Fall Conference: Worth the Wait, Worth the Drive

Information

In September, oftentimes we reminisce about how wonderful and carefree summer was. Not because we never think about teaching the whole summer (most of us worked and attended PD!), but because our schedules are flexible, because our inbox isn’t full of students’ questions, and because we can go to the restroom whenever we want. With some planning ahead, you can relive this magic during our Fall Conference this year. In case your crazy school life has kept you from reading our updates on the mafla.org website and on #mafla19 on Twitter, here’s the important info:

October 24: 6- & 4-hour Pre Conference Workshops on leading from the classroom, social justice, moving your department towards proficiency, social media, games in the classroom, and our first ever New Teacher Cohort! If you are a Latin or French teacher, you are in luck -- sign up for Justin Slocum Bailey’s or Lisa Shepard’s sessions in the language. Thursday workshops come with delicious food and conference registration Thursday gives you access ahead of time to our expo hall, and of course wine and cheese.

October 25-26: Friday includes two annual highlights: our Keynote Speaker (Fabrice Jaumont) at 1:30PM with a book-signing for all our authors after and our Member Reception at 5:15PM so you can network with colleagues and still have a night on the town. Of course the learning continues Friday with 3-hour Workshops and 60-minute sessions in Spanish, French, Mandarin, Latin, Italian, Portuguese, Arabic, and German as well as Workshops and sessions offered by new presenters and returning presenters like Greta Lundgaard.

MaFLA & NECTFL Teacher of the Year Rebecca Blouwolff, and NECTFL & ACTFL Teacher of the Year Rebecca Aubrey. Check out the Conference Page on our website for more details and to create your schedule. Our annual Business Meeting to approve next year’s Board Members is Saturday at 12:45PM followed by our annual Awards Luncheon.

The Sheraton Monarch Hotel has rooms available for you and your colleagues at discount prices – book yours now! Also on our Conference page there is a presentation on our conference page by board member Carlos Brown to walk you through our registration process. Talk to your colleagues today and set yourself up for a wonderful time to refresh and level up.

How to LEVEL UP!

Each newsletter leading up to the Conference, we have highlighted a way to Level Up Your Language Education. This time, we have several suggestions for before and during the conference.

Most importantly, we recommend that you level up in your self-care. Leave school right after the last bell one day without your laptop and grading. Take a walk during lunch. Plan to come to Zumba or Yoga during the conference. Give one piece of feedback per assessment instead of five. With no margin and no energy, you can’t level up. Do what you need to do to resource yourself for the year and for your weekend at the MaFLA Conference!

Download the conference app (EventMobi) as soon as you register and start making your schedule! Remember that for the first four sessions on Friday, overcrowded presentations have the chance to do an overflow time in the Expo Hall the following hour. Putting something on your app calendar does not “sign you up” or tie you to it, but it can help us plan and let you know as soon as possible what Round Tables will be available each session.

Already created a schedule? Level Up by sending a message to someone else on the app! Rather than sharing business cards, when you meet someone you would like
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MEMBERSHIP INFORMATION
Membership in MaFLA is open to anyone interested in the learning and teaching of languages. The basic membership runs one year from date of inception. There are four categories of membership - Individual, Student, Retired, and First-Year Teachers.

Individual memberships:
$45.00 for 1 year
$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.

The MaFLA Newsletter
The MaFLA Newsletter is the official publication of the Massachusetts Foreign Language Association. It is published four times per year - Winter, Spring, Back To School, and End of Year. MaFLA welcomes short articles, anecdotes, brief reviews of books and other teaching materials, and other items of interest to members of the profession. The opinions expressed by the authors of articles published in this newsletter are their own and are not necessarily shared or endorsed by MaFLA or its Board of Directors.

Deadlines are:
Winter - January 5
Spring - March 5
Back to School - August 5
End of Year - November 5

All submissions should be sent to:
Ronie R. Webster  Email: ronie@mafla.org
41 Glenn Drive
Wilbraham, MA 01095-1439
Tel: 413-596-9284

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, coming soon, the 2019 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!
to stay in touch with, send them a message through the app with your email address or Twitter handle and go from there. Maybe plan to meet up in the Expo Hall at some point to walk and talk together. Invite members of your or a neighboring department to have dinner together after our Member Reception through an app message. Learn how to evaluate sessions (this is really important – your feedback is highly regarded), look up the hotel map, and Tweet (use #mafla19 to share your learning!) directly in the app.

NEW in NINETEEN
Space for collaborating! After every 3-hour workshop, the room will be open for another hour so that you can continue to work on a product you started, network with other people, reflect, meditate, or do what you need to do before you re-enter the hustle and bustle of the conference hallways. Presenters are not obligated to stick around, but some will stay to answer another question or two. Know that while you might be taking a moment to pause, the conference goes on. So be mindful of the sessions you want to attend, the meals you have tickets for, and the events you have signed up for.

