Happy New Year!

It’s my honor and pleasure to serve as the President of MaFLA for 2013. As I have attended conferences across the country at the national, regional and state level, it is clear that the Massachusetts Foreign Language Association is one of the strongest organizations around! MaFLA offers an amazing variety of high quality professional development, an extensive website chock full of resources and a number of awards opportunities and contests for our members and their students. All of this is made possible by a group of amazing volunteers, the MaFLA Board of Directors, who work tirelessly on your behalf throughout the year. This year we are thrilled to welcome five new members to the Board; Dawn Carney, Jessica Clifford, Stuart Gamble, Pat DiPillo and Esther Sánchez. We all look forward to an exciting, productive year!

We’ve got a great year in the works for you! Diversity Day plans are already in progress – be sure to mark your calendar. Diversity Day will take place on May 11, at Lasell College in Newton, this year and promises to offer a number of exciting workshops in a number of languages. Check last year’s schedule on the website under ‘Events’. In addition, you can see from our Conference article that this year’s Co-Conference Chairs, Cherie Baggs and Nicole Sherf, have been hard at work planning our most significant professional development opportunity of the year, the annual fall Conference – be sure to plan to attend this year’s event!

MaFLA listens to our members! Every time you fill out a survey online or feedback sheet after attending an event, we take the time to carefully review your input and consider how we can meet member needs. For example, it is clear that you are eager to find more training and practice in technology. Everyday a new app or tool appears as a possible classroom resource. Understandably, it is challenging to keep up with these rapid technological advances, learn how to use them and review their effectiveness for classroom use! We pledge to take a good look at how to provide you with more professional development focusing on technology in the coming year and beyond. We plan to reinstitute Technology Day, a hugely popular and successful venue that we’ve offered in the past. We have other ideas on the table as well; look forward to hearing the updates!

In between, be sure to make it a resolution to become more involved in MaFLA and to take advantage of the many opportunities and resources that we offer to our members. Updated information is available on the website about our annual Poster, Essay and Podcast contests! Participating in these contests is a great way to get students involved in celebrating language learning and is an opportunity to advocate for language learning. The deadline for submission is March 15, 2013; be sure to visit the website for all of the details. In addition to our annual contests, there are a number of award and scholarship opportunities available. Many of these competitions have spring deadlines. Plan ahead and be sure to take advantage of the many student and professional awards that are available.

It’s a great time to be a MaFLA member! I enthusiastically look forward to working with you and for you in the coming year.

Tiesa M. Graf
MaFLA President
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  Fax: 413-596-9513

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MEMBERSHIP INFORMATION

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

Individual memberships:
$45.00 for 1 year
$85.00 for 2 years
$120.00 for 3 years
$25.00 for 1 year (first-year teacher)

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

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Please notify Madelyn Gonnerman Torchin, PO BOX 590193, Newton Centre, MA 02459, Ph. 617.964.6141, (membership@mafla.org), to update your membership information.

OR

You can do it yourself. Just go to mafla.org and click Membership/Update Profile and login to update your profile. Please help us keep our files updated so you can receive ALL information regarding MaFLA.

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BEATRIZ S. DESLOGES
MaFLA Welcomes New Board Members

Pat DiPillo

Pat DiPillo is the Foreign Language Department Chair for grades 7-12 in the Falmouth Public Schools. She has also been an Assessor for the National Board of Professional Teaching Standards and is a lead reviewer for NCATE. She is currently the treasurer of EMFLA, a group of foreign language administrators in Massachusetts. She has studied on a Fulbright at the American Academy in Rome in 1985 and received a scholarship to study at the University of Salamanca in 1994. She is also the recipient of a National Teaching Award. She has a BA in Classics from Boston College, a Masters degree in Curriculum and Instruction from Lesley University and a doctorate in school leadership from the University of Massachusetts.

Stuart Gamble

Stuart W. Gamble has been teaching high school Spanish since 1993. He taught Spanish at Cathedral High School in Springfield from 1993-2005. He has been teaching Spanish at Ludlow High School since 2005. In addition, he has served as Spanish Club Advisor, on the NHS Faculty board, and has led several trips to Spain and France from both schools (His next trip will be to Andalusian Spain in April, 2013). He has also taught Medical Spanish to many area hospitals in Western Massachusetts. Stuart was awarded two NEH Fellowships: in 1998 at Brigham Young University (Modern Hispanic Drama: A Metatheatrical approach) and at Hunter College (The Latino Identity of New York) in 2011. He has served on the Western Mass. Foreign Language Teachers’ Collaborative Steering Committee since 2007. He also has been a presenter with the Collaborative ("Integrating History and Spanish" and "Teaching Grammar Communicatively"). Stuart is a Cum Laude/Commonwealth Scholar graduate of UMass., Amherst, and also earned his Master of Arts in Teaching Spanish at UMass. He has been an active member of MaFLA since 1994 and was a presenter in 2009 (Teaching the Subjunctive Mood Communicatively). He has also attended several MaFLA Diversity Days and Immersion Weekends. In his leisure time, he enjoys traveling and spending time with family and friends.

Esther Sánchez

A native from Barcelona, Spain, Esther Sánchez received her law degree from the Universidad Central of Barcelona. She came to the United States in 1986 and started working at St. Mark’s School a year later. She has since taught all levels of Spanish, including Pre-Columbian Civilizations, The Spanish Civil War, The Abrahamic Religions, AP Language, and AP Literature. She was the Chair of the Modern Languages Department, which she held for the past 14 years until she decided to step down to become more involved with MaFLA. St. Mark’s School, located in Southborough, Massachusetts, is a small, coed, boarding private school. Due to its residential character, Esther Sánchez was the head of the girls’ freshmen dorm for 12 years, and later became the faculty in charge of the day students for eight years. She has coached girls JV basketball, girls JV soccer, boys thirds soccer, volleyball, and is currently coaching girls thirds soccer. She is also the School Year Abroad (SYA) coordinator, the mentor for Le Voz Latina, and the holder of the Mabley Chair. To relax, she enjoys walking, gardening, reading Archeology magazine and Spanish books, and watching movies with her family. During her vacation time, she likes to take students abroad and travel to different countries with her husband and son.

Remember . . .

The deadline for Conference Proposals is much earlier this year.

Proposals must be in by April 1. See page 20 for more information

OR

Click HERE to get started.
Dawn Carney

Dawn Carney has nearly 20 years experience as a foreign language educator and is presently the K-8 Curriculum Coordinator for World Languages in the Public Schools of Brookline. Prior to her current position, Dawn taught French in private and public schools in MA, including a role as Grade 2 French immersion coordinator in Milton where she taught for five years. Dawn also lived and worked in Paris, France for three years, earning a Master’s in French from Middlebury College and teaching English FLES in early elementary grades. Dawn has a second Master’s in Education from Endicott College with an emphasis in Educational Leadership.

Dawn’s professional experience includes integrating culture into proficiency-based curriculum for FLES (Spanish and Chinese) and middle grades (Spanish, French and Chinese) in addition to establishing an elementary world languages program. Dawn is a member of ACTFL, NECTFL, NNELL, AATF, NADSFL and EMFLA and she has recently presented at MaFLA’s summer institute.

Dawn looks forward to working with the MaFLA Board of Directors and membership to support and promote research-based practices and curriculum development to the teaching and learning of world languages.

Jessica Clifford

Jessica Clifford is a ninth year Spanish teacher at Saugus High School. During her time in Saugus she has served as both Lead Teacher and Curriculum Specialist of the World Language Department grades 6-12. Over the years, Jessica has run and co-run several trips abroad with students to places like Spain, Morocco, Italy, France, Switzerland, and Greece. In the summer of 2006 she worked as the Curriculum Coordinator, and as an instructor for the Abbey Road Overseas Program in Barcelona, Spain. She also recently began teaching Spanish courses at Middlesex Community College in Bedford, MA.

