or provide for themselves and their peers feedback that will help them grow. And think about systems that you can use every day, not just after a performance assessment.

Goal Focus: Getting Rid of the Textbook

What an admirable goal. I spend a considerable amount of time helping teachers develop curricula, thematic units, assessments, lesson plans so that they can make steps to
Well this was supposed to be the winter of lots of snow! So far, those of us in Western Mass are happy as we have had very little and therefore our school year will end a bit earlier. Although I enjoy this time of the year, I am looking forward to some warmer and longer days and the bright sunshine and beautiful colors of spring. It always gets my energies going again. One of the exciting parts of this winter has been preparing this issue of the Newsletter and reconnecting with MaFLA’s history and past. In anticipation of our 50th anniversary (jubilee) conference, I have re-read numerous past editions of the MaFLA Newsletters and have had a great opportunity to reflect on the strong presence MaFLA has had in the arena for foreign languages. One project that I deemed important as we are moving toward this celebration involved reaching out to former past leaders of MaFLA with some questions about their involvement and their leadership in the organization. I have already heard back from several of our past leaders and have included their comments and thoughts in this issue. It is my hope that we can continue with this in our next issue as more of these articles come in. I will admit that there were several past MaFLA Presidents with whom I have lost connection so if you are one of them, please contact me at ronie@mafla.org so you can share your thoughts.

This section begins with Robert Courchesne who presided over MaFLA’s 25th Anniversary Conference. During the winter months, I have had the opportunity to speak frequently with Bob who had a great impact on my career as it was under his Presidency, I became involved as Editor of the MaFLA newsletter. Next you will see the thoughts of Dan Battisti, Rita Oleksak and Joyce Beckwith who are well known names to all MaFLA members. The next article comes from Joyce Szewczynski who influenced me already when I was a Freshman French major at Westfield State College where she was a senior and spoke to all of us about her summer studies at McGill University in Montreal, Canada. Her talk encouraged me to also study at the L’école française d’été at McGill during the summer of my junior year at Westfield. Later our paths crossed again at our local collaborative and Joyce approached me to work with her as the classroom practitioner for her Doctoral studies on the teaching of culture using Native Informants. We worked intensely for over 6 months as Joyce observed and guided my practice in my Spanish II classroom. What an amazing professional as well as personal relationship we have had. Next we have the voice of Kathy Lopez Natale who was a close collaborator over the years on our MaFLA website and who continues to script the Advocacy Pages. Finally we have a full article from our current MaFLA Membership and Marketing Coordinator Madelyn Gonnerman Torchin. I sincerely hope that you enjoy this walk down memory lane and this brief history of MaFLA.

MaFLA members – If you have special memories you wish to share about your involvement with MaFLA, be sure to send them in. We want to hear from you. This is your voice. Our next issue will be about continuing the celebration. Here are some thoughts on topics but all articles are welcome!

How do you celebrate student success in your classroom, department or district?

How has your involvement with MaFLA helped you to be successful?

How can we celebrate and advocate for strong foreign language programs?

I will be awaiting your engaging articles. Send them to ronie@mafla.org.

**Forget About Your Goals (conc.)**

move away from a textbook. I would love it if more teachers would do it and share that work so that we can all learn from each other, but here is the sad truth about that goal. The moment you are finished with those new units they are almost outdated as much as that textbook you were dreading so much. Replacing textbooks with curriculum shouldn’t be your goal because, let’s be honest, there is no perfect textbook and we are all textbook authors in our imaginary world. And yet, there is also no perfect curriculum. By the time you are done, you’ll hate it. Trust me. I’ve been there and got the t-shirt. What is much more important, however, is the process of thinking about planning and learning. Solution: What systems are you putting into place that allow you to plan effectively for learning experiences? Now that planning effectively is a mouthful and means a lot of different things to a lot of different people. For now, my money is still on the behaviors outlined in the Planning domain of the Teacher Effectiveness for Language Learning Framework. Think about the types of changes you need to make to begin implementing some of those indicators in your work.

This, of course, is just the beginning of a long list of world language teacher goals.

OOPS! I knew that “No Snow” line above was going to get me! We now have had two big storms in one week but spirits are still running positive. Spring is on its way!
I served as president of MaFLA in 1991 and chaired our Conference in 1990. It was MaFLA's 25th Anniversary Conference.

What were some of the issues and/or initiatives at the time?
One of the key issues we had to deal with at the time was a strong English-Only initiative here in Massachusetts to which MaFLA issued the following response:

"The Massachusetts Foreign Language Association is committed to the preservation and promotion of multiculturalism within the Commonwealth of Massachusetts and the nation. Proficiency in more than one language significantly contributes to the economic and cultural well being of our commonwealth and the nation, whether that proficiency derives from second language study by English speakers or from home language maintenance plus English acquisition by speakers of other languages. Language is an integral part of one's identity. For survival in the 21st century our nation needs to preserve and respect the cultures and languages among us. The Massachusetts Foreign Language Association affirms the importance and value of the English language. However, we also affirm that importance and value of linguistic and cultural diversity within the Commonwealth of Massachusetts."

The second issue was a Call to Action for our members. We had a drive to get membership support for foreign language at the national level. MaFLA called its members to action to write to Senators and Representatives to ask for appropriations - $10 million for the Foreign Language Assistance Act, $55 million for Foreign Language and International Studies in Higher Education and $6 million for the English Literacy Grants.