Call for Action
After you have absorbed how wonderful this adventure will be and after you have registered and told your PFFs (professional friends forever) to do the same, take a moment for gratitude. Leveling up is the theme of the conference, which nods to the fact that we are all on a path towards better teaching, helping one another along the way. My shout-outs go to Joyce Beckwith, my conference mentor and events coordinator, and each of the volunteers on the board who have given hours of their time to the conference prep: Ronie, Larry, Deb, Madelyn, and Maryann on the logistics and technology; Catherine, Jeanne, Tim and Kathy for being my sounding boards; our strand leaders who read each session proposal; and each board member who has stepped up to the plate on a variety of tasks from copying and pasting in documents to collecting raffle information to stuffing bags to photographing. I am grateful to the presenters who are offering their expertise, to the facilitators of each session, and to you, the attendee, because you are the reason we get together every year.

Are you counting the days until we can Level Up our Language Education together? I am.

Béckie Bray Rankin
2019 MaFLA Conference Chair

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Fall Conference: It’s More Than Sessions And Workshops

After all the workshops and sessions have come to an end, we top off the Conference weekend with the important annual Business Meeting and then the Awards Luncheon. New this year - we have changed the schedule a bit this year so that even if you can’t stay for the Awards Luncheon, you can still attend the Business Meeting, no luncheon ticket necessary! Come and participate in the recognition of departing board members and the election of the 2019 slate of officers and board members.

Last year’s conference included a well-attended book signing event. This year we will expand the book signing to include even more presenters! Don’t miss out on your chance to get a signed copy of *The Bilingual Revolution* from our Keynote Speaker Fabrice Jaumont, *Words and Actions* from workshop presenters Cassandra Glynn & Beth Wassell, *The Keys to Strategies for Language Instruction* from workshop presenter Leslie Grahn, and many more!

by Jeanne O’Hearn
MaFLA President Elect, 2019

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Core Practices Institute, 2020

- March 13 & 14, 2020
  - Featured Presenter: Joshua Cabral
    - Friday Workshop
      - Proficiency in the Elementary Schools (title TBD)
  - Featured Presenter: Megan Smith
    - www.creativelanguageclass.com
    - Friday Workshop
      - The Art of Lesson Planning: Making Your Masterpiece!
    - Saturday Workshop
      - More Than Words: Introducing, Expanding, and Recycling Vocabulary

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Back to School
Where did the summer go? How did it fly by so fast? It seems like just yesterday we were all cheering as we closed up our classrooms and left for summer vacation. We were looking forward to having the time to read a novel, to watch a movie, to enjoy a leisurely lunch, to go to the bathroom when we needed to use it, to travel, to visit with those friends we had been ignoring — we had so many plans. Well, now school is back in session. As I watched my colleagues getting ready for their first days, I found myself with mixed emotions as this is my first year retired. I knew that I would miss the students and the daily ups and downs of the classroom but I would not miss the sheer volumes of work, the craziness of trying to have some semblance of a life while trying to serve the needs of my students. I enjoyed every moment of my 46 years in the classroom and I am now ready to start to do all of those things that I put off.

I hope that your back-to-school has been uplifting and positive and I am looking forward to seeing my MaFLA colleagues at the Annual MaFLA Fall Conference. This Back to School Newsletter gives you a great preview of the 2019 Conference which will be held October 24-26 in Springfield, MA. There is an amazing lineup of workshops and sessions, and the Conference offers something for everyone. As I was looking over the Conference schedule and information in the articles, I was amazed at how many workshops and sessions piqued my curiosity. It will be difficult choosing which to put into my schedule and attend. I still want to LEVEL UP my language skills, and my teaching skills and knowledge.

Although the summer progressed quickly, I was delighted to see numerous MaFLA colleagues at our two summer programs — the MaFLA Proficiency Academy in July and the Summer Institute in August. Be sure to check out the article on the Summer Institute and don’t miss the picture (next page) of the group who participated in the MaFLA Proficiency Academy. So many MaFLA members gave up 4 days of their summer to improve their knowledge of teaching for proficiency by attending either the Foundations of Proficiency level with Greg Duncan or the Principles of Proficiency: Advanced Curriculum and Lesson Design with Thomas Sauer. It proved to be a wonderful four days of learning and growth. Likewise, the Summer Institute provided an amazing variety of enrichment topics and was very successful.

The theme of this issue is Level Up Your Core — Strengthening with Core Practices. Be sure to read the variety of articles on the topic. We also have another in-depth article on Incorporating La Francophonie by our frequent contributor Marcel LaVergne and some updates on Advocacy. Also be sure to take the time to get to know Andy McDonie the new Massachusetts World Languages Content Specialist. We have two articles to introduce him to you. A local colleague of mine, Kaylee Hotchkiss, is our Educator in the Spotlight and I loved learning of her work in moving to proficiency. I believe you will enjoy reading about her journey.