Jessica first became interested in the study of language and culture after taking a school trip to Spain in the eighth grade. Once she fell in love with Spain and the Spanish language she never looked back. She went on to obtain a B.A. in Spanish and Linguistics from the University of Massachusetts Amherst, an M.A. in Spanish from Middlebury College in Madrid, an M.A.T. in Spanish from Salem State University, and she is currently working on an Ed.D. in Educational Leadership at Northeastern University. She has spent time studying abroad in Salamanca, Sevilla, and Madrid, Spain as well as in Jerusalem, Israel.

Jessica is honored that she has been elected to work on the MaFLA board and she cannot wait to get to work!

Suggestion Corner

Our suggestions this month are from Esther Sánchez, our new board member and a frequent presenter at MaFLA professional development programs. Thanks, Esther, for these wonderful suggestions.

- For those interested in technology, Net Smart, How to Thrive Online, by Howard Rheingold, comes highly recommended by our Director of Technology. I have started to read it and it could be very helpful for those teachers interested in the world of technology and how to use it.

- Although the big panic about December 21, 2012 has passed, The Order of Days: The Maya World and the Truth About 2012, by David Stuart, is a great read about the Maya world.

- Given the continuing hostilities among people of different faiths, for anyone who is interested in learning more about the Muslim world, I would suggest, Blood and Faith, The Purging of Muslim Spain, by Matthew Carr. According to one comment, “[Blood and Faith] is a fascinating account of perhaps the first major episode of European ethnic cleansing and, just as importantly, the story of the beginning of the conviction that ‘blood’ matters more than belief: a conviction that led, in the end, to modern racism.”
Happy New Year from the 2013 Conference Co-Chairs! Planning for MaFLA’s Annual Conference is already in full force, and this year’s conference promises to inspire, enlighten and raise our professional standards as we all “Collaborate to Promote Languages with a Collective Voice!” But this is your conference. Check out the home page of our MaFLA Website to see your MaFLA member colleagues discuss the topic of collaboration in videos that we will be updating regularly. We need your input, help and collaboration to make it the best possible experience for all! Here’s how you can contribute:

- Check our Conference Webpage often for updates on presenters, scheduling and events. We have read your conference evaluations carefully and are working hard to meet your needs and make this year’s conference an amazing professional development experience.
- Spread the word and make the conference a departmental event. Download the conference “Call for Proposals” announcement and post it in your department office or hallway, and forward it to contacts you have in foreign language departments in nearby districts and local colleges so they can post it, too.
- Involve your students in the conference by participating in the essay, poster and/or podcast contests. It is a fun class, club or after school activity and participation is a great advocacy tool for your department.
- Consider submitting a proposal to present a session or convince a colleague to do so. The proposal form is up on our website and awaiting your submission. We know that there are interesting activities, initiatives, and programming happening across the state and you know that sharing these ideas is an invaluable service to the discipline. We have moved our timeline up, so be aware, our deadline is April 1 – no joke! We would especially like proposals for sessions given in the target language. Be creative and involve the conference theme topics in your session title.

We are so excited to update you on the conference plans for 2013! We have completely re-vamped the conference proposal form to provide more guidance and streamline the process for you. We are arranging the conference schedule to maximize your conference experience and respond to your professional development needs. We are also visiting the pricing and registration costs to ensure that you are getting the most for your professional development dollars. Our primary goals this year are to provide you with the highest quality presenters from across the state and country, while giving you a comfortable and meaningful conference experience full of strategies, resources and ideas to apply to your teaching and programming.

Please go to the conference page of the MaFLA Website to check out the titles of the workshops of presenters who have already signed on to present at the 2013 conference. We are so proud to provide you with some of the biggest names and most pertinent presentation topics currently highlighted on the national conference scene. Here are some of the exciting workshop presenters we have already booked:

- **Paula Patrick**, author of the amazing resource for foreign language teachers *The Keys to the Classroom*, will present a 6 and a 3-hour workshop for new teachers with all sorts of great ideas and templates for classroom organization, lesson planning, interaction with parents and more.
- **Chantal Thompson**, French Professor at Brigham Young University, will present 6 and 3-hour workshops outlining strategies to improve student and program proficiency, such an important topic in this data-driven environment.
- **Cherice Montgomery**, Spanish Assistant Professor at Brigham Young University, will present interactive and engaging 6 and 3-hour workshops with exciting technological resources and tools to enhance programming and motivate your students.
- **Amale Bourhim**, long-time favorite workshop presenter of French teachers, will be back by popular demand, presenting on new cultural topics with plenty of ideas to incorporate into your lessons.

We look forward to your active participation in the 2013 conference and we welcome your input as our planning progresses. Please email us your suggestions, comments and/or questions at conference@mafla.org. See you in October!

Very best,

*Cherie Baggs and Nicole Sherf*

2013 Conference Co-Chairs
We Heard You!

Dear Colleagues:

After a wonderful turnout at the 2012 MaFLA Annual Fall Conference, I would like to thank the entire Board, Presenters, Volunteers, Sponsors and Membership for your help, support and participation in a very successful conference: Foreign Languages: Our Global Lens. Response to the conference was overwhelmingly positive, and without you, none of this would have been possible. I hope you had a chance to see the 2012 End of the Year issue of the MaFLA Newsletter at mafla.org under Member Services. Highlights of the Conference with photos were featured.

There was a good variety of Pre-conference workshops on Thursday. On Friday morning, Terry Caccavale delivered a very exciting Keynote address, excerpts of which are in the End of the Year Newsletter. Kathy Turner, Massachusetts Teacher of the Year shared her passion for language learning and teaching. It was exciting to be able to offer an Arabic strand for the first time and we will work hard to continue it. Arabic teachers from throughout New England were gratified to be able to attend the conference together and collaborate. The Conference Chair’s Reception with the Flamenco Performance by Inés Arrubla Dance Theatre was well received and the entire room participated in the dance lesson at the end of the performance. Dr. Gene Bell-Villada’s Dinner Talk on “Growing Up Internationally and How It Shapes a Kid” was very exciting. One heard frequent exclamations of “That was me growing up!” Saturday morning’s Immersion Breakfast kicked off the day and many of the individual language associations met during the last session as well.

As we reflect upon what went well and where we need to improve, your opinions are what help to guide us as we move forward. Overall, you said that you were satisfied with the conference. We worked hard to ensure that language-specific sessions were offered in the target language. You have requested more technology workshops and sessions that teach specific skills, rather than an overview of what is available. We will request that presenters do that. Although we are required by our contract with the Sturbridge Host Hotel and Conference Center to offer meals through their banquet department, and prices are set by the hotel, we will continue to explore alternatives for Thursday’s Pre-Conference Dinner and Dessert, Friday’s lunch, and the Friday night dinner, along with offering meals in different areas of the hotel. In addition, we will continue to work on expanding Exhibit Hall Breaks, while improving our Raffles system.

The dates for the 2013 MaFLA Annual Fall Conference are October 17 to 19, 2013. I encourage you to contact Cherie Baggs and Nicole Sherf at conference@mafla.org with suggestions for the next conference: Collaborate to Promote Languages with a Collective Voice. The proposal form is on the mafla.org website along with an April 1 deadline for submissions.

Please remember to participate in Foreign Language Week in March. Each of us is the best advocate for our students and our profession. It is important to promote foreign language learning at least a little bit, every day, beginning with our students.

Thank you for your valuable input.

Best regards,
Jane Rizzitano

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News

The Art of Collaboration

With a 2013 Annual Conference theme that centers on the topic of collaboration, it is so à propos that there is a collaborative effort in conference chairing involving two co-chairs. In our Notes to the Profession (End of Year, 2012, Newsletter), we elaborated on the background creation of the theme, Collaborate to Promote Languages with a Collective Voice. One can hardly dispute that our collective, multi-lingual voice can advocate for and promote the strengthening of foreign language funding, programming and public understanding as we all seek to increase the proficiency and cultural understanding of our students. We expect to see the theme of collaboration echoed in the variety of session proposals we receive as it is such an integral component of the classroom learning experience. In our conference planning and Notes discussions, we have come to consider the art of Collaboration as a sixth C, as intricately important to the language teaching and learning process as the other five Cs; Communication, Cultures, Connections, Comparisons and Communities.