A third issue was MaFLA's involvement in the writing of the then new certification requirements for the Massachusetts Department of Education. Our work enhanced foreign language teacher preparation and established the requirement that educators obtain their master's degree within five years of the start of their teaching career.

What was the theme of your conference? Where was it held? Did you have a keynote speaker? Do you remember who it was and/or the theme of the Keynote?

The 25th Anniversary Conference of the Massachusetts Foreign Language Association was held at the Burlington Marriott Hotel. The Conference theme was "Foreign Languages: Avenues to Communication." There were two speakers: Dr. Claire Gaudiani spoke at the banquet, and Dr. Marcel Danesi gave the Keynote Address. Dr. Gaudiani, who was the President of Connecticut College, spoke about foreign language education going back to the beginning of MaFLA 25 years in the past and ending with an agenda for the next decade. Her vision at that time was that during the next decade we must "prepare students to know one foreign language at a high level of oral proficiency since in the future conferences will be carried out via satellite and it will be common to travel to Japan and back in a day. The title of Dr. Danesi's address was "Yes, the Learner Does Have a Brain: But What's In It?" He talked about students in the light of research in the neurosciences. He discussed the findings on both hemispheres of the brain and told us that we must be sensitive to diversity of learning style.

What are your memories of the conference you chaired?
As I reflect on the 1990 conference, my fondest memories are of my foreign language colleagues from around this country and Canada generously presenting and sharing their linguistic, literary and cultural research, skills and techniques. During presentations, participants frantically devoured handouts; took copious notes; planned ways to incorporate new ideas in their classrooms and expanded their networks of colleagues and resources.

At the opening of the late afternoon reception for all in attendance, MaFLA received formal recognition of our twenty-five years.
of service to our profession, our colleagues, our students, our communities, our state and country. Massachusetts Representative Frank Hynes presented and read citations from then Governor Michael S. Dukakis, the Massachusetts Senate and the Massachusetts House of Representatives. Additionally, MaFLA received numerous personal congratulatory letters from various federal and state government leaders: Department of Education Secretary Lauro F. Cavazos, Senator John Kerry, Representative Gerry Studds, and Massachusetts Representative Frank Hynes.

Those in attendance continued to celebrate MaFLA's milestone by enjoying vocalist, musician and composer Lucie Therrien during the reception and social event. Lively conversations also occurred as multi-linguals discussed language learning and teaching.

What memories of MaFLA would you like to share?

As a result of my MaFLA experiences, which began in the 1970s, I was afforded incredibly devoted, knowledgeable and inspiring foreign language mentors who helped shape my career. Although now retired, I treasure the inspiring mentorship and enduring friendship of John Nionakis and Sonia Reizes who made incredible differences in my time serving MaFLA and my entire multi-lingual and cultural career. I also have fond memories of all the foreign language colleagues I met, served with, learned from and shared the best foreign language teaching practices.

Do you have any messages to MaFLA as it prepares to celebrate its 50th Anniversary Conference?

Numerous colleagues, conferences, workshops and organizations such as MaFLA have enhanced my entire four plus decade career in education. As MaFLA gets ready to celebrate its 50th Anniversary Conference, I offer my most sincere congratulations for its dedication to our beloved profession and to all past, present and future educators and language learners. The world continues to communicate better because of the MaFLAs on this earth.

What were some of the issues and/or initiatives at the time i.e. National Standards, Mass. Frameworks, New Certification Regulations, English-only movement, etc.

Teacher recertification, need for more professional development opportunities, National Standards, integrated classrooms, federal funding for World Languages, technology implementation in World Languages classrooms.

What was the theme of your conference? Where was it held? Did you have a keynote speaker? Do you remember who it was and/or the theme of the Keynote?

The 1995 Conference was held at Ramada Hotel Rolling Green Andover, MA. My theme was Foreign Language Education For All Students: Articulation And Implementation. The Keynote speaker was Dr. Irene Kraemer, Carthage College, Kenosha, WI, and her theme was “Pride, Performance, Passion - The Teaching of Languages”

What are your memories of the conference you chaired?

The AMAZING number of participants and the chipmunk scurrying around the Ballroom during Dr. Kraemer’s Keynote!

I also remember the woman who came to our Registration Desk to register “Mr. Wellington,” her cocker spaniel. She thought we were registering for the dog show that was taking place elsewhere in the facility! To this day, I wonder if I ever gave her back her registration fee!!!

What memories of MaFLA would you like to share?

My greatest memories of MaFLA all revolve around the tremendous collaboration and cooperation of all in the Association. Officers, Board, and members...all working
together each year to produce the finest state conference in the country! And I will never forget the fun we all had (along with all the hard work) at the Board meetings at Holy Cross College! I think our Summer Immersion Weekends at Elms College were the most fun. Cooking, singing, laughing and learning with the best colleagues ever!

What was one of your greatest challenges as President?

Working to protect World Languages Education state and federal funding that was in jeopardy given the political climate of the time.

What was one of your proudest moments/triumphs as President?

I am most proud of the expansion of Profession Development opportunities we offered throughout the academic year in various regions around the state. It was truly gratifying to know that so many teachers benefited from (and were so appreciative of!) all our efforts.

How did your participation in MaFLA affect/impact your career?

Participation in MaFLA certainly made me a better World Languages educator. Because of the quality of MaFLA workshops and presentations, I became better informed and more enthusiastic about my profession. My experiences presenting at MaFLA Conferences led to my career in publishing as a World Languages Consultant. I truly have MaFLA to thank for inspiring and supporting me all along the way.