Remember YOU are MaFLA and we want to hear what you are doing so be sure to send your articles to the MaFLA Newsletter. The theme of our End of Year issue is Level Up – Social Justice and Sensitive Topics – Including All!

How do you address topics of Social Justice in your classroom? Share a lesson or a unit you have developed which treats a topic of Social Justice.

How do you address sensitive topics in your classroom. Share some ideas, lessons, units of study.

What do you do to be sure you have an inclusive classroom and all are part of the classroom community and culture.

We want to hear from YOU!!

Ronie@mafla.org

From The Editor’s Desk
by Ronie R. Webster

There’s always another level up.
There’s always another ascension
More grace, more light more generosity, more compassion, more to shed, more to grow

Elizabeth Gilbert

PICTURE QUOTES.com

2019 MaFLA Newsletter
I am delighted to let you know that Andy McDonie joined DESE’s Office of Language Acquisition (OLA) this summer as the new state World Languages Content Specialist. During our first meeting, Andy shared a bit about himself and his convictions:

A bit about me:
I have lived almost my entire life in Ohio, with the exception of a year that I spent abroad. In college, I initially studied chemistry, but switched to religion and French my sophomore year. I finished my French courses during a study abroad year in Pau, France (where I met my wife, also an American studying abroad). Upon returning from France, I began my education prep courses to receive my initial license and M.Ed at Wright State University in Dayton, where I had attended as an undergrad. Although my methods courses were quite sound, they were not paired with a student teaching experience that allowed me to practice proficiency-based teaching. Consequently, I spent the first half of my teaching career teaching like I had been taught – verb charts, adjective agreement, and textbook-based vocab lists. I became the World Language coordinator for my school right about the time that Ohio started revising its standards and focusing heavily on IPAs as tools of assessment. I begrudgingly accepted the change, but found that when it came to the speaking portion of the IPAs, my students were woefully unprepared. It was clear that my teaching was not preparing them for performance assessments, but I had no clue how to make that change. Fortunately for me, Ohio has a strong World Language association and state support, so there were multiple PD opportunities for me. In a quest to use more target language, I stumbled upon the Organic World Language methodology, and it revolutionized my classroom. After finally getting training in a proficiency-based methodology, I was able to bridge the gap between the performance outcomes Ohio wanted and the reality of my classroom.

Then came the challenge of normalizing proficiency in my district’s world language curriculum. It was a long and slow journey. Some teachers quickly joined me on the path to proficiency; some needed (and continue to need) convincing. It took a lot of training, time, patience, and mistakes to change the world languages culture in my district, but my department achieved it. Chillicothe just finished its second year implementing the Seal of Biliteracy and the AAPPL test, and our high-poverty, monolingual students who started World Languages in 8th or 9th grade are earning I4s, I5s, and As. All that to say, proficiency-teaching works. I’ve seen it, I’ve lived it, and I continue to advocate for it. Proficiency is possible for all students, and I consider it an honor to work toward that goal with you.

Sincerely, Andy

Andy is a passionate and committed world language advocate. MaFLA is excited to have his leadership as we continue to grow world language education across the state. Under Andy’s leadership, we look forward to serving more students and teachers across the Commonwealth. I invite you to follow Andy via Twitter @NHonLife

Best,
Dr. Jorge S. Allen, President
Massachusetts Foreign Language Association
Kaylee Hotchkiss is a colleague, friend and foreign language teacher in the Palmer Public Schools. I met Kaylee several years ago at a MaFLA Conference and I immediately knew she was an enthusiastic and passionate teacher who shared my love of learning and teaching young people. We have remained in contact over the years and I admire all she has done with her students. Enjoy this glimpse of Kaylee.

MaFLA: Tell us a little about yourself.

KH: I'm in my eighth year of teaching at Palmer High School in Palmer, MA. We are a 6-12 school, and offer Spanish starting in 8th grade. I primarily taught the 8th grade introductory class for the first six years, but have since switched over to teaching our upper level courses, Spanish 3 and 4. I've abandoned my textbook series and have been focusing on Proficiency and Comprehensible Input since winter 2017, and I LOVE it. I have a Bachelor's Degree in Secondary Education and Spanish from Elms College and soon I will (finally!!) have a M.Ed, also from Elms. I love to travel with students: in the past two years, I've gone to Italy, France and Spain, and am looking forward to a trip to Costa Rica in February 2020!

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?

KH: I find that no matter what, movement is KEY! Students who are sitting still WILL (and do!) zone out. I like to make sure that every few activities, my students are out of their seats, whether that means we're doing a carousel activity, or it is some-

MaFLA: What do you like best about being a teacher and helping students every day?

