The start of a new year calls for us to pause, honor the past year, and celebrate the dreams of the new cycle.

On the one hand, we honor 2018, by remembering that our 2010 President, Cherie Baggs, retired from the board. Cherie served MaFLA for more than 24 years. During this time, among many things, Cherie chaired the 2009 Conference, co-chaired the 2013 Conference, authored many articles for the MaFLA newsletter, and, in 2015, she received the MaFLA Distinguished Service Award. As noted by Dr. Nicole Sherf (Salem State), “Cherie Baggs epitomizes leadership and service to the profession. She is selfless, wholehearted and thoroughly committed in all she has done for MaFLA in her decades on the Board” (https://mafla.org/wp-content/uploads/2017/01/End-of-Year-2015.pdf).

Later in the year, the board received a letter from Dr. Madelyn Gonnerman Torchin announcing her retirement from her position as Membership/Marketing Coordinator. As one of our Board Directors, Sarah Moghtader (Runkle School) stated that what Madelyn has done for the organization has been characterized by her intelligent and clear-thinking way. Joyce Beckwith (Events Coordinator) added that Madelyn has been the “heart and soul” of our organization for over 15 years. Dr. Catherine Ritz (Boston University), perhaps captured what we all valued the most of Madelyn: her words of wisdom and guidance [that she has] shared with each of us, and...[her] leadership and service.

In 2019, the MaFLA board will miss greatly these two loved and respected colleagues!

On the other hand, we welcome 2019 by celebrating MaFLA's commitment to diversity and inclusion. Given the complex process of acquiring a new language, providing students a diverse language faculty increases the likelihood of their experiencing different teaching styles. In addition, and perhaps most importantly, allowing students to learn from diverse language faculty challenges stereotypes and prepares students for a globalized college and career environment.

In a Scientific American article titled How Diversity Makes Us Smarter, Katherine W. Phillips opens her argument by saying that the “first thing to acknowledge about diversity is that it can be difficult.” Even in our field as world language educators, “the mention of the word ‘diversity’ can lead to anxiety and conflict.” In an academic subject that by definition implies a diversity of language and cultural backgrounds, it is reasonable to ask what good comes from its state professional organization focusing on racial, gender, and sexual orientation diversity. Later in her article Phillips states that people “who are different from one another in race, gender and other dimensions bring unique information and experiences to bear on the task at hand”: -- Scientific American 311, 4, 42-47 (October 2014).
The MaFLA Newsletter

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

**Individual memberships:**
- $45.00 for 1 year
- $120.00 for 3 years

**New Teacher Memberships** (first year in the profession) $25.00

**Retired memberships:** $25.00 per year

**Student memberships:** $15.00 per year

For more info and/or a membership application packet, contact:
Debra Heaton
membership@mafla.org

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

Taking advantage of your MaFLA membership this year, you have enjoyed outstanding professional development events: the Core Practices Seminars, Diversity Day, Proficiency Academy, the Summer Institute, and the 2018 Conference! Listen to our members who tell us “This PD! I love the presenters and meeting other teachers with the same interests. We have formed a group to continue our learning!” (Summer Institute participant). Come experience the learning, the camaraderie, and the sheer fun of being a MaFLA member!
President’s Message

Thus, the 2019 MaFLA board will strive to lead the community of language educators in Massachusetts to mirror the diversity of our student population in the state.

In practical terms, this year, Luis Paredes (Bridgewater State) has joined the board as our Social Justice Adjunct while our Needs and Policies chair, Tim Eagan (Wellesley Public Schools) and our former president Kathy Turner (Sharon High School) will lead us in the drafting of our new strategic plan.

In addition, the 2019 MaFLA Board will pursue the diverse goals of its members:

-- To do the work of promoting and expanding WL education in MA (Deb Heaton, Membership Coordinator)
-- To help groups of schools collaborate more effectively around proficiency (Carlos-Luis Brown, Wilmington Public Schools)
-- To promote intercultural competencies (Dr. Pat DiPillo, Falmouth High School)
-- To establish interdisciplinary connections (Helena Alfonzo, Newton South High School)
-- To advocate for Western Massachusetts (Dr. Teresa Benedetti, Minnechaug High School)
-- To add more urban district voices (Julie Calderone, Boston Public Schools)
-- To establish international immersion PD trips for teachers (Sheng-Chu Lu, Pingree School)
-- To form groups by geographic regions that would meet periodically to attend cultural events, to see a film or to go to a museum. This would be purely to socialize and have fun (Dr. Jeanne O’Hearn, Masconomet Regional School District)
-- To empower teachers to get involved and engaged in second language acquisition (Dominique Trotin, Holliston Public Schools)
-- To create PD opportunities for all regions of the Commonwealth (Dr. Kim Talbot, Melrose Public Schools)
-- To reach school communities that are not active members and encourage them to participate to spread a greater understanding of what proficiency is (Kathleen Egan, Dover Sherborn Middle School)
-- To help promote less commonly taught languages (Dr. Nilma Dominique, MIT).
-- To support and expand Seal of Biliteracy implementation in ALL Massachusetts district. (Nicole Sherf, Salem State)

Please contact us if you would like to support any of these initiatives.

Faithful to MaFLA’s mission, the individual goals of the members of the 2019 Board of Directors are, to an extent, connected to the core mission of the association: Professional Development (PD).

In 2019, we need your support to continue our record-breaking attendance trend at our events, as we believe that PD is necessary to deliver high-quality instruction to all our students.

So far, here is our schedule for professional development in 2019.

• Core Practices Institute at Boston University on March 15 and 16. The sessions include:
  * Using Authentic Resources to Teach Grammar as a Concept in Context
  * Tiering Tasks and Texts to Challenge All Learners
  * Beyond Language Exposure: Proficiency in the Elementary and Middle School Classroom

• Our traditional Diversity Day on June 8 and MOPI Training June 7 & 8 at Melrose High School

• The fifth annual Proficiency Academy, at Westfield State University on July 22-25.

• Summer Institute at Lasell College, August 16-19

• The Fall Conference, at the Sheraton Springfield, October 24-26. The theme of the conference is "LEVEL UP Your Language Education"

Please check our website maintained by our outstanding Webmaster, Larry Webster, for the latest information on any/all of the above.

In addition to providing stimulating professional development, thanks to the guidance of our amazing Treasurer, Maryann Brady, MaFLA also offers a number of scholarships and awards for teachers and students. These recognitions are great advocacy tools!

Overall, though, we ask for each of our members to share our messages, sent by our brilliant Communications Coordinator, Ronie Webster (Monson High School), with a colleague asking them to join MaFLA and attend our PD offerings. Our goal for diversity and inclusion starts at the individual level.

On behalf of the MaFLA Board of Directors, thank you for being a member of our diverse and inclusive community of language educators. MaFLA could not be one of the top state professional organizations in the country without you. Have a wonderful 2019!
Meet Our New MaFLA Board Members

Nilma Dominique
Portuguese Adjunct

Dr. Luis Paredes
Social Justice Adjunct

Vilma Bibeau - Board Member
Vilma Bibeau is the Foreign Language Lead Teacher at Medford Public Schools. In this role, she oversees the foreign language department from Elementary to Middle School and High School. Vilma has taught Italian, Spanish and French in the course of her teaching career at every level from 2-12, and every range of courses from college prep to AP.

She currently continues to teach Italian and Spanish. She holds a Bachelor in Modern Languages (Italian, Spanish, and French) and a Master of Arts in Teaching Spanish.

Prior to joining MaFLA’s Board of Directors, Vilma was a board member and the academic coordinator for CASIT (Centro Attività Scolastiche Italiane) in Wakefield, MA. She was also a finalist for the 2018-2019 MaFLA Language Teacher of the Year.

Nilma Dominique coordinates the Portuguese Language Program at MIT.

Dr. Dominique holds a Ph.D. in Applied Linguistics from the Universidad de Alcalá, Madrid, Spain (2007).

Prior to MIT, she taught Portuguese at Harvard University in the Department of Romance Languages and Literatures for six years. In all of them, she was awarded the Certificate of Distinction in Teaching from the Derek Bok Center for Teaching and Learning.

Nilma is from Salvador da Bahia, Brazil.

Dr. Luis Paredes has a Master’s in Spanish, and a Bachelor’s degree in Spanish Linguistics.

Dr. Paredes has taught courses in Elementary Spanish, Spanish American Literature, and Spanish for Heritage Learners.

Since 2011, Dr. Paredes has been a reader for the AP Spanish Literature and Culture Examination.