What We Have Learned About Collaboration So Far…

- Collaboration is not always the easiest way to proceed as it usually takes more time and effort. Our collaboration is not facilitated by the fact that we live on opposite sides of the state. We have been meeting virtually but do know that face to face time is crucial, and have been scheduling that at regular intervals.
- Collaboration often requires compromise. In many ways, MaFLA conference planners want to imprint their personal stamp on their conference. We have to be mindful that ours is a collective effort that needs to represent and reflect both of our priorities and personalities.
- Even this early in the conference planning process, we are starting to delegate specific roles to facilitate the process. We see this as critical to the collaborative process. Important decisions need to be discussed but we can save time and energy if our discussions start with work in progress.

We look forward to sharing our conference planning as well as lessons learned with you as we move forward. Please check our Conference page (www.mafla.org/events-2/annual-fall-conference/current-year/) often for updates and exciting news!

Cherie Baggs and Nicole Sherf, 2013 Conference Co-Chairs
ACTFL 2012

From November 15 to November 18, 2012, foreign language professionals from around the country convened in Philadelphia, PA for the Annual Conference of the American Council on the Teaching of Foreign Languages. Philadelphia proved to be an ideal site as it provided easy access either by car, train, bus or plane.

My conference experience began on Thursday, November 15, with an all-day Pre-Conference Workshop entitled Unlock Students’ Potential: Developing 21st Century Skills Using Emerging Technologies. The three presenters, Lauren B. Rosen, University of Wisconsin; Barbara Lindsey, University of Connecticut; and Cherice Montgomery, Brigham Young University, began their session by discussing how emerging technologies are reshaping possibilities for working, playing, living and learning in the 21st century, and offer world language teachers and students unprecedented access to linguistic and cultural resources from around the world. Next, we explored various techniques and technologies for integrating the 21st Century Skills Map into our curriculum. If you have not seen this map then it is a definite must. Here is the URL - www.p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf. Once we were familiar with the maps, we worked to develop lessons based on an excellent template the presenters provided. Each group (table) worked on a particular 21st Century skill. The interesting part of this was that we were all working on various parts of the same document through google docs and we now have access to everything that has been produced. I left excited, ready to explore some of the suggested web 2.0 apps, and delighted to have access to their excellent presentation and the collaborative document the entire group produced.

Friday began with the official conference opening event - General Opening Session. Dr. David McAlpine of the University of Arkansas, the presiding ACTFL President, welcomed attendees and honored the regional finalists for National Teacher of the Year. Next the National Language Teacher of the Year was announced – Noah Geisel from Colorado.

The keynote speaker this year, Dr. K. David Harrison, is currently serving as a professor of linguistics at Swarthmore College and has completed extensive research on language extinction. He also co-founded and serves as Director of Research for the Living Tongues Institute for Endangered Languages, a non-profit foundation that strives to advocate for the documentation, preservation, and revitalization of endangered languages.

Dr. Harrison began by explaining to the audience that in the next century approximately half of the languages in existence will be lost. This he believes will be tragic since with that loss of language there will also be a loss of knowledge as within many of these languages there is encoded unique knowledge of that culture.

He shared with us some of his experiences with the last speakers of some of the most endangered languages such as Koro, Tuvan and some of the 800 languages spoken in Papua New Guinea. He showed us the richness and the unique knowledge that these last speakers of the languages, some languages with as few as 2, shared with him. Some he found had a deep knowledge of flora and fauna and shared unbelievable information on the medicinal value of plants. Others he found had unique perspectives on time and nature. The experiences he shared with us were fascinating and at the same time disheartening to think that such richness and diversity may be lost.

Dr. Harrison has made great strides in helping to preserve these languages by interviewing the last speakers of the languages, by creating a written version of the language, by digitizing the language and by beginning the creation of dictionaries of these languages. He finished by stating that “Language extinction is real and that revitalization of a language is a choice made by the owners of a language.” He told us that many small languages are eager to cross the digital divide and with even only one speaker a language can be reborn. He reminded us that “Language is identity and if we lose our language we lose our culture. Our language shapes our world view and our self view and that perhaps we need to push back globalization and focus on language revitalization.” Here is a link to the website Living Tongues Institute - www.livingtongues.org/hotspots.html

Next on the schedule was a visit to the Exhibit Hall to learn about new resources, products and services. ACTFL graciously provided us with a full hour for the World Languages Expo Opening. The rest of the day was filled with engaging sessions which ranged from a session called Whatchamalrights and Thingamajigs – A Strategy for Success which highlighted various techniques to help students learn to circumlocute, to sessions on eLinguafolio, the Common Core and World Languages and bringing the Buzz to World Languages in your school. Friday evening we had the pleasure to dine at a local Tapas restaurant which proved to be a perfect ending to a full but energizing day.

Saturday offered attendees many more relevant sessions. My favorites on Saturday were Building Proficiency and Supporting the Common Core Standards with presenter Bill Heller from New York SUNY, and Teaching, Assessing and Grading: Am I Sending the Same Message offered by Greg W. Duncan, Interpret, Inc.

Mr. Heller had us consider how to use the five standards of the Common Core Curriculum for English Language Arts as a lens to examine the standards-based World Language curriculum and to refine and enhance the best practices for building language proficiency aligned with Common Core teaching principles. A good portion of the session focused on the six instructional shifts of the Common Core. The information Mr. Heller shared will be useful as we are called upon to align with the Common Core.

Anyone who knows Greg Duncan is aware that he is an excellent presenter and he really makes you reflect on your practice. In this session he asked us to think through how important consistency is in how we teach, how we assess and how we compute grades to show progress. I left the session with tons of reflective questions to bring back to my own department members and some great resources which he recommended.

Perhaps the highlight of the day was the session #LangChat – Web 2.0 Professional Development at Your Fingertips with presenters: Erica Fischer, Kids Immersion, LLC, Donald M. Doehla, Vintage High School, Diego Ojeda, Evansville High School and Kristy Pacido, Fowlerville High School. This session was amazing as I had a
News

MEAD Project Update

I am a 2012 NECTFL MEAD Fellow. I applied through MaFLA for this honor by proposing a project that I wanted to undertake over the year between the 2012 and 2013 Northeast Conferences. I have a variety of professional interests and research questions about teaching, assessment and programming, as I am sure you all do. The hardest part of this process was writing on and outlining the parameters of the project, but the most interesting thing about this program is the formality of it as well as the fact that NECTFL assigns you a mentor with whom to work on your project. As part of the application process, I committed to sharing the results of the project. I will be presenting my progress at NECTFL (Baltimore, March 7-10, 2013). I also wanted to let MaFLA know how it is going. So here we go! My project centers on formalizing the process to document and improve the speaking proficiency of program completers in my department.

The Department of Foreign Languages at Salem State University has been working on improving student speaking ability for the past five years or so. In response to a teacher preparation program accreditation requirement that our teacher candidates attain at least a proficiency level of Advanced Low as measured by the ACTFL Proficiency Guidelines, we were motivated to assign a proficiency level to all our programs from our language sequence course, to our minor to the Bachelor of Arts to the Master of Arts in Teaching. In addition, we started using an assessment system to verify the attainment of our designated scores. We selected the STAMP test which is administered by Avant Assessment. It is a skill-based test that assigns a proficiency score aligned with the ACTFL Proficiency Guidelines. As a part of my project, I have run several Assessment Retreats for my department. The collaboration has been very interesting and we have made some great progress.

As a result of our departmental retreats, we have become oriented on the ACTFL Proficiency Guidelines and focused on what this means for our targets for each of our programs. The Retreats have been a fascinating experience to discuss classroom practices, activities and assessments. I have enjoyed preparing for and presenting these

‘SMART’ Team Goals

By Pat DiPillo

To develop a ‘use of target language goal’, I first had to determine how much target language use already existed. I took the time to gather baseline data by spending time in each teacher’s classroom. Then I selected the appropriate standard for creating instructional units and decided to use an OPI interview process each term to measure progress toward the goal. Action steps and benchmarks that indicated periodic conversations between myself and teachers would provide feedback towards tracking progress. We are now six months into this goal with another year and a half to go.