KH: I love spending so much time with teenagers- I think they are absolutely fascinating. So much of their lives is still trial and error, and learning from consequences, and watching how they develop from thirteen year old eighth graders, who are sometimes literally trying to crawl up the walls, to eighteen year old young men and women, using such higher level thinking skills, will never not be interesting to me...so they're obviously the best part, but I feel like that goes without saying. So if we take them out of the equation, the next best part for me is the planning: I love looking at where students are, where I need them to be, and then figuring out the most fun way to get there. Since moving away from my textbook and really going full-fledged with Comprehensible Input, that "most fun way" almost always involves culture,

MaFLA: Since the proficiency movement is so new, how do you think language teaching will evolve over the next few decades? or where do you see yourself in making the transition to teaching for proficiency.

KH: I feel like three years in, I'm just dipping my toes into my transition to teaching for proficiency! Every year in Spanish 1 when I have students complete the Proficiency Tacos activity (maybe it came first from Musicuentos?) I feel like I still have so much to learn about proficiency to be able to make them fully understand it! My next big step is going to be moving students into the Intermediate proficiency levels, which is definitely a little daunting.

But I think it is an amazing movement in language teaching: my students are so much more confident in their abilities than they ever were when I was using the grammar-translation method, and nit-picking every incorrect verb out of their mouths. I think the proficiency movement can really help to build a generation of language learners who are much more able to actually use the language out the gate.
MaFLA: So then what would be your advice to another teacher making the transition to proficiency-based teaching?

KH: There’s no time like the present! Dig deep into the internet (there are so many amazing resources and helpful bloggers!!) and start to make transitions, little by little. It’s a lot of work, but seeing the student results make it so worth it, and small changes over time can make a big difference.

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

KH: Student consensus is that our absolute favorite activity is the March Madness Music bracket that we do (or generally, any activities with music). I love that understanding song has become so much more accessible to students since switching to teaching with Comprehensible Input. I also love how many music videos are full of culture for us to learn and talk about (lots of MovieTalks!!)! Meanwhile, students love forming opinions about their favorite (and least favorite) songs and watching the engaging videos. All the while, our classroom community strengthens as we share the fun experience together- everyone wins!

MaFLA: What do you do to motivate students?

KH: I try to just really let students know that I care, and make an investment in their personal lives – ask questions (but more importantly follow-up questions) – about things I know are important to them (beginning of the year surveys, but also bi-weekly check ins as part of my warm up cued me in on a lot that my students had going on), offer support, and be a cheerleader.

This is a question I have been asking myself a lot lately, and honestly, beating myself up over, because I feel like it is an area that I have been struggling with (and, through rose colored lenses, don't remember struggling with in previous years, to the same extent that I have been)...and then in my summer grad course, it recently came up as a thing that many people are struggling with, so I think student motivation is something that really needs to come to the forefront of our minds in education...because, honestly, bribing them with candy and stickers is not doing it for me anymore (maybe that has to do with my switch away from the 8th grade?)

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

I would absolutely, 100% still be teaching explicit grammar, with my textbook, if not for MAFLA, and specifically the annual Conference. Since the beginning, I would always come back from the Conference and tell my students, “Okay, 90% Target Language!! Here we go!!” And they would laugh and be baffled, and I would keep it up for a few days (much to their disdain...90% Target Language that was 100% not comprehensible), and then I would go back to... whatever it was that I was doing (Realidades, Chapter 3A, most likely).

Then, a few years back (maybe 2016?) I watched Nicole Sherf and Tiesa Graf do a presentation on proficiency. Nicole showed us how she would present “house vocabulary, “ in a way that was just so much more developed and used so much more language than my generic “This is the word. Repeat the word. Write the word down. Move on to the next word” and I came back and was like “Okay. I can do that. I have to try that.” And the student consensus was that it didn't go great (I believe they said to me “Well, Señorita, it's not the worst thing we've done...”) but that it had potential, and it was a lot more interesting than our usual repeat it, write it, move on. So I started to try presenting the vocabulary in context, little by little.

Then, in 2017, I’m pretty sure I watched another Nicole Sherf pres-
Foreign Language Teaching Tip: Staying In The Target Language

Thanks to its partnership with publisher Eye on Education, EducationWorld is pleased to share this blog post by Rebekah Strathakis, author of A Good Start:147 Warm-Up Activities for Spanish Class.

How much time should be spent in the target language?

As most language teachers know, the American Council on the Teaching of Foreign Languages (ACTFL) recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom.” ACTFL is not alone in this recommendation; many teachers and researchers also suggest using the target language almost exclusively in language classrooms. However, spending 90% of class time in the target language can sound like a daunting task to both teachers and students. This three-part blog post includes a variety of tips and techniques that can help teachers and students reach and surpass the 90% goal.

Helping others understand the value of staying in the target language.

Although language teachers have typically read the research and understand the value of using the target language almost exclusively, some administrators, students and parents may be worried about this type of approach. Parents may ask, “Won't my child be lost? How can she learn if she doesn't understand the teacher?” Students may wonder, “What if I don't understand an assignment and end up completing it wrong?” Even administrators may be concerned that using the target language exclusively is too challenging for students.