He is a consultant and a resourceful trainer of diversity and inclusion competencies to support diversity initiatives and structural organization.

He provides leadership to the entire campus community and advances the university’s mission and values.

Luis was born in NYC but lived in Lima, Peru until he was 11 years old.

We Want To Hear From You!
Send your contribution for the next Newsletter to ronie@mafla.org. The theme for the spring issue is biliteracy. Tell us about your experience with the Seal of Biliteracy. How have your students benefited from the Seal?
Happy New Year! While January 1 may be the beginning of our calendar year, it is far from the beginning of the MaFLA Conference cycle. The final day of our 2018 Conference, I unveiled this year’s theme and featured presenters. A few weeks later, our Session Proposal Portal opened and educators looking to LEVEL UP by submitting a proposal have already begun a flow of submissions that I hope will be steady through the due date of April 20.

To support our theme, we are offering an incredible line-up of paid workshops by teacher leaders. Our longer workshop presenters Thursday and Friday will include:

### Cassandra Glynn and Beth Waskell
will present a 6-hr and a 3-hr workshop on Social Justice, highlighting ways to integrate activities from their new book, Words and Actions, into your curriculum. We highly encourage you to read their second edition before coming to the workshop for maximum engagement and work time.

### Leslie Grahn, co-author of the Keys to Strategies for Language Instruction, will present a 6-hr workshop on Leading from the Classroom. Leslie will address the knowledge, skills, and dispositions that teacher leaders need to maximize their impact on teacher practice and student learning as they lead from the classroom. Stay tuned for more details about a second workshop by Leslie!

Twitter moderator Meredith White will offer two sessions, one on Social Media in the classroom (4 hours) and another on high leverage teaching strategies for student engagement and motivation (3 hours). You may have seen her posts on #langchat or her photo from the comedy shows at ACTFL! You don’t want to miss her online or at MaFLA.

Our Saturday morning 3-hour workshop lineup is just as strong. New-to-MaFLA presenter Aj Ferris will present Music, Murder, and Mayhem. Participants will engage in a murder mystery and music activities, then learn how to integrate these into their units. Nathan Lutz, who was influential in writing our national Can-Do Statements, will share his knowledge on their structure and influence in language education. Participants will transform existing curricular goals into learner-friendly language that supports proficiency, and will design supporting activities.

More exciting, fresh, good stuff will be unveiled this Spring including our local and language-specific presenters, our Teacher of the Year’s workshop topic, and the opening date for registration. In the meantime, think about what you can contribute to this conference. We are incredibly lucky as a state not only to be able to learn from national leaders in the field, but also to network with the incredible talent employed around us. The Proposal Portal is open and we encourage you to check out the rubric on our Submission Portal Page!

### How to LEVEL UP!
In each newsletter leading up to the conference, we will highlight a way to LEVEL UP Your Language Education. This time, take a look at the Submission Portal Page for ways to LEVEL UP your submission proposal! Ted Zarrow, former ACTFL Teacher of the Year, has put together a little video to help you know what we are looking for in submissions. Pay close attention to our rubric and guidelines in order to be considered. As our space is limited in the beautiful Sheraton Monarch Place Hotel, we endeavor to select the most engaging presenters who will be sharing with us from their experience. We will have several language strands, a pedagogy strand, and more!

### NEW in NINETEEN
Get ready . . . a small change that will lead to a beautiful ripple effect is a new schedule. Here’s what you need to know:

- **Our sessions will only be ONE HOUR.** For some of you, this may feel more doable and for others it may feel rushed. Friday sessions will begin at 9a, 10:15a, 11:30a, 2:30p, and 4p. Our Keynote Address and Book signing will happen after lunch.

- **Due to the shorter schedule Friday, our Member Reception will be more of a cocktail hour.** Take advantage of your early evening drink ticket and other like-minded people, then enjoy a later dinner with new colleagues, an early night in the hotel, our third annual Zumba Session, or your chances at the casino.

- **Our business meeting, during which this year’s President reviews MaFLA’s success and our members vote on the incoming board slate, will be 12:45-1:00 PM on Saturday. Traditionally this has been embedded in our Awards Banquet and this year we are trying it separate to encourage more members to vote. Maybe one day soon you will LEVEL UP and nominate yourself for consideration for our board.**
BRRRR – it sure is cold out there but I am holding out hope for an early and warm spring. Happy 2019.

This issue of the newsletter opens with a message from our 2019 MaFLA President Jorge Allen. From his message you will see that we have another exciting year envisioned for our organization. Also, be sure to meet our new board members (page 4). We are excited to have them on board and look forward to the new perspectives and ideas they will contribute.

The board has already had its first meeting of 2019 and it was incredibly productive with lots of exchange of ideas and opinions. Check out the picture above of the group at our January meeting at Lasell College. We enjoyed our day of work and planning in Lasell’s amazing new Science and Technology building.

Our 2019 Conference Chair Beckie Rankin is really moving ahead quickly with her plans for our Annual Fall Conference. On page five she shares with us information about all of the workshop presenters and some preliminary information. I am looking forward to some of the new initiatives. It looks to be another outstanding MaFLA Conference.

Our MaFLA Educator in the Spotlight is Yingling Hsu, an Elementary Mandarin Teacher. This new addition to our newsletter is proving to be very popular and we want to continue to highlight our members. If you would like to be the Educator in the Spotlight or if you have a colleague you would like to highlight, drop us a message.

Our theme of this issue is Advocacy and Leadership. We have several articles on our theme that you will not want to miss. So many of us do not consider ourselves to be leaders yet when we really evaluate what a leader does, we realize that we all lead in some way. You can lead by supporting or mentoring new teachers; by encouraging your department to work on proficiency; by presenting to your department, a local collaborative, or colleagues at the MaFLA Fall Conference; by implementing the Seal of Biliteracy; or simply by planning a wonderful Foreign Language Week celebration. There are so many ways to lead and to impact language study in a positive manner. Let us know how you lead!

This issue also includes an article on Bringing Intercultural Can-Dos to Life, Part 1. A special thanks goes out to Dori Conlon Perugini for granting MaFLA permission to re-print this blog post from her blog A Global Classroom. Be sure to visit her website to read Part 2 of this very relevant article. We also have an article from our frequent contributor Marcel LaVergne on L2 Learning Goals.

You will notice that at the back of this issue we have information about all of our student and member contests and awards. Be sure to take the time to read these as several have been re-vamped for this year. We want record participation in these so take the time to participate and submit.

If you are curious about the Cemanahuac/MaFLA Scholarship you must read the article submitted by the 2018 Cemanahuac/MaFLA Scholarship winner, Shannon Vigeant. I enjoyed reading about her experiences and it brought back many wonderful memories of my summer at Cemanahuac.

As we conclude, I urge you to show your leadership by being active and supporting MaFLA initiatives. Send in your student Posters, Essays and Videos! Apply for our scholarships and awards! Or just send in news of your school or your class. Together we can all learn and grow into amazing leaders.

The deadline for the Spring issue is March 5. Our theme is Biliteracy. Here are some ideas for articles:

- How has participation in the pilot of the Seal of Biliteracy impacted your program?
- How are your students utilizing their bilingual skills?
- We would love to hear from students and/or former students.
- Send your article to Ronie@mafla.org

A BIG THANK YOU – to Cherie Baggs, Madelyn Gonnerman Torchin and Nicole Sherf for the many issues of the MaFLA Newsletter that they have proofread. Thanks so much for your continuing support and service!
Yingling Hsu is a Mandarin teacher at Harvard Kent Elementary school in Charlestown (Principal Jason Gallagher).

MaFLA: Tell us a little about yourself.

YH: I came to the United States to study counseling. I’m Taiwanese and did my undergraduate studies in Taiwan. As I had studied English in school since I was 13, I decided to go to Long Island University in New York City to become a certified school counselor. My reading and writing skills in English were excellent, but I soon realized that speaking conversational English was much more challenging. My teachers had prepared me well for a formal class, but pronunciation, listening comprehension and fluency in everyday situations were far more challenging. I had learned English in school, but it was very different than speaking with New Yorkers and adjusting to their accents and colloquial expressions. This experience became a focal point in my teaching to make sure that students develop the four skill levels of listening, speaking, reading and writing.

After receiving my masters in counseling, I taught Mandarin in a private academy. I used my newly acquired early childhood education skills to intrigue the students in their instruction in learning Mandarin. Because there was no mentor for me in the school, I integrated all the knowledge and skills I had from my counseling education. No matter what you study, it is never a waste, and you will use it somehow.