I have recently had occasions to work and collaborate with my colleagues in different school systems via email and in person. I always like to share and discuss what I do and am happy to offer assistance if I can. Recently through our EMFLA admin group in eastern MA, a fellow colleague and foreign language department head asked if anyone had developed a team SMART goal for foreign language. Naturally I was happy to hear that since I could send mine along as a sample. Again, at a conference, colleagues who are K-12 administrators in another system questioned how I had developed and decided on our team goal. They wanted to know how to find baseline data and how often conversations would occur. Again I sent my team SMARTgoal. I find the value of the new evaluation system has provided me with more opportunities to discuss these important new initiatives with others who are also working through them.

Anyone who would like a copy of our Falmouth FL Dept. team goal for student growth is welcome to email me @ pdipillo@falmouth.k12.ma.us and I would be happy to share it with you.
I encourage you all to consider the projects of interest to you and to formalize the process through the MEAD Fellow program with the Northeast Conference. The application is online and the due date is early December. MaFLA has forwarded the application of Jeanne O’Hearn of Masconomet Middle School to NECTFL as our choice for MEAD Scholar for 2013. We will hear NECTFL’s decision by February 1 and we hope that her strong proposal is selected! If you are interested in submitting a MEAD proposal for 2014’s NECTFL Conference please look for the information on the Website when it becomes available in the spring. I am glad to preview any work or answer any questions that you may have about the process. Please email me at nsherf@salemstate.edu.

Submitted by Nicole Sherf

Thanks MaFLA

Acquiring a new language and learning about a new culture feels daunting while one is teaching a different language at the same time. My trip to Cuernavaca, Mexico, the City of Eternal Springtime, allowed me to focus all of my time and energy on Spanish for three full weeks without the distractions of work and home.

Cemanahuac also offers afternoon and weekend excursions, as a part of the scholarship. I was able to travel to nearby places with knowledgeable tour guides pointing things out and teaching about the history of the areas and buildings. The excursions were fun and very interesting, but the school’s strength is in its language classes. I was enrolled in a morning course where I worked on grammar and an afternoon course where I worked on speaking. Because I chose early August, which is a slower period for the school, the class sizes were small. At my level, in fact, I had a teacher to myself in the morning and a class size of two in the afternoon. This provided me with intense, individualized practice.

Overall my experience this summer was invaluable. I made life-long friends, and I have every intention of returning to study again in the future. This year I am able to share with colleagues the experiences, resources and projects that I created during my stay. Because of this experience...
the Spanish program at my school has been enriched. I would recommend this experience to any French or Spanish teacher who wishes to set time aside to acquire new linguistic and cultural knowledge.

Thanks to MaFLA for making this possible through the Cemanahuac Scholarship.

Submitted by Jada Williams

Spring Into World Language Week!

As spring quickly approaches, world language teachers are starting to plan activities for World Language Week. This article is a brief outline of some of the possible activities that you may want to include in your celebration, and to make your language program more visible within your school and community.

First and foremost, be sure to plan well for your celebration. This may be your first time organizing a World Language Week celebration, or it may be your 20th year putting together a celebration. Regardless of the number of times that you have done this, a little bit of planning goes a long way. The more thought that you put into your activities, and the more collaboratively you plan, the more comprehensive your activities will be. Be sure to involve as many people as possible in the brainstorming and planning stage so that the work is not overwhelming, and you can plan activities that appeal to all audiences. Even if you have not been able to plan very far in advance this year, do not worry! You can always put together a celebration. Regardless of the number of times that you have done it, someone come in and teach them how to make food from their culture, like sushi or fresh pasta. A similar hands-on experience for students would be to have someone come in and teach them how to write Chinese characters or Arabic calligraphy. Students love being able to participate in hands-on activities, and these types of activities often give them opportunities to engage in authentic cultural experiences that they may not have in the classroom.

As you organize your activities for World Language Week, be sure to contact your local newspaper and cable stations to showcase the work that you and your students have done. You can find more information on planning a World Language Week celebration at www.mafla.org under the Everyday Advocacy section.

Submitted by Jessica Clifford

Rassias Dreaming

I dreamt I was Prof. John A. Rassias. This isn't as outlandish as one thinks. After all, I dream a lot and often recall my dreams; in addition, my wife and I love John, and have loved him—and have emulated his celebrated method—for the past 40 years (at least).

John Rassias-Yoken was on the stage—where else?—and he was portraying the Renaissance Man of 19th century Europe, Victor Hugo, to an auditorium filled with students. His presentation centered on Hugo's literary and artistic life, and the target language, la belle et douce langue française, came alive. The strong sense of rapport with all the students was immediate and durable!

The highlights of Rassias-Yoken's solo performance were many. Perhaps the portrayal of the physically deformed, mentally challenged Quasimodo, the hunchback of Notre Dame, stirred the greatest response from the captivated, mesmerized audience. The quintessential pathos and tragedy imbedded in Quasimodo's character literally brought down the house, as Rassias-Yoken, loved and cosseted the church's bells and gargoyles, called them by names, and fell desperately in love with an invisible, yet present gypsy dancer, Esmeralda. The actor succeeded throughout by injecting a weave of thick literary tapestry into Hugo's classic, massive novel, and making the hunchback display the warmth of human feeling for the first time in his wretched, turbulent life.

In another memorable scene, Rassias-Yoken was painting up a storm, using pen, brush, brown-ink wash and reserves on cream paper. The vivid images produced were powerful, emotion-filled and mysterious.

One painting, in particular, which the actor produced on stage, was a seascape depicting the agitation and turmoil of Hugo's life in exile from France. The audience watched in rapture as the actor blotted, folded smudged and stenciled as a man driven by his métier.

Then came la pièce de résistance when Rassias-Yoken put down his brush, quickly changed his outfit offstage, and returned as Jean Valjean, the unforgettable hero of LES MISERABLES. The actor emotionally retraced the life of the peasant who stole a loaf of bread to feed his starving family and, because of this, became a hunted convict. Rassias-Yoken then grabbed the audience's very soul by depicting moments that were so intense and the impact so overpowering that several members of the audience fainted away, particularly during Valjean's escape through the sewers of Paris! I then woke up precipitously and agitatedly. (If truth be told, my heart was beating wildly, and I was sweating profusely!)

 Succinctly stated, the inimitable Rassias method, which includes making literary figures come dramatically alive, and captures manifold facets of each of these individuals, was manifested most effectively in this potent, memorable—and fast-paced—dream!

Submitted by Mel B. Yoken, Ph.D.
The Three Ps Approach To The Integration Of Culture In An L2 Classroom
by Marcel LaVergne

Definitions of Culture

A Google search of the definition of culture reveals that the following are typical definitions:

1. The system of shared beliefs, values, customs, behaviours, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.

2. A shared, learned, symbolic system of values, beliefs and attitudes that shapes and influences perceptions and behavior – an abstract “mental blueprint” or “mental code.”

Webster’s New World College Dictionary, Fourth Edition, defines culture as “The ideas, customs, skills, arts, etc. of a people or group that are transferred, communicated, or passed along, as in or to succeeding generations.” Finally, the Larousse Dictionnaire de Français states that it is “l’ensemble de la production littéraire, artistique, spirituelle d’une communauté humaine.”

Those definitions seem all-encompassing but are not helpful to L2 teachers. The words values, behaviors, attitudes, beliefs, and customs refer to abstract qualities and can seem overwhelming to the teacher. How do they translate into practical applications in the classroom?

How Is Culture Integrated?

According to Dale Lange (1999), teachers do so with difficulty. He states:

1. We do not agree on what culture to teach.
2. We do not agree on how to integrate culture and language in teaching and learning.
3. We do not know how to include culture in the language-learning curriculum.
4. We do not know how to teach culture.

As severe as those assertions seem, as a result of teaching a course focusing on the integration of culture, the author must sadly conclude that Lange is not so far off the mark. Culture is more often taught as a separate subject, in English, in the form of realia from the C2 country, pictures or photos from trips abroad or from the textbook, cultural readings from the textbook, trivia facts from history, art, literature, and music, student-made C2 meals for everyone to taste, international festivals during National Foreign Language Week, etc.