Language teachers need to be proactive in handling these and other questions and concerns. I typically started every school year with an immersion experience. From the moment I spotted my new sixth-graders in the hallway, I spoke with them in Spanish. Many were shocked. Some wondered if I even spoke English. I used my immersion experience with students (many of whom already know Spanish, right?) to try an immersion-based class experience.

Most of my students seemed invigorated by the experience and were willing (and even excited) to try an immersion-based class experience.

Just as I demonstrated this approach for students, I helped parents and administrators experience immersion as well. Many adults have never been in this type of classroom, and they don't know what to expect. Parents were invited to participate in our classroom during parent visitation day or other scheduled visits. I often included an immersion experience for parents during our curriculum night (sometimes the immersion experience was even run by students). I also videotaped discussions and activities so that parents could see how instruction in the target language works. In my syllabus, curriculum night materials, and other forms of contact with parents, I included some relevant articles and research that showed why I believe this approach is the best way to learn another language.

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Educator In The Spotlight (conc.)

have no idea how to move them from the novice level to intermediate” I watched Kara Jacobs’ and Arianne Dowd’s presentations at the 2018 Conference, and subsequently started hard-core following their blogs (WOW is the only word I have to talk about those superheroes), which are just jam packed with culture and great ideas for intermediate students. Basically, what I am trying to say is that all the things in my teaching right now that I really believe in: using 90% target language in the classroom, making cultural connections, learning about a world bigger than what my students already know...I don’t know that I would be able to make any of those things possible without the knowledge that I have gained at the annual Conference.

Finally, I would be remiss to not mention the wonderful connections I’ve made with people who don’t mind “Oh my God, what am I doing????” emails/Instagram comments from me, when I feel like I have lost my way. MaFLA has provided me with a community of educators who are as passionate about teaching languages as I am, and it has been a lifesaver of a support system! I cannot wait to finish my Masters and have a little bit more free time so that I can increase my involvement!
Do you ever find yourself in a conversation where you tell someone that you are a foreign language teacher and the response is something like this, “I had 4 years of Spanish in high school, but I can’t speak a word now.” Clearly this traditional methodology has not been very effective. What can we do about this to make sure that 20 years from now our students are not saying the same thing?

ACTFL provides us with Core Practices that guide teachers toward teaching language proficiency rather than simply teaching about the target language. It comes down to providing students with opportunities to do something with the language and not just demonstrate what they know about the language. Take a look at the 6 ACTFL Core Practices below.

From the World Language Classroom. Reproduced with permission

The CORE PRACTICES are from ACTFL.

ACTFL Core Practices

**Use Target Language For Learning**
- Students AND teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

**Use Authentic Cultural Resources**
- Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.

**Design Communicative Activities**
- Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

**Teach Grammar as Concept and Use in Context**
- Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

**Plan with Backward Design Model**
- Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.

**Provide Appropriate Feedback**
- Oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.
Six Core Practices For Early Language Learners

by Nathan Lutz

Education Week Blog By Guest Blogger
Nathan Lutz on June 7, 2018 7:20 PM

Editor's Intro: Nathan Lutz, Primary School French Teacher and Global Learning Coordinator at Kent Place School in Summit, NJ and President of the National Network for Early Language Learning, shares effective strategies for teaching early language learners.

“Best practices” are good for teachers to do. “Core practices,” on the other hand, are essential for teachers. Think of the distinction as the “nice to haves” vs. the “must haves.” Core practices are non-negotiables that must be employed in order to do one’s job as an educator and must be demonstrated to secure a teaching job. If a job applicant couldn’t perform these essential practices, they would not be considered worthy of hiring. These practices would also have to be demonstrated throughout a teacher’s career in order to receive satisfactory evaluations.

Also called “high-leverage teaching practices,” these are considered “core” because they are essential for educators to employ in order for their learners to acquire a language. Neglecting any one of these practices would result in our learners not being fully prepared. The American Council on the Teaching of Foreign Languages (ACTFL) has adopted these practices and asserts that they are the key to success for student proficiency.

On many occasions, I have heard teachers of early language learners give cause that their students are not capable of working with some of these practices because of their low proficiency level or basic cognitive abilities. With the right mindset—and plenty of preparation—these core practices can be applied to all of our language learners—no matter the age.

These Six Core Practices for Effective Language Learning are identified as: (1) Facilitate Target-Language Comprehensibility, (2) Guide Learners Through Interpreting Authentic Resources, (3) Design Oral Interpersonal Communication Tasks, (4) Plan With Backward Design Model, (5) Teach Grammar as a Concept and Use it in Context, and (6) Provide Appropriate Oral Feedback. Here is how each can be applicable for the early language learner.