Do you have any messages to MaFLA as the organization prepares to celebrate its 50th Anniversary Conference?

Thank you to all MaFLA officers and members both present and past. You have certainly come a long way, baby! As my Italian father used to say..."Cent’ anni!" Here’s to the next 100 years!

Rita Oleksak
MaFLA President 1998

What memories of MaFLA would you like to share?

MaFLA is my professional family and have shared many personal and professional milestones with a very hard working board. I also remember that MaFLA was held in the highest regard as one of the most active and well represented state organizations.

What was one of your proudest moments/triumphs as President?

I was honored to serve the organization working very closely with Dan Battisti and Dr. Richard Ladd.

How did your participation in MaFLA affect/impact your career?

Although I work in Connecticut now, MaFLA is still very close to my heart and I look for ways that I can give back to the organization. I fondly remember the advice of Helen Agbay and Bess Harrington and Sister Kathleen Imbruno who gave me the guidance I needed, as a professional, working mother, to achieve my goals.

Do you have any messages to MaFLA as the organization prepares to celebrate its 50th Anniversary Conference?

When I spoke before the membership as a Past-President in 1999, I left a challenge for the officers, directors and members of the organization to work on goals that would move our organization into the 21st century. Since that time, MaFLA has had a district superintendent as a board member and the organization has made significant contributions to the profession in hosting special seminars for district superintendents around timely Foreign Language issues. MaFLA has established relationships with colleges to grant course credits for professional development offerings, they have built upon awards and scholarships for students and the membership, and of course, MaFLA now has on-line registration. I encourage the board and members of the organization to continue to push for the Seal of Biliteracy in Massachusetts. In closing, as a member of the local committee, I look forward to welcoming you to the 50th Anniversary Conference of MaFLA in Springfield this fall.

What were some of the issues and/or initiatives at the time i.e. National Standards, Mass. Frameworks, New Certification Regulations, English-only movement, etc.

In 1997-1998, some of the key issues MaFLA faced were, although Foreign Language was part of the Massachusetts Frameworks, most districts did not recognize Foreign Language as a core subject. The Standards were in their infancy, having just been released in 1995.

What was the theme of your conference? Where was it held? Did you have a keynote speaker? Do you remember the theme of the Keynote?

My conference was held at the Sturbridge Host Hotel. The theme was Let's Celebrate! We Are Making a Difference. The keynote speaker was Dr. Robert LaFayette whose theme was centered on all of the positive things happening in Foreign Language education during a challenging and difficult economic time.

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MaFLA Jubilee Historical Perspective

Joyce Beckwith
MaFLA President 1999

What were some of the issues and/or initiatives at the time i.e. National Standards/Mass. Draft of the Curriculum Frameworks/ Learner-Centered Classrooms/Performance-based Learning & Assessment/ The 5 C’s/Block Scheduling

2nd year PDP’s were given out to attendees. Tickets were issued at the end of each session. Attendees turned in the tickets to the Hospitality Booth and received a MaFLA stamp next to the name of the session they went to.

What was the theme of your conference?
The Theme of the 1998 Conference was Moving Toward the Millennium: Innovations and Collaborations.

Where was it held?
Sturbridge Host Hotel

Did you have a keynote speaker?
Jonathon Saphier, PhD, Founder and Executive Director of Research for Better Teaching and Teachers 21.
Theme of the Keynote: The Professionalization Movement: Implications for Foreign Language Teachers and MaFLA

What are your memories of the conference you chaired?
1,200 attendees . . . entertainment at the Friday evening banquet was the francophone group “Rumba Africa” . . . the dance floor was full! Over 40 volunteers. Pre-con Workshops held at the Publick House. Seven Saturday afternoon workshops which were held from 2:30-4:30pm.

What memories of MaFLA would you like to share?
I am still very involved with MaFLA and am so proud to be a part of this incredible association.

What was one of your greatest challenges as President?
Organizing the “Top of the Hub” Reception at ACTFL 2000!

What was one of your proudest moments/triumphs as President?
I was thrilled the whole year and continue to be in awe of all that MaFLA accomplishes.

How did your participation in MaFLA affect/impact your career?
It gave me confidence to assume national leadership positions at AATF and The American Society of French Academic Palms.

Do you have any messages to MaFLA as the organization prepares to celebrate its 50th Anniversary Conference?
KEEP UP THE GOOD WORK AND CONTINUE TO SHINE IN THE FOREFRONT OF FOREIGN LANGUAGE!
What were some of the issues and/or initiatives at the time i.e. National Standards, Mass. Frameworks, New Certification Regulations, English-only movement, etc.

*Gearing up for the 2005 – Year of Languages. “Special’ Edition of MaFLA Newsletter dedicated to YOL. Gov. Mitt Romney signed a YOL 2005 Proclamation. A large and important part for MaFLA was advocating FL study to state and local policy makers. MaFLA created an advocacy video and packet that we made available to members for them to use. Its purpose was to “educate students, parents, the public in general and especially policy makers, about the critical need not merely to maintain current language programs, but for starting and strengthening early language learning programs as well.”

* There were also advocacy efforts for including FL into the MCAS program.

What was the theme of your conference?
The theme of the 2003 Conference was Life-long Learning: Always and All Ways.