Adding to the problem, Hadley (2001) listed various obstacles to the teaching of culture as follows:

1. Many teachers do not have the time to teach culture in an overcrowded curriculum.
2. Many teachers are afraid to teach culture because they fear that they don’t know enough about it.
3. Some teachers neglect the teaching of culture because it involves dealing with student attitudes.
4. Teachers need to avoid stereotyping which consists in exaggerating some aspect or characteristic of a culture or its people.
5. Teachers need to avoid teaching culture as a list of trivialities.
6. Teachers need to avoid inserting their own political bias in the teaching of culture.
7. Teachers need to avoid the danger of incompleteness which consists of leaving out crucial elements of the culture.

Those obstacles were compiled by Hadley after she examined various studies done by other people and they present a worrisome picture to the profession: that of uncertainty, fear, bias, incompetence, and neglect.

The Three Ps Approach

A quick reading of the Cultures Strand of the Foreign Languages National Standards (1996) leads to the definition that culture is made up of the products, practices, and perspectives of a people and the relationships between them. A closer look at the definitions above reveals that the Three Ps are all included:

- Products: artifacts, arts
- Practices: customs, behaviors, patterns
- Perspectives: values, beliefs, ideas, perceptions

The task of the teacher, then, lies not in teaching culture but in helping the student discover the culture by means of the 3Ps in everything that they do: vocabulary, grammar, visuals, reading selections, etc. Rather than treat culture as a separate subject, the 3Ps Approach integrates culture in every aspect of the course by dealing with the what? (products) how? (practices) and the why? (perspectives). Unless the students understand why people act as they do and create the products that they do, they will always regard the culture as strange or odd because of a natural tendency to judge other people in terms of what they do themselves. The lack of understanding the why causes students to ask “Why do they do it that way? That’s so stupid!” The answer “Because they do, that’s all!” is not a satisfactory one.

Teaching Vocabulary

Many words have a linguistic meaning and a cultural meaning. The traditional approach to teaching vocabulary focuses exclusively on the former and is usually based on the translation of the word from L1 to L2, e.g. house=maison or casa; breakfast=le petit déjeuner or el desayuno; bread=du pain or pan etc. This dictionary approach to learning vocabulary is unsuccessful because the student has an L1 mental picture of the L2 word, i.e. he sees maison or casa as an American house rather than as a French or Hispanic house or she pictures that the food served at le petit déjeuner or at el desayuno is ham and eggs with home fries, cereal, or toast. The cultural definition demands that the students see what the L2 people see when hearing or using the L2 word. LaVergne (2005) states that “(c)ulture is not a separate entity to be taught apart. It transcends every word that we teach because every word or expression is either a description of a product, or part of a practice, or the essence of a perspective.”
The Three Ps Approach

It is important then that students learn both the linguistic and the cultural definitions of words if they are to truly comprehend the language. The 3Ps Approach to vocabulary advocates the following process:

**Linguistic definition** (Product) lunch = le déjeuner: meal taken at noon time at home, at school or at work.

**Cultural definition** (Practice) In the US lunch usually lasts for 20 minutes (school), to 30 minutes (home) to 60 minutes (work). In France, most people eat lunch at home (at least an hour or more) because in many parts of the country restaurants close at midday from 2 to 3 ½ hours and students usually go home at lunch. The American lunch is happening more and more in the cities.

**Cultural definition** (Perspectives) In the US, time on task is very important and time spent on lunch is not productive. In France, lunch is a needed rest period and a very important social and family occasion.

Vocabulary taught according to the 3Ps Approach is based on the truism that language and culture are inseparable and that language is merely the spoken and/or written expression of culture. It goes beyond the linguistic definition of words and helps the students appreciate the differences between an American breakfast and a breakfast in a foreign culture.

**Teaching Grammar**

Does culture affect grammar and if so, how? This is not as obvious as with vocabulary and the most common and frequently-used example of this is the 2nd person personal pronoun: one of the first things that students learn is that you = s’il te plaît.

The subjunctive: Jean, j´aiderais que tu fermes la porte. 

Verbal expressions: Ayez la bonté de fermer la porte, Jean. S’il te plaît Jean, la porte? Merci.

The infinitive: Avant de partir, prière de fermer la porte. (usually found on a posted sign)

However, the imperative is usually the mode of choice when giving a negative command: Ne ferme pas la porte, Jean. Also, adding s’il te/vous plait to the imperative, changes the tone: Ferme la porte can produce a non but ferme la porte s’il te plait will usually get you the door closed.

**Logic** (Perspective) According to the AATF (1996), l’esprit cartésien or logical reasoning is a “prominent thought characteristic” of the French. If language is the expression of one’s culture, it follows that the language be logical as well. Consider the following examples:

**Pronunciation** (Practice) Although many brand French as a difficult language, that usually refers to pronunciation. In fact, French pronunciation is very logical when one has learned the various phonological rules, i.e.:

- the stress is always on the next to last syllable unless the last syllable ends in a silent e;
- generally only the consonants in the English word “careful” are pronounced at the end of a word;
- c or g followed by a, o, or u have a hard sound but followed by e or i have a soft sound.

Students will find that there are relatively few exceptions to the rules. In contrast, there are many different ways to pronounce “ou” in English: ouch, touch, bought, although, through, out, sound etc. And how does one account for the different sounds in hive and give or in food and good or in character and Charles? Compare the French confort and table which combine into confortable while the English comfort and table become comfortable.

**Accent Marks** (practice) In French whenever the order e+consonant+e or es or ent is found in a word, the first e has an accent mark on it, usually the accent grave. The accent mark is the graphic representation of the pronunciation of the word. Accordingly, the following which are usually treated as three separate rules are really only one:

Frère, bière, collège (spelling rule)
Compleète, discrète, première, (irregular feminine of adjective)
J’achète, tu amèneras, ils se promènent (spelling-changing verb)

In the case of the e accent circonflexe, the circonflexe often corresponds to an s in old French and the s is often found in the English equivalent of the word:

Fête (feast), bête (beast), tempête (tempest) tête, même

The same rule applies to infinitives that end in +consonant+er in all tenses except the future and the present conditional:
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Répéter: je répète, but tu répéteras
Célébrer: que tu célébres, but je célébrerais
Espérer: tu espères, but on espèrera
(Verbs such as jeter and appeler are exceptions and double the t or l before e, es, and ent).

• Syntax (Practice) Syntax controls where the words are located in the sentence and like English French is a word order language. The normal order is subject verb object (SVO). There are some differences, however, between the two languages:

Adjectives and Adverbs (practice) The French language in its logic first identifies the person or object being talked about and then describes it: J'ai besoin d'une chemise bleue. The key word is chemise and must be said first. In English one describes the object before identifying it to the person one is speaking to: I need a blue shirt. That does not seem too logical especially if for some reason the English speaker is interrupted and leaves or collapses and dies after saying the color blue, the listener would never know what the speaker needed. The same applies to many adverbs: Je vais souvent au cinéma avec mes amis (the same applies to many adverbs: Je vais souvent au cinéma avec mes amis) while in English the present tense is used: Quand tu arriveras tu me téléphoneras, n'est-ce pas? (When you arrive, you will call me, won't you?) The same rule applies if the main verb is in the imperative, because the subordinate action implies the future time: Téléphone-moi quand tu arriveras. (Call me when you arrive.)

Present tense (Practice) The French use the present tense with depuis to indicate present time while in English the present perfect progressive is used: Jeanne habite Boston depuis 1990 (Jeanne has been living in Boston since 1990). Although the action of living in Boston began in the past, the act of living in Boston is still occurring at the present time, hence the present tense.

Active Vs Passive Voice (Practice) The French prefer the active voice because it is truer to the SVO word order of the language: the subject is the doer of the action and comes first while in the passive voice the doer is the object of the preposition by. Consequently, there are two ways to avoid the passive voice: French is spoken here becomes Ici, on parle français or Le français se parle ici: The Cathedral was built in 1568 becomes On a construit la cathédrale en 1568. The sentence La cathédrale a été construite en 1568 is not as common a construction.

Calendar (practice) The first day of the week on a French calendar is lundi (Monday) and the last day is dimanche (Sunday). This is based on the Judeo-Christian teachings of the Bible that God created the world in 6 days and rested on the 7th, the Sabbath. According to this system, the weekend is truly the weekend.