Facilitate Target-Language Comprehensibility

ACTFL gives a firm recommendation of using the target language at least 90 percent of the class time. That recommendation applies to both the teacher and the learners for speaking, listening, reading, writing, viewing, and creating. But with so much of the class content in the target language, there is a concern that a large portion of the class discourse would be incomprehensible for our novice level learners.

Helping make new language comprehensible to learners is one of our biggest jobs as world language educators. There are multiple ways of doing so—and often it takes several methods in unison to reach all students and help make the learning stick.

For some of our early learners, comprehensibility of even their first language (L1) can sometimes be challenging because their vocabulary is still growing, their life experiences are not as rich as older learners, and they may not understand nuance. Now imagine operating in a second language (L2). Our young learners require heavy use of extralinguistic cues—like gestures, visuals, or the use of props—in order to make sense of the new language being presented to them.

Guide Learners Through Interpreting Authentic Resources

This core practice seems stressful to many early language educators because of the perception of text complexity. So instead of using authentic resources, many will use created texts or heavily modify existing authentic resources. Of course, plopping Don Quixote in front of a novice-level 6-year-old learner would be inappropriate. Selection of an appropriate resource is very important. When we expand our thinking beyond books and articles, and turn to comic strips, tweets, or even memes, we are faced with authentic resources with text complexities much more in line with novice-level learners’ capabilities.

The other important point regarding authentic resources is that early language educators should consider the mantra of “vary the task, not the text.” This means that we still provide a text—perhaps a little challenging for our learners, but ask them to do a task that is within their range. For instance, one could provide an article and ask our learners to identify the names of all the animals mentioned within the article. As a result, they are still interacting with the original text, but their task has been tiered down toward their proficiency level.

Design Oral Interpersonal Communication Tasks

It may seem a little unfair to the other modes of communication—presentational and interpretive—that the interpersonal mode is the only one to be highlighted in the Six Core Practices. But many educators—whether at the early learner level or at the high school level—struggle with how to teach this skill. And, ironically, this is the mode of communication that most learners desire the most—to be able to verbally...
communicate in a spontaneous conversation with another person.

Our early learners need a lot of modeling of this mode of communication. When our learners hear and see two speakers interact with the language, they are provided models for negotiating, exchanging information, expressing agreement or disagreement, and so on. But scaffolding up to this full-on performance must be strategic.

In my classroom, I make frequent use of games in which two partners must exchange information in order to proceed through the game. Admittedly, these are not spontaneous and unrehearsed interactions, but they mimic that type of language and offer practice for learners until they have the confidence and memory to use them spontaneously on their own.

**Plan With the Backward Design Model**

This core practice, derived from Jay McTighe's and Grant Wiggins’ *Understanding by Design*, challenges educators to mindfully plan their learning units with a big picture mindset. By first establishing the desired end results, educators are poised to then identify acceptable evidence of meeting these standards. Then educators can set to the task of judiciously choosing the most appropriate learning activities that will result in those earlier identified results. Each assessment task refers back to a learning objective so that nothing ends up being extraneous within the unit.

For our early language learners, using the NCSSFL-ACTFL Can Do Statements are helpful in setting a tone, written in learner-friendly language, that also respects the learners’ cognitive and linguistic levels.

**Teach Grammar as a Concept and Use it in Context**

Many early language educators adamantly assert that they don't teach grammar. This sharply contrasts with many of our colleagues at the higher levels who insist on a grammar-centric approach. By focusing on communication in the early language classroom, we feel confident that our learners are prepared to have functional language that can be used in authentic situations. Yes, they make grammatical mistakes, but these mistakes can be forgiven because they don't impede comprehension. These errors, though, separate our novice level learners from the intermediate learners.

As many world language educators grouse, our learners often don’t know the grammar of their L1. So imagine the challenge of explicitly instructing grammar in an L2. If we were to give concrete examples with lots of comprehensibility, then it is more likely that the learners will understand—and acquire—the language structure.

**Provide Appropriate Oral Feedback**

This core practice indicates that it is oral corrective feedback that best mediates learning and develops language proficiency. Providing immediate oral feedback to our early language learners is likely the number one way we elementary educators provide feedback given class session duration and frequency—and the fact that our youngest learners are pre-literate.

With my elementary students, I prefer not to ever correct while they are extemporaneously responding. Instead, I bank their errors and make general comments to the whole class. This method tends to serve as a good example for all students and it avoids halting authentic speech. Students still get feedback in the same class period—but it isn’t halting or upsetting. Instead, it is something that everyone can learn from.

**Final Thoughts on the Core Practices for Early Language Learners**

As you can see, this list covers a lot of ground for world language teaching and learning. Upon scrutiny, you’ll see that each one is essential to helping our learners achieve proficiency. Although some may seem daunting for our youngest learners, there are slight modifications that can be implemented to achieve success—so no learner is excluded from what they need to make gains in world language proficiency.