Where was it held?
Sturbridge Host Hotel.

Did you have a keynote speaker?
Do you remember who it was and/or the theme of the Keynote?
John Lombardi, Chancellor of UMASS-Amherst.

I don't remember his theme per se, but it focused on language & language learning and he received a standing ovation at the end.

What are your memories of the conference you chaired?

In planning the conference, I remember all the help I received from the various small-group planning committees. I was – and am- most appreciative of their dedication. I also remember looking closely at session proposals to be sure that the theme of the conference was visible throughout. I also wanted– and was successful – in including new and first-time presenters’ whose proposals matched the theme of my conference. If I remember correctly, my conference was the “first” to hold 3-hour workshops on Friday.

During the days of the conference, I remember it was well-attended (over 800), especially since it was the last year for PDPs, and the evaluations indicated that attendees were pleased with their sessions.

What memories of MaFLA would you like to share?
There are many memories, but the one that jumps to mind now is the work we accomplished and the camaraderie during the Retreat in 2004. I think the concept of a retreat helps to identify the accomplishments of the previous year as well as provides a concentrated ‘space’ to plan for the coming year.

What was one of your greatest challenges as President?
I think one of my greatest challenges was figuring out what contribution I could make that would promote and support MaFLA’s mission.

What was one of your proudest moments/triumphs as President?
The Conference that I chaired. See above.

How did your participation in MaFLA affect/impact your career?
It had a huge impact! (Also, I remember having meetings at HCC…way back when MaFLA was relatively new. JP was there!). Being a member of the Board really helped me understand the behind-the-scenes work of the organization. In the beginning, as a new member, it was confusing to me at times and somewhat frustrating, since I really was a greenhorn. But that changed with time.

Being a Board member, Conference Chair and then President of MaFLA helped me in my career advancement at Springfield College. These positions of leadership carried a lot of weight regarding my tenure and promotion evaluations and subsequent appointments as a Full Professor and Chair of the Humanities Department. Being a part of the MaFLA leadership also opened the opportunity for me to be nominated and elected to the ACTFL Board of Directors (2006-2009). I was humbled that MaFLA
nominated me, surprised that I was elected, and proud to serve my 4-year term as a representative of MaFLA. It was an eye-opening experience. Serving with other members from various states, I saw first-hand the respect other FL leaders have for MaFLA. I also learned of the common issues facing FL educators as well as the unique issues facing some. This was an amazing experience. As with my MaFLA leadership roles, my board status within ACTFL helped me advance to leadership positions in the college. As an added bonus, Springfield College – known for its physical education emphasis- recognized the benefits of having its name and one of its professors associated with prestigious state and national organizations in another educational field.

Kathy Lopez Natale
MaFLA President 2006

What were some of the issues and/or initiatives at the time i.e. National Standards, Mass. Frameworks, New Certification Regulations, English-only movement, etc.

ACTFL had just started to run their Year of Languages campaign which really had an advocacy message.

What was the theme of your conference? Where was it held? Did you have a keynote speaker? Do you remember who it was and/or the theme of the Keynote?

The theme of my conference, the 39th, was Foreign Languages, For the Way We Live Today and was held in Sturbridge. The keynote speaker was Elizabeth Webb who was the State Supervisor for Foreign Languages for the state of Georgia. She centered her speech on a popular book at that time, The World is Flat: A Brief History of the Twenty-First Century. The book addressed globalization and spoke about the level playing field in commerce where all competitors have an equal opportunity. The idea is that we have to be able to compete for business with other countries. Consequently, knowing the language of your customer is important for giving our businesses a leg up in this very competitive arena.

Do you have any messages to MaFLA as the organization prepares to celebrate its 50th Anniversary Conference?

Keep up the excellent work. By ‘work’ I mean what I see has been ongoing in the past 10 years:

- Changing and improving technology re communicating with new and experienced FL educators
- Reaching out to ‘new’ FL teachers and making it easier and more affordable to join MaFLA
- Restructuring conference sessions to make it easier and more affordable for teachers to attend
- Advocating for maintaining, strengthening and creating FL programs, including early language programs
- As an organization, reflecting on what works, what doesn’t, and using that information to make effective changes
- Recruiting efforts for new members and candidates for the MaFLA Board
- Researching grants and scholarships for teachers and students
- Researching possible collaborations with higher education and teacher preparation programs for the recruitment and training of future FL educators
- Looking back at MaFLA’s past initiatives as well as surveying current membership for information about the professional needs of its constituency. Both efforts will help MaFLA form its goals and objectives for the future.

What are your memories of the conference you chaired?

I truly enjoyed inviting so many presenters from outside this area, including several from Spain. I met them at the ACTFL conference of the preceding year and had an opportunity to get to know them a little better when they landed in Sturbridge.

What memories of MaFLA would you like to share?

There really are so many memories. I do
remember the final day at the conference in Springfield when I was originally voted onto the board. I was invited into the wrap-up meeting. It was an opportunity to see the first of many MaFLA traditions. The Past-President was leaving, the Conference Chair was thanking the board volunteers for their work at the conference, and everyone was happy that the conference had gone well and they were on their way home.

What was one of your greatest challenges as President?
The greatest challenge was getting us moving to a complete revision website and digitizing some of our other functions. There were doubts among some about the need for it, but the cost and features certainly made a convincing argument for change.