MaFLA: You’ve taught a wide range of students and levels. What teaching skills do you find work with all the grades that you teach?

YH: You are correct: I have taught lots of levels of students. After 8 years in New York, I applied for a job at the Boston Renaissance Charter School in Hyde Park where my students ranged from kindergarten to grade 6. Chinese is an elective in that school, meaning that if the students select Chinese, they cannot take art or technology. The strong support and commitment by the administration and the parent community (95% African American and Hispanic), created a true FLES program where students achieved high levels of proficiency through 45 minutes of daily instruction. Using the target language to attain proficiency drives my instruction. My background of counseling and my experience of language instruction created my philosophy: Students will achieve high language skill development if the environment is positive and supportive. The students must not be afraid of making a mistake. The verification of this approach is evidenced by the fact that 20 students traveled to the Beijing Royal School for 10 days where they participated in cultural classes, sports meets, songs and dances. These students (with the Voice of Renaissance) have also been invited to the White House to perform four times.

To motivate the students, I use a wide range of activities. I draw on the cultural events of the calendar (Chinese New Year), or performance-based activities. Art activities that relate to culture allow the student to personalize their learning experience. Additionally, there are games and team activities that students respond to positively. And, there are many computer activities that can be used as well.

MaFLA: So then what would be your advice to another teacher making the transition to proficiency-based teaching?
MaFLA’s Educator In The Spotlight

An Interview With Yingling Hsu, Elementary Mandarin Teacher

YH: Enjoying the language learning class is my goal. If the students are having fun, they will work hard to communicate and acquire a basic conversation skill level. I have had the good fortune to work with very young students (age 4-5 years). I think that is the perfect time to begin language learning. Young students are willing to speak, and imitate sounds and tones.

MaFLA: What are some of the fun things you like to do in class? How have they affected your teaching and students’ learning?

YH: I use movement and songs everyday in class. However, I do not use music often, as I believe that the students’ pronunciation of the song words is clearer without the music. They focus on the meaning, pronunciation and use within the sentence of the song.

I introduce sound-word reading lessons using visuals. Students are able to learn them, and as they get older apply them to their own ideas.

MaFLA: Is there anything else you would like to share?

YH: My advice is “go with the flow.” Feel the mood of the students in class and adjust the lesson plan to complement it. Be creative! As all classes have a personality, be sure to do activities that work for them all. And, from my counseling education, the teachers needs to really like children and to enjoy their jobs. If you are having fun, the students absorb that positive energy.

MaFLA: Outside of the classroom, what activities do you pursue that inform your teaching? Hobbies?

YH: I am an athlete. I enjoy seeing new places through my running and exercise programs.

MaFLA: You have been an active member of MaFLA. How has your membership inspired your teaching?

YH: Using the website, I have seen some resources that give me good ideas. Also, the conference is a great opportunity to learn new proficiency-based activities, as well as meet colleagues with whom I can share ideas and create professional learning groups.

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National Foreign Language Week

National Foreign Language Week was inaugurated in the Spring of 1957 by Alpha Mu Gamma. Sister Eloise Therese, the National President of Alpha Mu Gamma from 1956 to 1960, discovered that such a week had never been officially celebrated in the United States as a whole, although foreign language had receive recognition by different educational institutions at various periods of the academic year. Inspired by her the National Executive Council of Alpha Mu Gamma began to formulate plans to make the United States aware of the need for and importance of foreign language study through the celebration of NFLW. The first celebration was set for the week of February 17 to 23, 1957. Each year since then the National Executive Council of AMG has set a week for this event. In recent years it has become the practice to have NFLW during the first full week of March.

On December 12, 1956, President Dwight D. Eisenhower sent a telegram endorsing the celebration, and each succeeding president has added his support. An even greater contribution to the success of NFLW was made by the posters of the late Bruce Russell, who received not only the Pulitzer Prize but also recognition from President Eisenhower for his efforts toward greater world understanding through his timely cartoons. He offered the Society a cartoon each year until his death in 1963, and even left one finished drawing and an unfinished sketch that were used in 1964 and 1966 respectively. These posters have been distributed each year throughout the United States and are available for sale to interested bodies.

The chapters of Alpha Mu Gamma, now spread through over forty states, took the initiative in organizing activities during the Week with the purpose of making the American student aware of the vital necessity for foreign language study. Typical projects were newspaper articles, radio and television programs, foreign language films, festivals of foreign music and plays, the singing of foreign songs and lectures open to the public. Soon other universities, colleges and schools were also celebrating NFLW.
Teacher Leadership: World Language Education’s Key To Retention

by Beckie Bray Rankin

The American Academy of Arts and Sciences (AAAS) reported in America's Languages: Investing in Language Education for the 21st Century” that the US faces a national demand for more language educators, which can shift our focus towards retention in order to end our current equilibrium of recruitment and attrition. Ingersoll’s and Darling Hammond’s teacher retention research corroborate on a leading characteristic of educators who stay in the classroom longterm: teachers as leaders. Arne Duncan characterized this to educators as you who have a voice in the “policies and decisions that affect your students, your daily work, and the shape of your profession”. In a career known socially as being flat, we can reframe our professional image as our new world language educators enter the teaching profession with a teacher-leader mindset; an evolving and strengthening voice within and outside of the classroom is integral to a language educator’s role in the field of education. We can begin to address our nation’s need for more high quality world language educators when we match teacher retention research on teacher preparation with a leadership mindset. Classroom teaching may be a lifelong career full of purpose and opportunity when world language educators plan their professional pathway from early in their career to include leadership.

It is crucial that as early as their pre-service training, world language educator candidates understand that our lifelong learning and the strength of our profession come not from moving out of the classroom, but affecting positive change for teaching and learning inside and outside the classroom synchronously. During their student teaching experience, pre-service educators can work with their master teacher to observe what teacher leading in world language education can look like, then participate in partnership. For example, the two may co-write articles, co-submit grants, or co-present at local professional development events. This gives the pre-service teacher a taste of opportunities ahead, affords the master teacher a chance to recognize leadership skills in the candidate, and offers a space to co-set personalized career goals. Some short-term goals could include school-based and state-wide participation, all of which comes back to impact students in their classroom. Tanya Tucker said in the 2014 ASCD Whole Child Symposium: “Teacher leadership is critical [to] … work with the larger community to drive engagement and support for school goals and for increasing youth success.” Whether these world language educators team-lead district professional development, opt in for a pilot group, or share their voice and experience online with other teachers, they bring their passion and learning back to the classroom to positively impact teaching and learning of language and culture.

With more experience, reflection, networking, collaborating, and quality professional development, the world language teacher’s journey as a classroom educator will continuously grow. Effective teachers improve their practice, and their expertise often results in what Danielson calls “professional restlessness”. A critical need to retain our current world language educators is a mentor that can tap them to increase their leadership role; those who did not have the opportunity to grow a mindset towards leadership in their pre-service education may not have set achievable goals and those who have achieved short term goals may not know what is next for them. One teacher leader’s professional path may remain in the district with school-based activities such as coaching curriculum teams, mentoring, serving on administrative committees, and leading professional development. Another teacher leader’s journey may take one beyond the district to present at state and regional conferences, to join a state or regional board, or to become active online through social media and blogs. When world language educators ground their leadership in current classroom experience, reflection, and research, their strengthened voice increases their sphere of influence. This increased voice directly impacts retention: as language teachers grow into leaders, they do not outgrow the classroom because their involvement in and out of the classroom deepens their investment in the field.

Much of the nation-wide advocacy we see today through efforts such as #langchat, JNCL-NCLS, Educators Rising, and the TELL project involves world language teacher leaders who are advocating for high quality programs, creating global community connections, and recruiting and mentoring new teachers. While these endeavors are powerful, it is important to note that not every teacher leader’s journey leads to a national level; National Board for Professional Teaching Standards points out in their teacher leader documentation that the competencies of teacher leaders are not a clear plan towards a particular goal but a reminder of areas in which to grow. ACTFL’s Leadership Initiative for Language Learning (LILL) welcomed its first cohort a few years ago to “empower individuals to become agents for change, foster a professional path focused on effective teaching and learning, and purposefully nurture leadership skills, all in the service of learners.” The impact of these goals can only strengthen if these are integrated as early as pre-service programs and are continuously shaped by mentors. The seeds planted in the pre-service world language teacher program of collaboration and leadership continue to reap retention and recruitment rewards as teacher leaders raise up other teacher leaders to participate in the journey together.