Future tense (Practice) In French the future tense is used after the conjunctions quand, lorsque, dès que and aussitôt que when the action of the verb takes place in the future time but in English the present tense is used: Quand tu arriveras tu me téléphoneras, n'est-ce pas? (When you arrive, you will call me, won't you?) The same rule applies if the main verb is in the imperative, because the subordinate action implies the future time: Téléphone-moi quand tu arriveras. (Call me when you arrive.)

Reading Texts

In beginning-level courses, textbooks usually present culture in English in the form of a cultural supplement, reading or notes because the language used to convey the information is judged to be beyond the linguistic level of the students. Traditionally, students read and answer in L1 fact-based questions about the text on a one-time basis so that the information is stored in the short-term memory only and probably forgotten over time. In addition, that information is often not included in any of the teacher's assessment programs and consequently is not deemed important to the student.

In upper-level courses, students hopefully read authentic materials in L2 from literature, history, current events, etc. They then discuss (in L2?) the facts of the story, learn the vocabulary, and observe examples of
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Grammar usage. The focus tends to be on the linguistic aspects of the text rather than on the cultural ones. The 3Ps Approach will help meld the two as suggested below:

- Students read the text in class quietly or aloud as a class or in groups or read it at home.
- Students are then divided into groups.
- Group(s) A lists all the products mentioned in the text.
- Group(s) B lists all the practices.
- Group(s) C lists all the perspectives mentioned or assumed.
- All groups report their findings to the class.
- Class compares and contrasts C2 and C1.
- Class engages in a general discussion of the text.

The 3Ps Approach will integrate L2 and C2 in a smooth and natural way by melding linguistic and cultural goals in one process while also incorporating the Communication, Cultures, and Comparison Strands of the Foreign Languages National Framework.

Conclusion

Although by no means complete, the examples cited in this article can help L2 teachers, whatever the language, to consider the 3Ps Approach as a means of integrating culture into the L2 classroom. Culture is not and should never be treated as an aside or as a supplement to vocabulary and grammar to be done as a filler or an afterthought on a Friday afternoon or on the day before a vacation.

By simplifying the definition of culture as the products, practices, and perspectives of a people, the Foreign Languages National Standards has provided all L2 teachers with the way to integrate L2 and C2 so that students can fully learn the language and understand the people who speak it.

Notes

In this article L1 refers to the native language, L2 to the target language, C1 to the native culture, and C2 to the target culture.

References


About the author

Marcel LaVergne Ed.D., retired, was a high school teacher of French, a Director of Foreign Languages, an adjunct professor of Foreign Language Methods, a textbook author, and a consultant on Foreign Language Teaching and Learning. He is currently associated with the National Capital Language Resource Center as the author of the column “Sound Bites for Better Teaching.” He was also the Culture Club’s French Book Review editor and author of various articles on integrating culture into the foreign language classroom.

What is NCSSFL?

It is the National Council of State Superintendents for Languages. Its membership envisions a nation in which all individuals will be prepared for the demands of an independent world by attaining competence in more than one language and culture.

What is its mission?

The mission of NCSSFL is to provide leadership in facilitating and promoting policies and practices that support language education.

What is the purpose of NCSSFL?

- Identifying and advocating positions on key issues in support of the vision of the organization;
- Collaborating with other organizations to advance and support quality teaching, learning and leadership;
- Communicating best practices across international boundaries; and
- Fostering and promoting the establishment, maintenance, and effectiveness of state-level positions in languages.

Source: NCSSFL website, January 6, 2013

See the Spring Issue of the Newsletter for a full report from the Massachusetts Representative to NCSSFL, Madelyn Gommerman Torchin.
Whereas All individuals gain a broadened international perspective through the study of other cultures and their languages, and

Whereas Learning to communicate in another language is vital to participating in our global economy; and

Whereas Studying other languages has been shown to contribute to increased cognitive skills, better academic performance, while also providing life-long learning opportunities for people beyond school age; and

Whereas To mark the 55th anniversary of the first declaration of "Foreign Languages Week," the Massachusetts Foreign Language Association is celebrating Foreign Language Week with the theme "Foreign Languages: They Nourish the Brain!".

Now, Therefore, I, Deval L. Patrick, Governor of the Commonwealth of Massachusetts, do hereby proclaim March 4th – 10th, 2013, to be,

FOREIGN LANGUAGES WEEK

And urge all the citizens of the Commonwealth to take cognizance of this event and participate fittingly in its observance.

Given at the Executive Chamber in Boston, this twenty fifth day of January, in the year two thousand and thirteen, and of the Independence of the United States of America, the two hundred and thirty-sixth.

By His Excellency

[Signature]

Deval L. Patrick
Governor of the Commonwealth

[Signature]

William Francis Galvin
Secretary of the Commonwealth

God Save the Commonwealth of Massachusetts
MiddleMania

Hello fellow language teachers. For the past six years I have been writing this column on language teaching ideas and suggestions for the middle school classroom. It has always been my goal to make these resources applicable to, or easily modified for, all language teaching and learning levels. This edition of the MaFLA Newsletter will be the last time this column will be printed. Beginning in March 2013 I will be posting teaching ideas and suggestions right on the MaFLA Website. The Website interface will allow me to load PowerPoint, pdf and word documents right onto the site to accompany the entries. These will be easily accessible to you so that you can download them right to your computer. I will also be able to link to other locations on the Internet for reference. Be sure to look under the Teaching Ideas pull-down menu on the MaFLA Website in March. The name of the column will be different as well to better define the purpose of the entries, but the content will continue to address teaching and learning suggestions for the foreign language classroom. Look for the announcement and the name of the page in a MaFLA email later this winter. For now, below is the final printed Middle Mania article.

Cooperative Learning in the Foreign Language Classroom

Cooperative Learning is all about communication so it has an obvious and useful place in a foreign language classroom. These activities give students opportunities to produce the language through speaking and writing in response to language that they are hearing and reading. Opportunities to engage with the language are an integral part of language acquisition and the development of communicative competence. As foreign language teachers structure these cooperative-learning opportunities for their students, these principles should be observed (based on Kagan Structures):

- **Simultaneous Interaction**: The optimal form is small group work. Simultaneous interaction can easily increase the student’s speaking time.
- **Equal Participation**: All students should contribute equally, with no one being forgotten or opting out.
- **Positive Interdependence**: The structure of the activity is such that the students in the group need each other’s output if they are to solve the task they have been given.
- **Individual Accountability**: Each student has an important role in the interactional pattern. Individual accountability is one of the most important motivating factors in cooperative learning. Individual accountability is also implemented when students are being individually assessed.

Avoid Native Language Use in Group Work

We have all had issues with students reverting to their native language when involved in group work in a language class. This can be frustrating, particularly when we have put a lot of work and effort into preparing the activity. Here are some questions and suggestions to consider as you create these group speaking activities that will help to keep students speaking in the target language.

- **Is the activity at the right level for the students?**

  Make sure you give the students all the tools and language they need to be able to complete the task. It is helpful to review necessary vocabulary and phrases in advance. Perhaps you could provide a cheat-sheet for use during the activity. If the language required to perform the activity is too high, students will undoubtedly revert to their native language. If the task is too easy, they may get bored and also stop using the target language.

- **Are all the students actively involved and is the activity stimulating and of interest to the group and individual students?**

  If students do not have something to say or do, or don’t feel the need to speak, they will revert to their native language and discuss something that is more of interest to them. Provide names of foods that they like, movies they have seen, singers they listen to, or sports vocabulary so that they feel that they are personally involved. Even if these topics are not the main focus of the task, they can be integrated so that the activity remains of interest to the students.

- **Is the timing of the activity hindering the execution?**

  The timing of a speaking activity in a class can be crucial. Often, when put in a group, students quickly resume conversations that began before class. This is why it is best to wait until a few minutes into class time to begin a group speaking activity. Use the first part of class time to refocus attention with another sort of activity or review.
Are students using the target language even when they know the teacher is not listening?