What was one of your proudest moments/triumphs as President?
Even though the website was not completed during my presidency, I am thrilled that the plan finally came to fruition. Although I am not on the Board, I imagine that taking registrations for the annual conference is a little less complicated than before. And the addition of a digital edition of the newspaper is also a coup!

How did your participation in MaFLA affect/impact your career?
Rather than impacting my career, it was more like the culmination of my career. I was very happy to represent the profession for that year. Everything I had done in the classroom - building the program in my local district, and doing advocacy for language education in Massachusetts - found some recognition in the honor that MaFLA gave me by asking me to be its president.

Do you have any messages to MaFLA as the organization prepares to celebrate its 50th Anniversary Conference?
MaFLA should pat itself on the back for its longevity in providing a wonderful conference and other quality professional development opportunities for world language teachers who rarely can find this in their own district. In addition, MaFLA should be proud of the many language educators who volunteer hours of their personal time working on the contests, scholarships, and advocacy that benefit our colleagues around the state. We have been praised by neighboring language organizations for our work, and I think that praise is well deserved.

Baseball, salsa, mirror neurons, brain research— such a kaleidoscope of images— their colors and shapes tumble and sparkle as they reflect the 2007 MaFLA Conference and open up a view of the 2008 presidency.

The theme of the conference that year was Languages: Mirroring the World, Shaping the Future, focusing on the ways that new research on the brain and language emphasized the importance of studying and learning languages other than English. Three values emerged as significant: the value of language as the interpreter of sensory perceptions, the value of language as the interpreter of culture, and the value of language as the interpreter of global experience. Recent research had shown the role of mirror neurons in aiding in the acquisition of any of the approximately 6000 languages spoken in 2007 and the MaFLA Conference offered sessions and workshops to help educators stimulate student learning through active, spoken participation. Other studies noted that “95% of the potential customers for American products live outside the U.S. and the majority of them speak languages other than English,” emphasizing the importance of such study. At this 2007 conference, we recognized the growing understanding that we must speak the language of our conversational partners in order to comprehend their inner language and cultural nuances, in a word, to enter the other person’s world. As I said in Notes to the Profession in 2006, “Speaking their languages allows us to speak soul to soul, thereby creating connections and strengthening communities.” And, I concluded, “In so doing, we can help shape a future for our students, our children and ourselves, a world where communication is clear, where through an increase in the appreciation of others, we increase our appreciation of others themselves.” By joining to-
American Council on the Teaching of Foreign Languages (ACTFL). As was noted in the End of Year MaFLA Newsletter, Marty articulated ways that world events (and language advocacy groups) had forced Washington to recognize the importance of foreign language learning and pointed out that in our classrooms we have a new type of learner: the student of the Internet age who expects information “here and now” and wants to achieve a high level of proficiency. While challenging participants to continue developing their knowledge and skill sets in new languages, she also commended MaFLA members “for their involvement and leadership in bringing world language teaching concerns to national attention.” She also commented on the high level of professional development in Massachusetts for foreign language teachers.

As we look back in order to celebrate our 50th Anniversary, I am reminded of my president’s message: a “Transition to our Next Forty Years: Continuity, Clarity, Connections.” It is heartening to realize that our robust professional organization remains committed to the teaching and learning of languages, its mission. One aspect of continuity was maintaining the 2007 goal of recruitment, retention, and reaching out, now as always a major priority for the association. We are also still advocating for a World Language representative at the Department for Elementary and Secondary Education (DESE), another of the goals of my presidency. While we did advocate for funding and DESE representation in 2008, we have advanced our advocacy goals and now are going for the third time to seek state approval of legislation to recognize a Seal of Biliteracy for students who speak a language other than English with a high level of proficiency.

Clarity was another big issue in 2008 and we offered a new newsletter column, authored by the president, “We Heard You,” to reply to questions and to seek comments and suggestions. To strengthen connections, to raise our visibility in the greater education community, and to support our membership across all levels of instruction, we added two new positions on the Board. Nancy Mangari as our PreK-8 Early Language Adjunct was charged with surveying educators to learn their needs and interests and Superintendent Carol Woodbury as Presidential Appointee completed our representation among all levels of administrators, plus offered the point of view of someone outside the profession to advise the Board.

The goals of clarity and connections were advanced by the completion of a major initiative: MaFLA members could now join and renew ONLINE! Thanks to the efforts of the entire Board, but especially the Communications Coordinator, Ronie Webster, and the Webmaster, Larry Webster, the new MaFLA Website was up and running. Our retreat in May was devoted to preparations for the Website. We are very happy that in 2017 we will soon have an updated Website, with even more interactivity, providing faster connections for our members and an interface with those who come, for instance, to read our outstanding newsletters or to take advantage of our Job Bank.

During this Jubilee Anniversary, it is fitting to close on a note of gratitude and appreciation for those who founded the Association. Not only did they get us started with our annual Fall Conference, they set an example of achievement, dedication, and generosity. In 2008, MaFLA benefitted directly by the actions of one such founder, Dr. James R. Powers, Jr., an outstanding educator, supervisor, musician and athlete. In 2004, the Boston College Alumni Association presented him an Award for Excellence in Education. It reads:

Passionate about the ability of language and music to transform lives, he has devoted his life to nurturing the expressive potential of others. As a foreign language instructor, musician, and arts administrator, he has ignited in so many the desire to unlock the power of artful communication.