References


Leveling Up Your Students’ Speaking And Writing: An Action Research Model

by Sarah Colosimo and Marilyn Klinker

A good teacher is always planning and learning something new to raise the bar in the classroom. Ultimately, our goal is to assist and involve our students in developing their proficiency. The Core Practices offer a needs assessment to departments to develop a plan to focus on proficiency targets across programming. This article offers an action research approach to implementing change in the classroom toward proficiency development.

Action research starts with a question about how to improve a process or results. Research is completed to see what is known already about the topic and what others have done to resolve the question. The next step is to formulate a plan to implement some sort of change, new process or new expectation, and the final step is to analyze the results considering observations, surveys and related student results and opinions. Integral to action research is critical reflection and very useful to the process is a collaborative partner or team with which to undertake the project.

Sarah Colosimo’s Project

Sarah Colosimo has been a Spanish teacher at Everett High School for 6 years. Having taught various levels of the language, she found that most students were hesitant in speaking in the target language. Sarah was curious to discover why these students were reluctant to interact in Spanish, and to find a way to increase active oral participation. After a general consensus that most students are uncomfortable and get anxious in speaking in a new language in front of a whole class, Sarah wanted to test if working in small groups would aid in the increase of oral production by using activities that strike an interest.

An eight week action research project began with an initial survey in which participating students answered questions regarding their past experiences working in groups and their level of comfort in speaking in Spanish. Each week the students would complete an oral activity in a small group (typically pairs) in an information gap activity format in which problems are solved or discovered through oral interaction. Activities would incorporate current material the students were learning as well as missing information that the student was required to find out by communicating in Spanish with their partner. Sarah would circulate with a rubric to record how well they participated in the language and the accuracy. At the end of each activity, groups would compile all of their information and form some kind of conclusion. An example of an activity from the project is comparable to the game ‘Guess Who?’ in which students had famous Hispanic celebrities and they had to figure out who their partner had by asking and answering questions in the target language. After each weekly activity, there was a survey for students to reflect on how well they participated orally.

After the eighth week collection of data, it was evident through observation, the rubrics, and surveys that the students’ oral participation increased while working in small groups with activities that had meaning to them. Students responded that they felt more comfortable and open in speaking with only one other person listening. Going forward, Sarah has decided that with these positive results she will start the school year off with familiarizing her students with these types of activities, which she hopes will lead to many creative interactions together in Spanish!

Marilyn Klinker’s Project

For the past five years, Marilyn Klinker has been an 8th grade Spanish teacher at the Pickering School in Lynn. A diverse student body, the Spanish classes have a mix of heritage Spanish speakers and native English speakers. With the goal of increasing creative communicative output and interaction with a focus on writing, Marilyn was curious about how impactful dialogue journals would be in motivating students to communicate creatively, what kinds of supports would be needed for these novice writers and how the students would respond in the interactive portion of the process.

Dialogue journals involve a communicative interaction between the teacher and the students through journaling. The student journal entry is a response to a specific question asked to the class or to the teacher’s comments about the previous entry. Ultimately, however, the purpose of the interaction is solely communicative and no corrections are made to the student writing unless a comment needs some kind of comprehension clarification. The research underlines the many benefits of dialogue journals in fostering authentic communication that transfers to speaking. The focus on interaction and off of precision is also motivating for students. Marilyn added a twist to her project by studying the collaboration of journal entries by pairs of students with individual student responses.

Over eight weeks, students wrote in the journals twice a week either with a partner or on their own. The journal entries were studied as well as the results of exit tickets.
La Giornata dell’italiano

La Giornata dell’italiano is a day hosted by the wonderful and generous Members of Italian Teachers Association (MITA) that is dedicated to expressing the culture of Italian and its importance in today’s world. This year, groups of students from Medford High School, Lexington High School, Winchester High School, Woburn High School and Lynn High School all came to showcase their individual performances on this year’s topic: “Why do you study Italian?” Students’ performances consisted of skits, songs and dialogues that answered this question in their own unique way. They all touched upon the themes of the Italian culture and the history of its foundation, art, music, literature, food, fashion and sport. As superb as the performances were, the judges and teachers showed their gratitude and enjoyment when watching each group take the stage. At the same time, the audience of students from the high schools demonstrated their delight in watching the performances through a series of smiles and laughs. The students not only showed their appreciation for the language but their background knowledge of it. After the performances, students volunteered in singing Italian songs and answering a wide variety of Italian trivia questions.