It is imperative that the teacher walk around the classroom monitoring participation and target language use and giving support and help to students as they need it. But, students are very good at knowing when they can get away with not speaking the target language because the teacher is working with another group. For this reason, it is important to put a time limit on the task so that groups need to stay focused. Group members should also monitor native language use of their group mates and record the number of times that someone else uses his or her native language. After the activity the teacher can reward the group or students who spoke in the target language the most.

Developing interpersonal communication skills as well as good peer work skills are essential parts of effective foreign language instruction. In fact, such skills are part of the Massachusetts DESE teacher evaluation rubric. There are a variety of online tools that can help teachers create a collaborative learning environment that challenges students. There are many tools online that can help teachers create such environments. Here are a few such tools.

Dipity  http://www.dipity.com/ is a free timeline making website. Users can create and collaborate on interactive timelines that incorporate audio, video, images, text, links, and more. The interface is in English. If you find a similar website, please share it with your MaFLA family.

Mural.ly  http://beta.mural.ly/- is an online mural tool. Upload content such as audio, video, text or pictures. Collaborate with other teachers or students. Use it as a collaborative mind map to create a group presentation.

Edmodo  http://www.edmodo.com/ is something like Facebook, but designed for schools. You can use it to post homework assignments, to hold class discussions, or to blog. The site has a series of user-friendly “Edmodo In Action videos” to guide teachers through setup and to help use it effectively.

Urlist  http://urli.st/ is a free collaborative tool for collecting and sharing links. It’s easy to use and a great way to keep your bookmarks organized.

Today’s Meet  http://todaysmeet.com/ is a free, easy-to-use chat room. It requires only a minute of setup, and does not require students to register. Use it to get immediate feedback from students, to guide a conversation, or for follow-up questions. You can set the room to expire at any time from two hours to a year.

Wallwisher  http://wallwisher.com/ is a collaborative online corkboard. Post a question or video and ask students to respond. Brainstorm ideas with a class.

WordChamp  http://www.wordchamp.com/ is a flash card website with “22,600,000 flashcards in 136 languages” and “Over 330,000 audio recordings of native speakers.” There is a handy iPhone app available for ninety-nine cents.

Mural.ly  http://beta.mural.ly/- is an online mural tool. Upload content such as audio, video, text or pictures. Collaborate with other teachers or students. Use it as a collaborative mind map to create a group presentation.

Edmodo  http://www.edmodo.com/ is something like Facebook, but designed for schools. You can use it to post homework assignments, to hold class discussions, or to blog. The site has a series of user-friendly “Edmodo In Action videos” to guide teachers through setup and to help use it effectively.

Urlist  http://urli.st/ is a free collaborative tool for collecting and sharing links. It’s easy to use and a great way to keep your bookmarks organized.

Tim’s Tech Tips

I encourage you to consider these ideas when planning partner and group work activities in your language classroom. Some small changes and timely implementation can help to get your students speaking the target language more often and with more confidence. Thank you for faithfully following Middle Mania in the MaFLA Newsletter. I look forward to posting teaching ideas on the MaFLA Website in the coming months.

Thank you,
Joshua Cabral

Nominations Sought

MaFLA, in cooperation with the AATG Massachusetts Chapter, announces:

The Eighteenth Annual Massachusetts German Educator of the Year Award

If you are interested in nominating someone for this award, please send a one-page resume and a cover letter explaining why the person you are nominating should be considered for the Massachusetts German Educator of the Year Award by May 1, 2013, to: Inge Buerger, AATG MA Chapter Awards Chair, 5 Pinewood Lane, Groveland, MA 01834. The Massachusetts Chapter of the AATG will determine the recipient. (S)he should be a member of MaFLA and AATG. This year’s award will be presented on October 19, 2013, at the MaFLA Luncheon to be held during the Annual MaFLA Fall Conference in Sturbridge, MA.
In a continued effort to highlight and share the great ideas, activities and initiatives of our members, MaFLA has created this column: we ask the question online and responses are selected for publication in our quarterly Newsletter. All the questions for this year will reflect the 2013 Conference theme “Collaborate to Promote Languages with a Collective Voice.” The question for this issue is “How do your students collaborate in class together?” Enjoy the variety of answers below.

Please collaborate with MaFLA and share your ideas for publication in the spring issue of the Newsletter! Do be sure to go to www.mafla.org/speak-up/ to submit your answer to the next question which is “How will you be collaborating in your Foreign Language Week activities and celebrations (with other classes, other languages, other disciplines, and beyond your school)?”

Student collaboration is very important to every aspect of my teaching. As I attempt to create a project-based class and to focus on communication skills, the ability of my students to work together has a great impact on the success of my classes. My students are expected to work in group projects, to communicate in the target language with other students of varying language proficiency levels, and to respect the different stages of language development present in the class.

*Submitted by Aviel Valenzuela, Watertown Middle School*

Working together produces a mirror effect where students see their own errors in others and learn together how to correct them. Done well, the teacher sets the context and almost evaporates, only intervening occasionally with light corrections, encouragement, and touches of humor. The extensive preparation is barely noticed, almost as if clockworks have been wound and set in motion. Students feel pride in ‘doing it on their own’ and receiving little—if any—educational modification. The pedagogical hand is hidden and students’ learning is the protagonist.

*Submitted by Kenneth Reeds, Salem State University*

Pair and small group work is an integral part of classwork for foreign language students. It can be spoken activities as a daily warm-up or written work. In the language lab students can work together on a myriad of inquiry based activities while practicing a grammar structure or vocabulary. Recently, in collaboration with other teachers in my department, I have used technology to foster student collaboration for increasing and improving student use of the target language. Students recorded their findings on cultural topics on Voicethread and later gave and received feedback electronically from their classmates. Another tool is Google Drive: students can write and edit together assignments like traditional skits or predictions to the conclusion of a reading; they can write a letter to a character in a film or a story in collaboration with one or more classmates. The writing and editing can be done in the classroom or from home. Happy collaborative New Year!

*Submitted by Iolanda Volpe, Concord-Carlisle High School*

One thing I like to have students do is to have small group discussions about the meta language to help each other better conceptualize a personal framework for assimilation of the target language.

*Submitted by Richard Strager, Salem State University*
I had the students work in groups of four using a “can-do” rubric. One group of two presented the dialogue (between a student and his/her neighbor) while the other group of two listened to the presentation and checked off for each person if they completed the task and if they elaborated on it or not. (I gave them suggested ways to elaborate). There were a total of eight boxes to check (or not) for each student -- 16 in total. Each student had to listen and evaluate on their own -- just for task completion and elaboration. There was no grading of student grammar or commentaries. This method of student evaluation saved me hours of grading while the students still got the practice of the interpersonal speaking in addition to careful listening. It took about a full class to organize and execute but I did not go home with 40 photobooth recordings to listen to so I was very happy! And the kids took the assessment just as seriously as when they recorded on photo booth.

Submitted by Lauren Carroll, Devotion School, Brookline

About 70% of the assignments are collaborative in each class, in pairs or in groups. The strict agreement is to use the target language with little or no exceptions (depending on the level). Typical assignments involve guided grammar drills, writing skits after models, and performing them in groups. In groups, the students grow confident enough to help each other without necessarily relying on the teacher. As a consequence, they quickly feel more self-assured using the target language. Having been encouraged to use teamwork all along during the semester, also for the homework, the students tend to take the opportunity to work in 2 or 3 for final projects, too (shooting short videos, creating comics, skits, singing or writing a paper). The results often have been remarkable.

Submitted by Amanda Minervini, Salem State University

My students have many opportunities to collaborate, some more structured than others. If they have a reading to tackle (Spanish 4 especially, lots of literature), in pairs they are sometimes assigned a paragraph to read and summarize, highlighting the important points for the rest of the class. This way, the story is still read (some parts aloud) but each pair is responsible for conveying the information in their paragraph. I limit dictionary use to encourage collaboration and contextual clues. Also, I have assigned culture Power Point presentations in small groups (no more than three) and have them “own” a certain facet of the country: (cuisine, traditions, celebrations...). Last year, my Spanish 4 class Skyped with a Spanish school. They all had a chance to think up some questions beforehand and were able to communicate with Spanish students via Skype/webcam.