At the end of his long life (1912-2008), having outlived his closest relatives, he considered the Civic Symphony of Boston and MaFLA as his family. To express that love, he bequeathed to MaFLA funds that continue his legacy in workshops and sessions. As Patrick Loconto, a colleague and founder, describes them, the sessions are designed to “bring us to consider the linguistic, philological, speculative and theoretical elements of our profession.” We are grateful for his foresight and kindness.

Now, as for that kaleidoscope—the salsa reverberated from the lessons of Kenny Kozol and his band, Los Acustilocos, and the baseball—that was the Red Sox winning the World Championship pennant! An exuberant start for a year of leadership for which I am profoundly grateful! Thank you, MaFLA, for allowing me to serve.

1. Rafael Malach, *Journal of Consciousness Studies*
2. Statistics compiled by John Grandin, Professor of German and Director of the International Engineering Program at the University of Rhode Island.
“Poetry is the silent voice that is heard everywhere inside of us…” - Unknown

Developing the writing skill in L2 students can be tedious for the teacher who must spend hours reading and evaluating the student work. Most student writing is in prose “which is language meant to convey meaning in a more expansive and less condensed way, frequently using mostly complete logical or narrative structures. Poetry, on the other hand, which comes from a Greek verb meaning I create is an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content.” (1)

The Merriam-Webster Dictionary defines poetry as writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response through meaning, sound, and rhythm. Shadow Poetry defines poetry as “the art of writing thoughts, ideas, and dreams into imaginative language which may contain verse, pause, meter, repetition, and/or rhyme.” (2)

Poetic writing enables one to state one’s thoughts in an abbreviated manner where one word or one expression can express a complete thought. According to Tom Ryan, “there are few, if any, hard and fast rules for writing poetry. It is a subjective art form that affords its authors freedom to express themselves in ways both traditional and innovative. Poems do not have to rhyme, nor do they have to follow any particular structure or include any particular style. Still, most poems do feature a few key characteristics. These are stylistic choices that can vary from piece to piece, but must nonetheless be made by every poet.” (3)

Writing is an important component of L2 learning and, in most cases, it is the skill that L2 teachers emphasize the most and by which students are most often evaluated. Most people who write would like to be read but unfortunately in a typical class most writing assignments are read by the teacher only.

This article which is a follow-up to one that I wrote in the Spring Edition of the 2013 MaFLA Newsletter (4) will attempt to show that writing can be easy and fun if done in the right way. It will showcase some simple types of poems that can be assigned at any level of L2 study and because of their short length can be very easily displayed for all to read. I have chosen “snow” as a theme and every poem is an original that I have written.

Vocabulary poems
A. A Cinquain is a five-line poem not necessarily rhymed.

<table>
<thead>
<tr>
<th>Snow</th>
<th>La Neige</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lovely white</td>
<td>Belle Blanche</td>
</tr>
<tr>
<td>Falling dancing drifting</td>
<td>Tomber danser embellir</td>
</tr>
<tr>
<td>It covers everything it touches</td>
<td>Elle couvre tout ce qu’elle touche</td>
</tr>
<tr>
<td>Blanket</td>
<td>Flocons</td>
</tr>
</tbody>
</table>

The first line is a noun which is the title of the poem. The second line contains two adjectives that describe that noun. The third line has three verbs that tell the reader more about the subject of the poem. The fourth line is a sentence that captures the essence of the title. The fifth line is one word that is a synonym of or a word associated with the title.

B. A Diamante is a seven-line poem set up in a diamond shape.

<table>
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<td>Tomber danser embellir</td>
</tr>
<tr>
<td>It covers everything it touches</td>
<td>Elle couvre tout ce qu’elle touche</td>
</tr>
<tr>
<td>Protecting warming beautifying</td>
<td>Protéger réchauffer couvrir</td>
</tr>
<tr>
<td>Pure soft</td>
<td>Pure propre</td>
</tr>
<tr>
<td>Blanket</td>
<td>Flocons</td>
</tr>
</tbody>
</table>

The first line is a noun which is the title of the poem. The second line contains two adjectives that describe that noun. The third line has three verbs that tell the reader more about the subject of the poem. The fourth line is a sentence that captures the essence of the title. The fifth line contains three more verbs describing the noun/subject. The sixth line contains two more adjectives describing the beginning noun. The last line is one word that is a synonym of or a word associated with the title.

C. An acrostic poem is one where the first letter of each line spells out the word in the title.

<table>
<thead>
<tr>
<th>Snow</th>
<th>La neige</th>
</tr>
</thead>
<tbody>
<tr>
<td>So white</td>
<td>La neige</td>
</tr>
<tr>
<td>Nothing but white</td>
<td>Arrive peu à peu pendant la</td>
</tr>
<tr>
<td>Over hill and dale</td>
<td>Nuit</td>
</tr>
<tr>
<td>White is everywhere</td>
<td>Et sa blancheur</td>
</tr>
<tr>
<td>Illumine les petits</td>
<td>Glaçons</td>
</tr>
<tr>
<td>Elongés</td>
<td></td>
</tr>
</tbody>
</table>
A quinzaine is a three-line poem of fifteen syllables. These syllables are distributed among three lines so that there are seven syllables in the first line, five in the second line and three in the third line (7/5/3). The first line makes a statement. The next two lines ask a question relating to that statement.

Snow
The snow covers street and lawn.
Are you going out?
Is it safe?

La neige
La neige tombe partout.
Tu ne sors pas donc?
C’est glissant?