As we look to recruit and retain high quality language educators for world language programs, set an intention for how you will shape your teacher leader journey; take ownership of your teacher leader path, set short term and long term goals inside and outside of the classroom as you walk down these parallel paths. Maybe soon a mentor will tap you, or you as a mentor will tap another teacher to take a step forward as your empowerment leads to more students who are globally competent.
Time has always been the most valuable resource for language teachers, but time for collaboration and departmental coordination has never been as important as it is now. We are in the midst of an exciting national proficiency shift that encourages the setting of proficiency targets for program outcome goals in world language programming with the possibility of using external proficiency testing to see if students are attaining the outcomes. The proficiency shift is being driven by the national Seal of Biliteracy (SoBL) movement which began in 2010 in CA as a way to celebrate high school graduates of world language (WL), English language (EL) or dual language education (DLE) programs who have attained a functional level of biliteracy.

We all need to be teacher leaders in our districts to implement the SoBL and to inform our district administrators of the special needs of WL programming. The SoBL creates necessary opportunities for district advocacy for departmental growth and collaboration. When a district sets proficiency targets over the course of programming, it requires the various levels of programming (elementary, middle and high school) to work together to create the pathways for those outcomes. My experience working with districts across the state is that department members need to convince administrators of the necessity of this valuable inter-level meeting time and explain why it is so necessary. District administration rarely have up-to-date understanding of the special needs of WL programming and assessment, rarely provide professional development opportunities that specifically addresses WL, and decisions about WL programming are usually made top down without asking the WL departments. WL teachers need to have an understanding of the current research¹, need to keep track of their departmental data and need to make sure that this data includes proficiency testing.

You should not wait as a department for your administration to make decisions for you. Instead, go to your School Committee and present to them about the national SoBL movement, explaining that proficiency tests are now available at around $20 a student to measure proficiency in all skills or modes aligned to a national standard, and that you want to reward students who perform well. If your department has set proficiency targets, you can finally demonstrate the effects of your programming on student learning. The districts involved in our MA SoBL Pilot have been documenting exciting transformations to their program outcomes based on the needs underlined by the testing results.

Collaboration between the leaders of the WL, EL and DLE programs is the essential starting point for district SoBL implementation, and the next is the creation of a workgroup or task force of other interested and necessary stakeholders (administration, parent, school committee, IT, etc.). If you go to www.languageopportunity.org and click Seal of Biliteracy, you can see the Toolkit, join our Google Group (with hundreds of other language educators involved in Seal implementation in the state), see the webinar that we gave last year, and have access to our Google Drive with Seal resources gathered over the past four years. There are sample PowerPoint slides that other districts have used with their school committees. You can also see the PowerPoint of last fall’s presentation at the Superintendents and School Committee Annual Conference: https://tinyurl.com/MASSSeal. Joining will give you the opportunity to ask questions of the more than a hundred leaders and teachers in various stages of district Seal implementation.

DESE has not yet published the MA SoBL Guidance document based on the experiences of the Pilot but we expect that to happen shortly (yes, I know, I have been saying that for more than six months!). As I explained in the last Seal Update, the state eliminated the Silver Seal level (Intermediate Mid) but the Language Opportunity Coalition (LOC) will be offering that. The MA State Seal of Biliteracy (the LOC called it the Gold Seal) has been set at the Intermediate High level and the State Seal of Biliteracy with Distinction (the LOC called the Platinum Seal) has been set at Advanced Low. The MA SoBL Pilot Workgroup has committed to continue working together to support new districts who want to implement the Pilot. We are holding quarterly online meetings and the more than 200 members are available through the Google Group to answer questions and provide support.

And more state support is right around the corner! MA DESE is in the process of hiring a WL Coordinator for the first time since the 1990’s. For the first time in three decades, WL will have guidance and updated information on their Website as well as a person to advocate for the discipline at DESE. MaFLA’s national outreach about the posted position in December led to the highest number of qualified applicants for this type of position ever at DESE. MaFLA looks forward to presenting this person to you as soon as it is announced! We anticipate that this hiring will lead to the updating of our terribly outdated 1999 Framework, the changing of our discipline’s name at the state level to World Languages and the providing of resources and professional development opportunities for districts across the state.

¹ We ALL need to be teacher leaders!
² To start, check here: www.actfl.org/advocacy/what-the-research-shows
Acting as teacher leaders, experienced educators can help other teachers with their planning, instruction and assessment. Educators are generous with their students and can be just as giving with other professionals, and it benefits everyone. There are many ways to do this. One example is that teacher leaders can help others with instruction by showing them the discoveries that happen along the way. Seeing that all teachers have their own style, ideas can be shared as a start, hoping that newer teachers might be inspired to try an activity and make it their own.

Teacher leaders attempt, among other ways, to share with other teachers through conversations at work, through shared curriculum files with teachers in the district and by gathering with teachers from other towns in a Professional Learning Community. And, they can share activities with a wider audience through presenting at professional conferences. There are multiple conferences that are accessible, at the national, regional and state level. When considering this option, they should be aware that each organization has a different approach to conferences, so checking the website to better understand on what basis a proposal will be accepted is essential.

A conference proposal starts with a great idea for a session. While much of a teacher’s personal magic is their teaching style and how they build relationships with students, in order to showcase those skills the teacher leader can start with something new and cutting-edge to catch the interest of attendees. The new technique will offer a chance to showcase their style of teaching. At MaFLA’s 2018 annual conference, the new idea that I highlighted was Picture Talk, a version of Movie Talk, which proved to be a new instructional tool at the conference that got a lot of buzz. Some of the attendees had experience with Movie Talk and for them I was able to share how I use it. Some had heard of it but hadn’t tried it and for them I could show them an easy way to start. And, for still others it was a new idea and I could lead them to take a risk to try it. I was able to give all these teachers a new tool for their toolbox.

Once the teacher leader has a new idea to share, they will need to find an objective and content for their presentation. My overall objective was to show other teachers ideas for how to provide input in the proficiency-based classroom. And the content I decided to present was French television. I chose the content because I knew that I had a lot of examples and experiences about television to share with teachers. It has been my experience that attendees love to walk away with a folder full of resources to try out. They want to try activities that are already done for them before trying to create their own.

This sharing of instructional ideas is at the core of teacher leadership. The teachers who are intentionally pursuing leadership in the profession share effective instructional practices with others. Teachers and students stand to gain from this sharing, but the teacher leader does as well. Leadership makes the job more interesting and gives it more depth. These leaders are able to have profound impact on the field.

I urge you to be a teacher leader and share what you know with other teachers by presenting a session at a conference. The MaFLA annual conference is currently accepting proposals. When you present, you will undoubtedly be happy with the results as your fellow teachers will be ecstatic to benefit from what you have discovered along the way.

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Please let me know if you have any questions about district implementation or the Seal of Biliteracy in general. Please contact me at sherf.nicole@gmail.com with any questions. Our goal at the LOC is to have EVERY district in MA participate in celebrating biliteracy in English and at least one other language.

TO FIND OUT MORE OR TO BECOME INVOLVED IN THE SEAL IN YOUR DISTRICT:
- Look at the resources at www.languageopportunity.org (new website coming soon!)
- Download the Seal Toolkit as a resource until the DESE Guidance Document is published on their Website soon.
- Join the Seal Workgroup Google Group on the Pilot Page link. Our group answers questions, interacts and supports each other in implementation of the Seal of Biliteracy in districts across the nation.
Communication in today's interdependent world ... the world has become a neighborhood of nations. We must be able to talk with our neighbors.

President Jimmy Carter (1978)

“The mastery of foreign languages opens up vast areas of knowledge and presents exciting opportunities to understand other cultures. To read classics like Dante's Divina Commedia, Goethe's Faust, and Victor Hugo's Les Misérables in the original is to gain an insight and appreciation that is simply not possible with even the best translations. To converse with others in their native tongue creates a bond of sympathy and understanding.”

President Ronald Reagan (1987)

“As individuals and as a Nation, we literally can no longer afford to lag behind the rest of the world in foreign language instruction. Such study has deep intellectual, cultural, and commercial rewards. It provides a fuller awareness of other countries' heritage, history, and literature, and a greater facility for competing in the world marketplace. In turn, these advantages help foster international understanding.”

President Ronald Reagan (1988)

“A lack of proficiency in foreign languages often forces many Americans to rely on the knowledge and skills of others -- adopting a position of dependency that is contrary to our history and our character as a people. Today, as the world community draws ever closer together, having a working knowledge of other languages is becoming far more than a point of pride; it is fast becoming an essential skill.”