Submitted by Carolyn Giannini, Georgetown High School

I always include several exercises where students need to work in pairs or small groups to answer questions or respond to prompts and then present all or part of that work to the whole class. Several times during the semester, I ask them to do a skit or a debate. I have also started to ask them to exchange rough drafts of short writing assignments via email, which they can then discuss together in the following class.

Submitted by Mary-Kay Miller, Salem State University
My students sit across from each other and have a speed date-like conversation. I give them a topic and they talk in Spanish for two minutes until the next topic (and next partner!) to practice fluidity in speaking and use of vocabulary in context.

*Submitted by Rachael Umbrianna, Brockton High School*

My students collaborate with each other in class during partner and group work. By driving the point home to students that the language learning classroom is a safe place to take risks and learn, the teacher insures great results!

*Submitted by Spencer H. Wolf, Newburyport High School*

I believe collaboration is a skill that has always been developed in language classes when teachers and professors make students work in pairs and small groups. When we involve them in problem solving in real-world situations we make them collaborate. Examples of typical situations that promote group collaboration in my beginning and intermediate classes (presented as skits in front of the class) are ordering food in restaurants, designing trips with a travel agent, or planning a party with friends. For more advanced classes I assign group oral presentations (using audiovisuals) with clear guidelines and specific goals for each student; and promote debates and discussions, being face-to-face or written online. These interactive assignments are essential for critical thinking, oral proficiency and making students aware of cultural complexities. In sum, collaboration helps students to think, share knowledge and, most importantly, be empathic while trying to understand the different perspectives of their peers.

*Submitted by Michele C. Davila, Salem State University*

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**CALL FOR PROPOSALS!**

The Massachusetts Foreign Language Association (MaFLA) is now accepting proposals for the 46th Annual Conference October 17, 18 and 19, 2013 in Sturbridge, MA.

The proposal form for 75-minute sessions as well as for 3-, 4- and 6-hour workshops is online at [www.mafla.org](http://www.mafla.org). The deadline to submit proposals is April 1, 2013.

If you have any questions, please contact the Conference Co-Chairs, Nicole Sherf and Cherie Baggs at conference@mafla.org
DEVELOPING LEADERS FOR TOMORROW’S LEARNERS
In World Languages and ESOL
The 60th Annual Northeast Conference
March 7-10, 2013 in Baltimore, MD

Arlene F. White, Salisbury University, Conference Chair

WHAT MAKES US UNIQUE!
Diverse Professional Community
Language-, Level-, & Topic Based Session Strands
Language Suites for Networking Webinars

WHAT MAKES US GREAT!
Exciting exhibit area
High quality program
Immersion in language & culture
Professional development credit
Connecting before, during, & after the event

ALL CONFERENCE INFORMATION AND FORMS www.nectfl.org
ISE Language Matters Award

MaFLA is pleased to announce that Intercultural Student Experiences (ISE) will fund a Language Matters Award of $250 for a high school world language teacher selected by MaFLA. The ISE Award will be made to a high school teacher of a world language who has achieved outstanding success in getting his / her students to speak the target language through exemplary motivation and creative methods; in addition, the winner shall be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Any current MaFLA member may submit an application. The application should consist of:

- A statement on his/her philosophy on the importance of taking students to the target country.

- Evidence of previous student trips to target countries and examples of the pre-departure programs to prepare students for the immersion experiences (i.e. trip itineraries and sample of abridged units/lesson plans.)

- A one-page “testimonial letter” from a (former) student addressing the teacher’s impact in the classroom and the value of the immersion experience.

- A one-page letter of recommendation from a colleague or supervisor that addresses the teacher’s commitment to excellence in the classroom, immersion experiences, and to a global education.

Complete applications will be received no later than May 30, 2013

The application materials should be mailed to: MaFLA Awards Committee, c/o Jane Rizzitano, 6 Wood Street, Upton, MA 01568. Inquiries should be addressed to: jinetica@hotmail.com. The award, which consists of a check for $250 and a framed certificate, will be presented at the MaFLA Saturday Luncheon at the annual MaFLA conference on Saturday, October 19, 2013. For further information on the ISE, consult their web site at www.isemn.org

Nomination Deadline: May 30, 2013

TO BE AWARDED AT THE SATURDAY LUNCHEON, OCTOBER 19, 2013
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 2013 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.

2013 MaFLA Elaine G. Batting Memorial Scholarship Application

Name:_____________________________________________  Email:  _____________________________

Home Address:_________________________________________________ Phone: __________________

School Name:__________________________________________________  Phone: __________________

School Address: _________________________________________________________________________

Classes taught in 2012-2013 ______________________________________________________________

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, 2013.

Send completed application packet to:

Brenda Cook  Email: bbc777@verizon.net
60 Miller Street
Middleborough, MA  02346

The successful applicant will be notified by April 30, 2013.
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)

2013 Helen G. Agbay New Teacher Graduate Study Scholarship Application Form

Name: ___________________________ Email: __________________________

Home Address: ___________________________ Phone: __________________________

School Name: ___________________________ Phone: __________________________

School Address: ______________________________________________________________________

Classes taught in 2012-2013 __________________________________________________________

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, 2013 to:

Nancy Kassabian
68 Las Casas Street
Malden, MA 02148

The successful applicant will be notified by June 15, 2013.
Cemanahuac/MaFLA Scholarship

Are you looking to improve your proficiency in Spanish? Are you a French 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 sixteenth 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 $1083.00. The recipient can attend Cemanahuac any time during 2013, 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 2012-2013 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.

2013 Cemanahuac Scholarship Application Form

Please print or type

Name:_________________________________________________ Email: _______________________________
Home Address: ________________________________________________ Phone:_________________
School Name:_________________________________________________ Phone:_________________
School Address:____________________________________________________________________________
Classes taught in 2012-2013: __________________________________________________________________

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, 2013, to:

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

The winning candidate will be notified by April 30, 2013.
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, 2013.

New Teacher Commendation Application Form

Please print or type

Name: ____________________________________________ Email: _______________________________

Home Address: ____________________________________________ Phone: ________________

School Name: ____________________________________________ Phone: ________________

School Address: _________________________________________________________________________

Classes taught in 2012-2013: _________________________________________________________________________

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

Submit the application form and supporting materials by March 31, 2013, to:

Nancy Kassabian
68 Las Casas St.
Malden, MA 02148

The successful applicant will be notified by April 30, 2013.
MaFLA Past Presidents’ Award

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.

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 2012-2013)
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: M. Stella Cocchiara, 36 Stanley Avenue, Medford, MA 02155
Questions: fredstella@aol.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 2012-2013 certificates is June 15, 2013.

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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<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>Student Nominated</th>
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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: Brenda Cook, Email: bbc777@verizon.net

60 Miller Street

Middleborough, MA 02346

DEADLINE FOR RECEIPT OF NOMINATIONS: June 15, 2013
Supporting Our Newest Recruits

Do you have a former student who is pursuing a career as a language teacher? Would you be willing to help him or her get a good start in the profession?

With all the financial challenges faced by new and aspiring teachers - paying for college, finding a place to live, reliable transportation, and GETTING A MASTER'S DEGREE - while earning an entry level salary, joining a professional organization is not high on the budgetary priority list.

You can help by sponsoring your student (or new teacher) and gift him/her a MaFLA membership. Student memberships are only $15.00/year and a New Teacher (first year of teaching only) is just $25.00.

Ronie Webster shared her experience.

This fall I purchased a MaFLA membership for Timothy Chavez, one of my former students, who is in his sophomore year at Worcester State University majoring in Spanish and Education. I am so proud of the commitment and growth I have seen in Timothy and I want him to begin to experience the great resources and collegiality that we have here at MaFLA. I believe that he represents the future for foreign language education in the state of Massachusetts. I know that he will benefit greatly from this gift of MaFLA membership that I have provided for him. In fact, he has already stated that he will “be an active attendee at our 2013 Fall Conference.”

If you want to invest in our future by gifting a MaFLA membership, contact membership@mafla.org or check our website for more information concerning a promotion that allows YOU to benefit from your generosity.