D. A Concrete poem is one wherein the wording in the poem can enhance the effect of the words.

The snow is falling
La neige
d d d d d
o o o o o
w w w w w
n n n n n
and covers the earth
in a soft
white
blanket
et couvre la terre
de sa couverture
blanche et molle

Grammar poems

A. Preposition poems:
Without you the ground is bare
Sans toi la terre est morne
With you everything is white
Avec toi tout est blanc
Under you the earth is warm
Sous toi la terre s’échauffe
Because of you all is beautiful
A cause de toi tout est beau

B. Verb tenses:
A year ago there was no snow
Il y a un an il n’y avait pas de neige
A month ago it was getting cold
Il y a un mois il commençait à faire froid
A week ago we had a little snow
Il y a une semaine il a neigé un peu
Today the snow has gone
Aujourd’hui la neige a disparu
Tomorrow perhaps it will snow again
Demain il neigera peut-être

C. Subordinating conjunctions:
I stay at home
Je reste chez moi
if it snows very hard
si il neige beaucoup
because the roads are dangerous
parce que les routes sont dangereuses
when they are covered with snow
quand elles sont couvertes de neige
even though they are beautiful
quoiqu’elles soient belles

D. Adjectives:
Snow is
Fluffy
Cold
White
Wet
Beautiful
But it becomes
Dirty
And
Slippery
after a while
La neige est
moelleuse
froide
blanche
trempe
belle
mais elle devient
sale
et
glissante
après quelque temps

Applications

The types of poems illustrated here have been deliberately chosen because they are short in length and can be easily shared with the class as follows:
1. Poems are shared and discussed in small groups of four.
2. Poems are illustrated with appropriate pictures and displayed on the class bulletin board.
3. At the end of each quarter or semester each student chooses one of his/her poems to be featured in a class publication that each student receives.
4. The class publication can also be given to all the students in the French program.
5. A teacher-chosen theme will result in many interesting interpretations of that theme and can give rise to many discussions.
6. A student-chosen theme will result in a variety of themes that reveal student interest and can also give rise to many discussions.

Conclusion

People write for themselves (diaries/personal journals) or for others (novels, short stories, essays, compositions, etc.) Writing about one’s summer vacation is simply reporting facts in complete and logical sentences. However, if expressed in one or two short poems, the writing can reveal much about the author in a creative and emotional way. It is said that “to write a poem is to show your heart and soul to the world.” If so, I encourage L2 teachers to consider poetry as writing assignments because as Floria Kelderhouse says “Poetry is the doorway to the soul.”

References

(1) http://www.poetry.org/whatis.htm
(2) http://www.shadowpoetry.com/re-sources/whatispoetry.html
(3) Ryan, Tom. “5 Key Characteristics of Poetry.” eHow.com
Elaine G. Batting Memorial Scholarship

MaFLA has established a $500.00 scholarship to honor the memory of an outstanding teacher of Latin in Massachusetts. A long-time member of MaFLA, Elaine G. Batting served on MaFLA’s Board of Directors from 1990 until her untimely death in 1994. During her tenure as a teacher of Latin, she received numerous fellowships for both intensive study and travel during the summer and encouraged others to apply for such scholarships by presenting workshops on how to apply for fellowships and grants. Her studies and experiences contributed significantly to the curriculum base in classical languages. It is expected that the recipient of the Memorial Scholarship will make similar contributions to the study of classical languages in the Commonwealth, including a 75-minute presentation at the 2017 MaFLA Conference and a 350 word article for the MaFLA Newsletter.

ELIGIBILITY

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

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

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

2017 MaFLA Elaine G. Batting Memorial Scholarship Application

Name: __________________________________________ Email: ________________________________

Home Address: _________________________________ Phone: ____________________________

School Name: _________________________________ Phone: ____________________________

School Address: _______________________________________________________________

Classes taught in 2016-2017 ____________________________________________________________

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

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

Signature ______________________________________________

This form and complete supporting materials must be submitted by March 31, 2017.

Send completed application packet to:

Deb Heaton
80 School Street
Lexington, MA  02421

Email: Dheaton@comcast.net

The successful applicant will be notified by April 30, 2017.
Helen G. Agbay New Teacher Graduate Study Scholarship

PURPOSE:

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

CRITERIA FOR APPLICATION:

For consideration the applicant is required to be:

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

The application form (below) must be accompanied by:

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

2017 Helen G. Agbay New Teacher Graduate Study Scholarship Application Form

Name: ___________________________________________ Email: ___________________________________________

Home Address: _________________________________________ Phone: __________________________

School Name: _________________________________________ Phone: __________________________

School Address:  ________________________________________________________________________

Classes taught in 2016-2017  ______________________________________________________________

Years and languages taught: Full-time ___________________ Part-time ____________________

I am a full time teacher. Signature __________________________________________________________

This form and complete supporting materials must be submitted by June 1, 2017 to:

Julie Caldarone Email: caladaj1523@gmail.com

The successful applicant will be notified by June 15, 2017.
Cemanahuac/MaFLA Award

Are you looking to improve your proficiency in Spanish? Are you a French/German/Italian teacher who has recently discovered that you are teaching a few classes in Spanish? Are you interested in expanding your knowledge of Mexico and its culture? Then perhaps you are the perfect candidate for this cooperative effort between the Cemanahuac Educational Community and MaFLA. For the twentieth year the Cemanahuac Educational Community in Cuernavaca, Mexico, is offering a full two-week scholarship for a MaFLA member. The scholarship is for two weeks of intensive Spanish language study in Cuernavaca. Family housing (double room), Cemanahuac's Latin American studies classes, one field trip, a certificate of achievement, and registration are included. The value of this scholarship is $1129.00. The recipient can attend Cemanahuac any time during 2017, and if he/she wishes to stay beyond the two weeks, Cemanahuac will offer the recipient a reduced tuition fee. Winner is responsible for air transportation, transfer to Cuernavaca, textbook and personal expenses.