President George H.W. Bush (1990)

“We all recognize the power of words to enlighten, inspire, and delight us, and to communicate our deepest emotions and loftiest thoughts. Language ensures the preservation of culture, advances the cause of international understanding, and allows the expression of both unity and diversity. When we learn the language of others, we broaden our vision of the world and of ourselves.”

President Bill Clinton (1998)

National Foreign Language Week remains an excellent opportunity for all language programs across the Commonwealth to honor student achievement, to host school and community events highlighting language programs, and to get some well-deserved visibility for the exceptional things that are happening in our schools and our departments. In 2019, National Foreign Language Week will be held from March 4-8. This first full week in March is an exceptional time to celebrate our language programs as well as our biliterate and interculturally competent students. I encourage you to plan something with your students, whatever that may be, and I sincerely hope that you will share what you are planning with us at MaFLA!

**Flamenco for Foreign Language Week:**

A Conversation with Spanish Teacher and Flamenco Expert, Sra. Julia Altenbach

For Foreign Language Week at Westwood High School, we host a series of events that highlight our various programs in French, Spanish, Latin, and Mandarin. In March of 2018 alone, we hosted a Roman gladiator tournament during lunch in our courtyard outside the cafeteria, celebrated a Roman wedding to which the entire school was invited, dedicated language tables in the cafeteria, held a French cheese tasting and crepe making event, organized an event celebrating the Lunar New Year, and invited an outside speaker, Jim Canales, to visit the school as part of our “Courageous Conversations” program to discuss his life growing up as the son of Latino-American parents and his philanthropic and social justice work today.

In addition to all of these events, one of our own Westwood High School teachers, Julia Altenbach, ran three sessions of a flamenco concert in our little theater which students
were invited to visit during their lunch. I was able to catch up with Sra. Altenbach and ask her some questions about the event.

Ted: Tell me a little bit about your teaching career, and what brought you to Westwood?

Julia: Before coming to Westwood, I taught Spanish in Columbus, Indiana, in 2006-2007 and in Minnesota at Minnetonka High School from 2007-2011. This is my third year teaching at the high school.

Ted: What was your first experience with flamenco?

Julia: In 7th grade I was invited to a two week workshop hosted by the University of New Mexico dance department for young dancers in the area to learn about flamenco. I loved it immediately. There was a teacher from the workshop who came to my local high school two years later to teach a guitar class, so I enrolled because I remembered loving the flamenco music at the workshop.

Ted: Did you have an opportunity to experience flamenco in Spain?

Julia: Over the next few years, I started to get involved with all of the flamenco activities that were happening in Albuquerque because I loved it and found it so inspirational. I went on to study classical guitar in college because I loved the Spanish classical repertoire so much. I even applied for a Fulbright upon graduation from my Masters in guitar to study flamenco in Spain.

Ted: That must have been amazing!

Julia: (laughing) I did not win the Fulbright.

Ted: Hahaha!

Julia: So after college, I went home to New Mexico to work as a waitress so I could attend classes at the National Institute of Flamenco in Albuquerque, which was the next best thing. Years later, I also attended the Amor de Dios School in Madrid.

Ted: That’s a great story - how long have you been doing flamenco now?

Julia: More than 20 years!

Ted: Wow! Tell our MaFLA members some of the things that you have done with flamenco with your students?

Julia: I worked with Flamenco Boston as their coordinator of educational events from 2014-2016, so I’m always looking for ways to incorporate flamenco into the Spanish language curriculum. I have taught students to dance Sevillanas. We combined our AP Spanish sections into one large group for this last year.

Ted: I know, I came to watch and was giving a Latin equivalent of what you were saying to some of my dual Spanish and Latin students who were becoming increasingly more frustrated.
Julia: That's right! I have tried to teach students to play rhythms on the cajón. We have spent time learning and singing the verses. I have also tried to find meaningful ways to explore the verses themselves. Years ago, I wrote a short story about Carmen Amaya - originally to explore some different verb tenses - but the story resonated with students in different ways.

Ted: Forgive me, I'm a classicist, I don't know Carmen Amaya.

Julia: She was a powerful figure who broke numerous barriers. She was the leader of her clan, the breadwinner for her extended family, and she even danced in pants! I loved flamenco dance myself because it was an opportunity to be forceful and powerful as a woman. The more that I try to teach it to my students, the more I am trying to further explore flamenco as a background for conversations about gender and social roles that play out in Spain as well as in our communities here in Massachusetts. We talk about what it means to break these barriers, and it has been powerful for my students to learn about representatives from Spanish speaking culture and history who break the stereotypes that students might hold. Flamenco also gives a great context for conversations about masculinity and what that means - men dance gracefully, for instance, and the women dance with power - we've also had some good discussions about perceptions of beauty, a complex AP topic.

Ted: Tell us more about how your flamenco concert took shape during Foreign Language Week.

Julia: It was really quite simple. All of my colleagues brought their students during lunch to the small auditorium where we set up a small stage. I applied for funds from the local PTO, and they graciously gave me some so that I could hire a local guitarist. Friends let us borrow an additional cajón, dresses, and shoes. I taught my own students Tangos de Málaga, and during the concert, I invited the ones who were good risk takers to join in, stomp their feet, even play the drums. One other boy who was an exceptional guitarist followed along and participated in the concert as well.

Ted: Are you planning on doing this again, and how can other schools get involved?

Julia: Absolutely! I am looking forward to bringing in a percussion player this year, too. You don't have to be a flamenco expert to make this happen at your school. Flamenco Boston does great student shows. They are really flexible, very open, and they want to make students comfortable. They have a great website for events at Ambiente Flamenco. If you work with the students in advance, they won't even realize that they're operating in the target language - it will just be like attending a concert in the middle of the day - at school - what could be better!

To celebrate National Foreign Language Week, Dr. Zarrow's students celebrate a Roman wedding in the middle of the Guidance Lobby of Westwood High School and invite the entire school to attend. Here, Elias Maroun ('19) and Taylor Lee ('19) exchange vows. Feliciter!
Within a few short years, Intercultural Communicative Competence (ICC) has gone from a niche topic to a buzzword in world language education. As someone who loves going to conferences, I have noticed that recently it’s almost impossible to go to a world language conference, whether local or national, without seeing at least one session mentioning ICC. With the recent publication of the NCSSFL-ACTFL Can-Do Statements for Intercultural Communication there seems to be even more interest in this topic.

While the new ICC Can-Do Statements have brought a new excitement and interest in teaching for Intercultural Competence, many classroom teachers are asking how this new ICC framework differs from the Culture Strand found in the Original version of the 5Cs. To answer that question, let’s look at the culture goal areas from the original 1996 version and the current version side by side.

What differences do you notice? While they both contain Products, Practices and Perspectives (i.e. the Three P’s), there is a shift from “gain knowledge of” to “interact with”. And while it may seem a subtle shift, it has great impact on how we teach. To give teachers an idea of what this shift can look like in the classroom, ACTFL developed the Intercultural Can-Do statements.

So let’s break down the ICC Can-Do Statement Document and then take a look at what this can look like in practice.
In practice, this means that lessons aiming to promote ICC growth will contain two different Can-Do statements: one showing how students will investigate and another showing how students will interact. To help me wrap my brain around it, I see investigate and interact as the ICC versions of input and output. In other words, in order for students to make growth in ICC, students will need many opportunities to investigate the cultures being studied before they are able to interact in culturally appropriate ways. This is why it’s not enough to simply expose our students to culture and hope for the best, but rather teach our students the skills they need to successfully investigate. Without honing these skills, it is possible that our language classes inadvertently strengthen stereotypes or lead students to “othering” members of the other culture.

The Importance of Reflection

Because students can possess intercultural competence beyond what their language proficiency allows them to express, reflection in English is often a necessary step in helping our students move from an ethnocentric to an ethnorelative worldview. As such, the NCSSFL-ACTFL also published an Intercultural Communication Reflection Tool which teachers can use to help them plan reflective activities for their students. The framework suggests reflective activities include:

1. an introductory in-class component in the target language
2. a deeper reflection outside of class in English, or, if the learner’s proficiency level allows, in the target language
3. a follow-up in-class target language component.

The tool goes on to note “that the lack of sufficient language proficiency does not prevent the internalization of cultural perspectives, it only hinders the ability to communicate them in the target language” which is why it is suggested that teachers create out of class opportunities for students to reflect on these perspectives in their native language. While homework may first come to mind for out of class reflection, I have personally had success partnering with teachers in other departments to expand cultural learning opportunities to other disciplines.

Now that you know how the new NCSSFL-­‐­ACTFL Can-­‐Do Statements for Intercultural Communication are organized, read part 2 to see an example from my classroom!

Sharing is caring!

www.aglobalclassroom.com/bringing-intercultural-can-dos-to-life/
MaFLA Cemanahuac Scholarship Winner
Shannon Vigeant Made The Most Of Her Opportunity

What a fantastic opportunity it was to receive the MaFLA scholarship and attend the Cemanahuac Education Community in Cuernavaca, México with fellow Spanish teachers and people from around the world learning the language. I have fallen in love with México.

In addition to curriculum designed for Spanish teachers spanning cultural topics, grammar, literature, pedagogy and conversation, Cemanahuac is an educational community that provides plenty of opportunities to explore the culture and history with additional classes, volunteer options and trips that take advantage of the amazing places one can discover in the Cuernavaca area. Opportunities to explore Taxco rich in silver history to the pyramids and ruins of Teotihuacán, to the museums and homes of Diego Rivera and Frida Kahlo deepened my experience. Viewing Diego’s murals, climbing the pyramids and exploring ruins first hand made curriculum palpable and enriched my cultural connections to the language.

My homestay offered a clean and comfortable private room and bathroom hosted by my wonderful mamá Mexicana Marilú who made sure to provide me with excellent meals, conversation, and company to local places of interest, even experiencing together the historical presidential election of Lopez Obrador. The homestay was an important component of the immersion experience that provided me a continuum...
of language use and exposure to authentic culture.

While deepening proficiency and experiencing the culture, one of my goals while attending Cemanahuac via my MaFLA scholarship was to enrich the classroom with authentic materials. While there, I took photographs and videos of conversations that I have weaved into lessons. When we discussed the role and importance of the market, for example, I incorporated video of shopping at the market and a photo series that brought life to our conversations in class. Additionally, I brought back as much authentic realia that would fit into my suitcase and at every turn, I snagged what I could. My students loved passing around Chapulines (Dried Grasshoppers) which in turn prompted a great conversation about food. Oh, and the food! Sadly, I failed at avoiding food photo saturation on social media... but being in México, how could you blame me. It is a place that has won my heart. ¡Viva México!

Volunteer opportunities through Cemanahuac led me to an association with the Cuernavaca Children’s mission, and my school’s Spanish club has sponsored this student, providing her with continued educational and financial support. My students’ global involvement has been expanded and they have loved being a part of helping someone else. Cemanahuac partners with several organizations in Cuernavaca and provides plenty of opportunities to interface in volunteer capacities.

My wonderful homestay

Evidence of “food photo saturation”

Many thanks to MaFLA for this wonderful opportunity layered with rich experiences, new colleagues and friends, deeper proficiency, a few good recipes and great memories. I would highly recommend the opportunity to any teacher considering applying.

Shannon Vigeant, Spanish Teacher
Mt. Greylock Regional School
Williamstown MA
Mrs. Gaudiano, a Spanish teacher at Andover High, values relationships like no other and enjoys simplicity.

What prompted you to become a teacher?

Well, I wanted to be a teacher since I was six years old. I used to come home from school every day, and I would go downstairs, in the basement, where my father had hung up a blackboard and I would basically reteach everything I learned in school that day. And my three older brothers would yell down the stairs, “Who are you talking to down there?” They would tease me, but it was always clear to me. It was just a matter of what I wanted to teach, and then I fell in love with languages.

When did you start learning a new language?

So in sixth or seventh grade, we had a French teacher come in and it was a Catholic school, so it was a nun. And she was strict, but the moment she started teaching French I couldn't believe how pretty it was and how fun it was to say something in a different way. I fell right in love with it.

So then how did you switch from French to Spanish?

So, all the students who got an “A” in French in high school were called out one day and told there was another nun coming, in sophomore year, and that she taught Russian. We were asked if we would like to learn Russian. So we all signed up, about 20 of us, and so I started learning Russian, really loved it—always made sense to me unlike math and science—and then I majored in it in college. Then, after college, I had Russian and French, and I was certified to teach them both, but I went for my first interview at Lexington High School and the woman said to me, “Honey, you have to learn Spanish.” So I went back to Harvard Extension at night and I learnt Spanish.

Why did you want to work at AHS?

Well, my family had moved up here and bought a house in Methuen. I had three little kids under five, so I wanted to do part-time and there was an opening at AHS. I was very lucky because Andover had a great reputation, so I knew that's where I wanted to work.

What makes you the most proud as a teacher?

I think the I get the biggest sense of pride from several students have gone on to become Spanish teachers, and with whom I have ongoing relationships. One of whom is Ms. Hayes, who is at West Middle School, and she and I go for coffee now and then, and it's really cool how...we changed from a student-teacher relationship to a friendship. The second thing for me would be the notes I get from students. I keep them all in a box, that I've had all my life. I never throw it away, and I really love to read them because you feel like you made a difference.

What would you say is the most interesting or unique activity you’ve ever done?

Well, it’s definitely travel. When I was younger, I took groups abroad. We went to the Soviet Union, Madrid, and Paris. And my personal trips included the Galapagos Island, where my daughter was studying, and Italy, where I am taking my family this summer. So definitely travel, it opens up the whole world to me.

And then, going on a separate track, what is your biggest fear?

Something happening to one of my children. Somebody getting hurt. I think it’s just a worry that all mothers carry. But other than that I'm a pretty optimistic person, I don't really worry too much about things.

L2 Language Learning Goals

by Marcel LaVergne Ed.D.

Definitions

Linguistics is the scientific study of language. There are three aspects to this study: language form, language meaning, and language in context. (1) The teacher/linguist will be knowledgeable of the phonetics, lexicon, semantics, grammar, and pragmatics of L2. This involves the knowing of what to say to whom.

Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society. (2) The teacher/sociolinguist might determine through study of social attitudes that a particular vernacular would not be considered appropriate language use in a business or professional setting. This involves the knowing of when to say what to whom.

Cultural Linguistics is a field of linguistics which studies the relationship between language and culture, and the way different ethnic groups perceive the world. (3) The teacher/cultural linguist might determine that a particular C1 tradition would not be appropriate in the C2 context and vice versa. This involves the knowing of why to say what to whom.

Metalinguistics is the branch of linguistics that deals with the relationship between language and other cultural factors in a society. The teacher/metalinguist will recognize that language is malleable, i.e., statements may have a literal meaning and an implied meaning, sentences can be written in many different ways, and statements can carry the subtleties of an utterance’s social and cultural context. (4) This involves the why to say what to whom.

The following examples will illustrate the various roles and functions of the successful L2 teacher.

Example 1: Asking for directions to the local library.

In asking for directions to the local library, Mary could say:

“Excuse me, could you please direct me to the local library?” or

“Hey, where’s the local library?”

In order to ask either of those questions, which are both grammatically correct, Mary would need to know how to formulate questions using the appropriate vocabulary. That she would get from the teacher/linguist.

In asking a complete stranger for directions to the local library, Mary would need to consider the situation more carefully because only one of the statements mentioned above would be appropriate as formulated. Because she is asking a total stranger, she would first have to excuse herself and then add sir, madame, or miss as follows:

“Excuse me sir, could you please direct me to the public library?”

However, if she were asking her good friend Jane, she would probably just say:

“Hey Jane, where’s the local library from here? Can you tell me?”

Mary would need to know that not all statements are appropriate for all situations. She would learn that from the teacher/sociolinguist.

News (conc.)

Announcements From AATI

La Giornata dell’Italiano

Giorinata dell’Italiano, April 5, 2019. La Giornata dell’Italiano is a friendly competition among high school students created to motivate and spark interest in learning Italian. The competition, organized and sponsored every year by MITA in collaboration with a university or college, attracts students and their teachers to a local campus for a day of fun and learning.

National Italian Exam 2019

For the 2019 School year, AATI is offering a new National Italian Exam (NIE) that is aligned with the ACTFL Performance and Proficiency Guidelines. AATI encourages instructors of Italian to invite their students to participate in the National Italian Exam which, in addition, can help them prepare towards the official exam of the Seal of Biliteracy, the SAT II and finally, make them eligible for the Società Onoraria Italica scholarship.
The knowing of how to say what to whom.

To avoid embarrassing situations in which she could unwittingly offend someone, she would need to be aware of the effect that culture has on language. In the case of French, Mary would have to use the polite "vous" when addressing a stranger and the more familiar and intimate "tu" with a friend or someone her age. She would then say to the former:

"Excuse me, sir, could you please direct me to the local library?"

"Pardon, monsieur, pourriez-vous me donner les directions à la bibliothèque locale?"