Eligibility: The applicant must be a member in good standing of MaFLA; be a full-time teacher in a public or private school, elementary through high school level during the 2016-2017 school year; and must carry a teaching load of at least 40% Spanish classes. Applicant must also be willing to share his/her experience by presenting a session at the MaFLA Conference.

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

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

Cemanahuac Scholarship Application Form

Please print or type

Name:_________________________________________________ Email: _______________________________

Home Address: ________________________________________________________ Phone:_________________

School Name:__________________________________________________________Phone:_________________

School Address:____________________________________________________________________________

Classes taught in 2016-2017: __________________________________________________________________

Years teaching: full time ______  part time ______         Years teaching Spanish at least 40% of load________

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

Signature __________________________________________

Please submit the following with your application

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

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

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

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

Submit the application form and supporting materials by March 31, 2017, to:

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

The winning candidate will be notified by April 30, 2017.
NEW TEACHER COMMENDATION

FOR EXCELLENCE IN FOREIGN LANGUAGE TEACHING

Four Complimentary Three-Year Memberships to MaFLA Will Be Awarded

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

CRITERIA FOR RECOMMENDATION/APPLICATION:

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

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

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

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

RECOMMENDATION/APPLICATION PROCESS:

Recommendations/applications for the commendation can be made by a school administrator, a colleague or the teacher him/herself. All applications must be sent to the MaFLA Board New Teacher Awards Committee Chairperson listed below by March 31, 2017.

New Teacher Commendation Application Form

Please print or type

Name:________________________________________________ Email:______________________________

Home Address:________________________________________ Phone:__________________________

School Name:_________________________________________ Phone:__________________________

School Address:________________________________________________________________________

Classes taught in 2016-2017:________________________________________________________________

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

Submit the application form and supporting materials by March 31, 2017, to:

Beckie Rankin Email: brankin@lexingtonma.org
41 Governor Winthrop Road
Somerville, MA 02145

The successful applicant will be notified by April 30, 2017.
MaFLA Past Presidents’ Awards

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

N. B. Native speakers are encouraged to apply.

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

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

   The Importance of Foreign Language Study in Today’s Changing World
   The Importance of Foreign Language Study in My Life

   N. B. This essay should be written in English.
7. Nominating teacher must be a member of MaFLA. Only one candidate per school should be submitted for consideration.

APPLICATION FORM
(to be filled out by nominating teacher)

Name of Student: ________________________________________________________ Email: ______________________

School: _____________________________________________________________________________________________

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

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

Nominating Teacher: _____________________________________________________ Email: ______________________

School Address: _____________________________________________________________________________________

Home Phone: ____________________ School Phone: ______________________ Membership expires: ______________

PLEASE SUBMIT THIS APPLICATION WITH THE FOLLOWING:
1. Official high school student transcript (including first semester grades for 2016-2017)
2. Student essay of not more than 250 words on the importance of foreign language study (in English, please)
3. A single page letter of support from the nominating teacher which should include evidence of student’s leadership/service to department, school and/or community.
4. A signed statement from the student indicating his/her intention to continue foreign language studies in college.

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

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

MaFLA Student Award Certificates

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

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

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

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

a. Nominees must be public or private school students in Massachusetts.

b. Recipients of the Award for Excellence must be enrolled in the most advanced course offered in their school of the language for which they have been selected to receive the award.

c. Recipients of the Award for Leadership for foreign language activities may be enrolled in any high school foreign language course but must demonstrate leadership in foreign language activities. No more than one award per high school per year will be granted for leadership.

d. Recipients are to be selected by the foreign language faculty of their respective schools. Criteria for determining highest achievement shall be determined by the local school's foreign language department.

e. Schools participating in the awards program must have at least one current MaFLA member on their foreign language staffs. Application for awards must be made through this member.

f. The deadline for request for 2016-2017 certificates is May 15, 2017.

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

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

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

I. Awards for Excellence:

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<tr>
<th>Student(s) Nominated</th>
<th>Language(s)</th>
<th>Course(s)</th>
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II. Award for Leadership (High School):

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<th>Course(s)</th>
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Nominator’s Name: ____________________________ Membership Expires: ____________________________

School: ____________________________ Phone: ____________________________

School Address: ________________________________________________________________

Email: ____________________________ Signature: ____________________________

Mail to: Pat Dipillo, Falmouth Public Schools  Email: Pdipillo@falmouth.k12.ma.us
874 Guilford Street
Falmouth, MA 02540

DEADLINE FOR RECEIPT OF NOMINATIONS: May 15, 2017
The Massachusetts Foreign Language Association

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Send YOUR contribution to the next issue to:
Ronie R. Webster  ronie@mafla.org
41 Glenn Drive
Wilbraham, MA  01095
Phone 413.596.9284
Deadline for the Spring Issue is Mar. 5

MaFLA Board of Directors, 1986