But she would say the following to her friend:

"Hey, Jane, where's the local library from here? Can you tell me?"

"Dis-moi, Jeanne, où est la bibliothèque locale?"

She would learn about the similarities and the differences between her native culture (C1) and the target culture (C2) from the teacher/cultural linguist.

The knowing of why to say what to whom.

Because language is the oral and written expression of culture, Jane would have to learn to respect the C2 vision of the world rather than to consider that everybody's vision is the same as hers. Although in this case, English does not have two ways to express "you", she can hopefully relate to the fact that some Americans have different views as to when to address people by their first name or not. She would learn this perspective from her teacher/metalinguist.

Example 2: Inviting someone to your house.

The knowing of what to say to whom.

Inviting someone to his house for dinner this weekend, Johnny could say:

"I would like it if you and your wife could come to my house for dinner this weekend, Bill."

"Care to come to my house for dinner this weekend, Bill?"

The teacher/linguist would teach him both the formal and informal ways to invite someone to his house.

The knowing of when to say what to whom.

But if Bill is Johnny's brand-new neighbor he would probably say:

"Good morning, Bill. Gail and I would like to invite you and your wife to our house for dinner this weekend."

However, if Bill is a good friend and neighbor, he would say:

"Hey, Bill, why don't you and Gail come for dinner this weekend. OK?"

The teacher/sociolinguist would teach him when the formal way is appropriate to the situation and when to use the more informal way.

The knowing of how to say what to whom.

Johnny would need to know how to formulate a formal statement toward a stranger and a familiar statement toward a friend. In order to get to know his new neighbor, Johnny would likely say:

"Good morning, Bill. Gail and I would like to invite you and your wife to our house for dinner this weekend."

"Bonjour, Bill. Gail et moi, on aimerait vous inviter à dîner chez nous ce week-end, vous et votre femme."

But to his good friend and neighbor, he would say:

"Hey, Bill, why don't you and Gail come for dinner this weekend. OK?"

"Tiens, Bill, tu viens dîner chez nous ce week-end, toi et Gail, non?"

The teacher/cultural linguist would help Johnny to express himself so that his language is culturally sensitive to the situation.

The knowing of why to say what to whom.

Johnny would need to know that there are many ways to invite someone to dinner. He would use a more formal language to invite someone he did not know very well and a more familiar one for a good friend according to the dictates of the C2 culture. In this case the teacher assumes the role of teacher/metalinguist.

Conclusion

The effective L2 teachers are those who go beyond the teaching of the what and the how of language and include also the when and the why. There is much to learn from the field of linguistics. Students need to be able to produce language geared to the situation in which they find themselves and to differentiate between the formal and the familiar. They need to be cognizant of the mutual effect that language and culture have upon each other. They will learn that if the L2 teachers include those goals in their lesson planning.

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About the author

Marcel LaVergne, Ed.D., retired, was a high school teacher of French, a Director of Foreign Languages, an adjunct professor of Foreign Language Methods, a textbook author, and a consultant on Foreign Language Teaching and Learning. He was associated with the National Capital Language Resource Center as the author of the Sound Bites for Better Teaching column and is a frequent contributor to the MaFLA Newsletter.

Leadership is the capacity to translate vision into reality.

–Warren Bennis
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 2018-2019 certificates is May 15, 2019.

*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)**

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Nominator’s Name: __________________ Membership Expires: __________________
School: _____________________________ Phone: _____________________________
School Address: __________________________
Email: __________________ Signature: __________________

Mail to: Nilma Dominique, Email: nilmadominique@gmail.com
50 Philips St. #2
Andover, MA 01810

DEADLINE FOR RECEIPT OF NOMINATIONS: May 15, 2019
Are you looking to improve your proficiency in Spanish? Are you a French/German/Italian teacher who has recently discovered that you are teaching a few classes in Spanish? Are you interested in expanding your knowledge of Mexico and its culture? Then perhaps you are the perfect candidate for this cooperative effort between the Cemanahuac Educational Community and MaFLA. For the twenty-second 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 $1173.00. The recipient can attend Cemanahuac any time during 2019, 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 2018-2019 school year; and must carry a teaching load of at least 40% Spanish classes. Applicant must also be willing to share his/her experience by presenting a session at the MaFLA Conference.

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

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

Cemanahuac Scholarship Application Form

Please print or type

Name:_________________________________________________ Email: _______________________________

Home Address: ________________________________________________________Phone:_________________

School Name:__________________________________________________________Phone:_________________

School Address:____________________________________________________________________________

Classes taught in 2018-2019: __________________________________________________________________

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, 2019, to:

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

The winning candidate will be notified by April 30, 2019.
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)

2019 Helen G. Agbay New Teacher Graduate Study Scholarship Application Form

Name: ___________________________________________ Email: ______________________________

Home Address: ____________________________________ Phone: ____________________________

School Name: _____________________________________ Phone: ____________________________

School Address: ______________________________________________________________________

Classes taught in 2018-2019 ____________________________________________________________

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, 2019 to:

Julie Caldarone Email: caladaj1523@gmail.com
499 Lebanon Street
Melrose, MA 02176

The successful applicant will be notified by June 15, 2019.
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 60-minute presentation at the 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.

2019 MaFLA Elaine G. Batting Memorial Scholarship Application

Name:_____________________________________________  Email:  _____________________________

Home Address:_________________________________________________ Phone: __________________

School Name:__________________________________________________  Phone: __________________

School Address: _________________________________________________________________________

Classes taught in 2018-2019 ______________________________________________________________

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, 2019.

Send completed application packet to:

Deb Heaton
Email: Dheaton@comcast.net
80 School Street
Lexington, MA  02421

The successful applicant will be notified by April 30, 2019.
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, 2019.

New Teacher Commendation Application Form

Please print or type

Name: ___________________________________________ Email: ________________________________

Home Address: ___________________________________________ Phone: ________________

School Name: ___________________________________________ Phone: ________________

School Address: ____________________________________________________________________________

Classes taught in 2018-2019: ____________________________________________________________

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

Submit the application form and supporting materials by March 31, 2019, to:

Louissa Abdelgheny   Email: louissaabdelgheny@hotmail.com
83 Palfrey Road
Belmont, MA 02478

The successful applicants will be notified by April 30, 2019.
MaFLA Past Presidents’ Awards

Premise
Awards are given to high school students who have demonstrated excellence in world language study and service/leadership within their schools.

Criteria for Past Presidents’ Award
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 250 words the importance of foreign language study. This topic may be treated either globally or personally. Some examples are:
   - The Importance of World Language Study in Today’s Changing World
   - The Importance of World Language Study in My Life
7. Nominating teacher must be a member of MaFLA. Only one candidate per school should be submitted for consideration.

Application Must Be Submitted with PDF of the following:
1. Official high school student transcript (including first semester grades for current academic year).
2. Student essay of not more than 250 words on the importance of foreign language study (in English).
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

Prizes
- MaFLA awards up to four awards of $500.00 annually in honor of our past presidents.
- Winners will be honored at the MaFLA Fall Conference.
- All entrants will receive a notification of nomination and a letter of appreciation. In addition, letters of appreciation will be sent to the principal and superintendent of participating schools.
- Winners will be posted on MaFLA.org.

Contact

Callie Egan   Email: egankmafla@gmail.com

Submit your nomination, along with supporting materials HERE

APPLICATIONS MUST BE SUBMITTED BY:   APRIL 15, 2019.
MaFLA Student Essay Contest

2019 Theme: Level Up Your Language Education!

Premise
MaFLA wants to raise students’ awareness of the role that world languages play in the state, and to involve students and teachers more actively in that purpose. Students submitting these essays should consider what the theme means to them. How does it apply to your everyday experience with learning another language and how does it fit in with ultimate goals around language? All world language teachers of Massachusetts are invited to get their students involved in celebrating the theme!

Summary
Students must demonstrate the ability to be effective communicators in the State of Massachusetts. MaFLA is pleased to offer this exciting opportunity for all students in public and private schools in Massachusetts to participate in our essay contest. We encourage MaFLA members to work in collaboration with their ELA teachers. In each of the divisions outlined below students will have the opportunity to demonstrate in English how they understand and interpret the current theme of the year in order to raise awareness of the role that foreign languages play nationally and internationally. Students may be entered in one of four specific categories corresponding to their grade level below.

Contest Guidelines
1. Each entry must be an original work of a current foreign language student (including students enrolled in an ESL class) whose teacher is currently a MaFLA member.
2. No group entries will be accepted. LIMIT: 5 (FIVE) entries per school.
3. Teacher must submit the official entry via the Google Form below (including any PDFs or JPGs of items that require a signature with their entries as stated below).
4. All entries become the property of MaFLA.
5. Essays must be written in English. Essays must state theme and content must be relevant to the theme.
6. Essays must have a title, be typed/word processed (Times New Roman font at 12 points) and double spaced.
7. If outside sources are used, they must be cited appropriately.

Divisions and Corresponding Essay Lengths

<table>
<thead>
<tr>
<th>Division</th>
<th>Essay Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School - Grades K-5</td>
<td>Maximum of 150 words</td>
</tr>
<tr>
<td>Middle School - Grades 6-8</td>
<td>Maximum of 250 words</td>
</tr>
<tr>
<td>High School - Grades 9-12</td>
<td>Maximum of 350 words</td>
</tr>
<tr>
<td>College or University - Grades 13-16</td>
<td>Maximum of 350 words</td>
</tr>
</tbody>
</table>

Reminder: All essays become the property of MaFLA.

Judging Criteria
- Topic Development
- Use of Language (English)
- Organization
- Conventions

Prizes
- One essay will be selected as Essay of the Year; author will receive a check for $50.00; The winning essay will be featured at the MaFLA Conference.
- There will be only one winner per division. For the division producing the Essay of the Year no division award will be given.
- Division winners for the essay contest will receive a check for $25.00. These awards may be presented by a MaFLA Board Member at the student's school awards ceremony in the spring.
- Several Honorable Mention essays will be selected and featured at the MaFLA Fall Conference.
- All entrants will receive a certificate of participation. A letter of appreciation will be sent to all MaFLA members whose students participate in the contests. In addition, letters of appreciation will be sent to the principal and superintendent of participating schools.
- Winners will be posted on mafla.org.
- Certificates and acknowledgements will be sent out.

Contact
Jeanne O’Hearn  jeannemafla@gmail.com

Entry Form

DEADLINE for submission: March 15
MaFLA Student Poster Contest

2019 Theme: Level Up Your Language Education!

Premise

MaFLA wants to raise students' awareness of the role that world languages play in the state, and to involve students and teachers more actively in that purpose. The Poster Contest is intended to allow students to demonstrate the effect of being multilingual and multicultural in our global society. Students submitting these posters should consider what the theme means to them and the importance of being multilingual. How does it apply to your everyday experience with learning another language and how does it fit in with ultimate goals around language?

Summary

Students must demonstrate the ability to be effective communicators in the State of Massachusetts. MaFLA is pleased to offer this exciting opportunity for all students in public and private schools in Massachusetts to participate in our Poster Contest. We encourage MaFLA members to work in collaboration with their ELA teachers.

In each of the divisions outlined below students will have the opportunity to demonstrate in English how they understand and interpret the current theme of the year in order to raise awareness of the role that foreign languages play nationally and internationally.

Students may be entered in one of four specific categories corresponding to their grade level below.

Contest Guidelines

1. Each entry must be an original work of a current world language student (including students enrolled in an ESL class) whose teacher is currently a MaFLA member. No group entries will be accepted.
2. LIMIT: 5 (FIVE) entries per school.
3. Teachers must submit the official entry form with their entries.
4. Teachers are required to put the requested information on the back of the poster.
5. All entries become the property of MaFLA.
6. All posters must incorporate the exact wording of the theme.
7. Posters must measure the standard poster size of 22" x 28" and have a flat surface with no moving parts. No three-dimensional posters will be accepted.
8. Use lightweight poster material. Posters should be mailed in a 3" or larger tube.
9. Paints, markers, pencils, crayons, inks, gel pens may be used. Glitter, glue, charcoal, or tape on the front of the poster will not be accepted nor will computer generated posters.
10. Illustrations must be used in addition to words and must be relevant to the theme.
11. There must be a TWO inch margin on all sides free of design and lettering.
12. No copyrighted figures such as Snoopy, Disney characters, Family Guy, Simpsons etc. may be used.
13. Damaged posters will be disqualified.

Please note: Any posters that do not meet all of the above criteria will be disqualified.

Divisions

Elementary School - Grades K-5
Middle School - Grades 6-8
High School - Grades 9-12
College or University - Grades 13-16

Prizes

• One poster will be selected as Poster of the Year; that artist will receive a check for $50; poster will be displayed at the MaFLA Conference.
• There will be only one winner per division. (grades K-5, grades 6-8, grades 9-12, and Grades 13+16) For the division producing the Poster of the Year, no division award will be given).
• Divisional winners will receive a check for $25. These awards may be presented by a MaFLA Board Member at the student's school awards ceremony in the spring.
• Several honorable mention posters will be selected and featured at the MaFLA Fall Conference.
• All entrants will receive a certificate of participation.
• A letter of appreciation will be sent to all MaFLA members whose students participate in the contest. In addition, letters of appreciation will be sent to the principal and superintendent of participating schools.
• Winners will be posted on mafla.org. Certificates and acknowledgments will be sent out at a later date.

Contact

Teresa Benedetti

Entry Form and Instructions for Mailing

DEADLINE for submission: March 15
MaFLA Student Video Contest

2019 Theme: Level Up Your Language Education!

Premise
In the state of Massachusetts, students need to demonstrate the ability to use technology for the purpose of communication, collaboration, creativity, and innovation. Consequently, through the use of a variety of media formats, students develop technology skills that enable them to communicate effectively, to multiple audiences, a variety of information and ideas to satisfy both foreign language and technology standards.

Summary
Video production is a method of communication that is used more and more and it allows anyone to create video files and post them to the Internet for others to download and listen to/view at any time. MaFLA is pleased to offer an exciting opportunity for all students in public and private schools in Massachusetts to participate in a video contest. In a two-minute video, students will have the opportunity to demonstrate in English or a foreign language how they understand and interpret the current theme of the year in order to raise awareness of the role that foreign languages play nationally and internationally.

Contest Guidelines
1. Participation is limited to students attending public or private schools who are enrolled in a Pre-K – 16 world language class at the time of submission.
2. Teachers will submit student entries, and must be members in good standing with MaFLA
3. The total video length is not to exceed 2 minutes in English/world language.
4. A maximum of 2 students can perform on one video entry for 6-12.
5. New in 2019: K-5 teachers can submit a “Classroom” entry that demonstrates the Theme of the year. Please note, waivers must be signed for any/all students visible in the video.
6. Participating teachers need to fill out the Contest Entry Form to the contest chair Carlos-Luis Brown. Note: all submissions must be a YouTube link (select Unlisted, not public or private).
7. Submissions that do not meet these guidelines will not be considered
8. Limited to 5 entries per school.

Divisions
Elementary School - Grades K-5       High School - Grades 9-12
Middle School - Grades 6-8           College or University - Grades 13-16

Suggested Activities
A speech/soliloquy/address            An advertisement            A song (includes raps)
A poem                                A public service announcement A skit

For K-5 teachers, please consider demonstrating the theme in your elementary classrooms as an alternative to students creating their own videos.

Prizes
• A MaFLA committee will select one winner in each of the four divisions. The prize for the winner in each category will be $50 awarded to the student creator of the video (to be split if there are 2 students).
• The videos of the winners, and the two runners-up from each category may be showcased in an area of the MaFLA website.
• Several honorable mention videos will be selected and featured at the MaFLA Fall Conference.
• All entrants will receive a certificate of participation.
• A letter of appreciation will be sent to all MaFLA members whose students participate in the contest. In addition, letters of appreciation will be sent to the principal and superintendent of participating schools.
• Winners will be posted on mafla.org. Certificates and acknowledgments will be sent out at a later date.

Contact
Carlos-Luis Brown

DEADLINE for submission: March 15
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Send YOUR contribution to the next issue to:
Ronie R. Webster  ronie@mafla.org
41 Glenn Drive
Wilbraham, MA  01095
Phone 413.596.9284
Deadline for the Spring Issue is Mar. 5

2019 SAVE THE DATES

52ND Annual MaFLA Fall Conference
Level UP Your Language Education
Oct. 24-26, 2019 - Sheraton Monarch Place Hotel, Springfield

MaFLA Core Practices Institute*
March 15 & 16, 2019, Boston University Wheelock College

MaFLA Diversity Day & Modified Oral Proficiency Interview (MOPI) Training
June 7 & 8, 2019, Melrose High School

MaFLA Proficiency Academy*
July 22 - July 25, 2019 - Westfield State University

MaFLA Summer Institute
August 16 - August 18, 2019 - Lasell College

*Registration is open now!