It truly brought us a smile to see such passion within these students’ eyes. A culmination of nearly eight years of Italian was brought to the forefront for La Giornata dell’italiano. Not only did we see the many topics we have learned, but various, significant life lessons on the importance of learning a second language. Whether it is communication, job applications, or a trip to Italy, learning Italian will be an important tool in the future. We were also stunned by the diversity of students learning Italian and teachers teaching the language. One of the professors present from Wellesley College was interestingly English, but spoke fluent Italian with no accent. The professor showed us that it is up to us to take the initiative if we want to gain and eventually to master something. No matter where you come from, learning a second language is achievable, and it will open your world. La Giornata dell’italiano opened our eyes to the wonderful knowledge we have gained by learning Italian.

by Marco MacElhiney and Ryan Cafferky, Medford High School Class of 2019.
Leveling Up Authentic Student Interaction

by Robert Dugan

I am always looking for ways to give my Spanish class real, meaningful interactions with Spanish speakers but we can’t always just get on a plane with 25 students and go abroad. This past school year, I was able to organize a penpal exchange that allowed my non-native students to communicate regularly with heritage speakers. Here is a little background information on my school; I work at a suburban high school with a relatively low percentage of Hispanic students - 7% of the school population. We also have low numbers of ESL students - again only 7% of our student population. Despite the relatively low opportunities to use Spanish authentically at school, I still wanted my students to have the chance to communicate regularly with someone from a Spanish-speaking country and this is where my partner school came into the picture. The school demographics were nearly inverted to ours - 85% of students are Hispanic and 87% spoke a second language at home.

We began the exchange by writing introductory letters to our penpals. I would scan the letters and forward them to my partner at the school and wait a few days for a response back. The themes of our letters alternated from my Spanish 3 vocabulary lists to the themes from the AP exam that our heritage speakers were working on though our students were always encouraged to veer off and make the letters unique to them. The students loved coming into class and seeing that they had letters waiting for them. We would spend time reading, writing, helping explain an idiomatic expression to a classmate and even drawing some pictures of our family. In order to make this a measurable activity, I came up with some benchmarks I wanted to score the program against. The most important learning I wanted my students to get out of this was in regards to culture and communication. To do this, I created a survey with a few questions about these benchmarks. My students completed the same survey, once at the start of the program and again after receiving their last letter. Here is where my kids leveled up over the course of the penpal program:

All areas showed growth but the area with the most growth was our last one regarding how much they had in common. Many of our students shared the same hobbies, played the same sports, enjoyed the same movies and TV shows and through the penpal exchange, both of our students made a real connection with someone outside of their community.

These results are promising but there is always room to improve it. My objective for next year is to create a field trip that allows our penpal students to meet up together and increase the authenticity. I would like to give a thank you to my partner in this; Ana Romero from Chelsea High School for making this possible as well as to my Grad School professor Dr. Nicole Sherf for encouraging me to find a way to make this activity measurable and to share these results.

Robert Dugan teaches Spanish at North Andover High School

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<tr>
<th>QUESTION:</th>
<th>PRE-PENPAL SURVEY</th>
<th>POST-PENPAL SURVEY</th>
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<td>1. How well do you understand Hispanic Culture?</td>
<td>2.92/5</td>
<td>3.96/5</td>
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<td>2. How easily do you think you could express yourself in a letter to a penpal?</td>
<td>3.72/5</td>
<td>4/5</td>
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<td>3. How easily do you think you could understand a letter from a penpal?</td>
<td>3.4/5</td>
<td>4.16/5</td>
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<td>4. How much do you have in common with someone from Latin America?</td>
<td>3.12/5</td>
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The World Language (WL) teaching profession is now all about what our students can communicate, how well they can interact and how much they can interpret in real life situations. A powerful way to level up and strengthen departmental practices toward this goal is to implement the Seal of Biliteracy at the district level to document and recognize students’ proficiency attained over the course of programming. This article will overview the steps to take to become involved in this important national movement for which legislation was passed in MA in November of 2017. If your department is already implementing the Seal of Biliteracy, be sure to reach out to neighboring districts to share the benefits and these steps. Wouldn’t it be amazing if all the districts in MA were participating?!

The Seal of Biliteracy uses external proficiency tests to document students’ ability to communicate according to the levels of the ACTFL Proficiency Guidelines. The two tests aligned with these Guidelines are the STAMP test by Avant Assessment which documents the level of skills (speaking, writing, reading and listening) and the AAPPL test by Language Testing International which documents the level of modes (interpersonal listening and speaking, presentational writing and interpretive reading and listening). High levels of functional proficiency are recognized with a Seal of Biliteracy which demonstrates to colleges and employers that the student has this important skill. Colleges will offer credit just like they do for AP scores and a certain level of proficiency will soon be requisite for certain employment opportunities. ACTFL has already documented the requisite level of proficiency for specific jobs.

So, how does a department get involved? Here are the steps:

- Coordinate and collaborate with other language programs in the district: world, dual, EL programs can all participate and should all be working together to create a strong program for biliteracy development in the district.
- Read the DESE Seal of Biliteracy Guidance Document and register your school with DESE as a district that will be awarding the Seal. The DESE Seal of Biliteracy requires the Intermediate High level of proficiency in the partner language and the Seal of Biliteracy with distinction demands the Advanced Low level.
- Join the Language Opportunity Coalition (LOC) Google Group which is a continued collaboration of more than 230 members representing districts across the state in the variety of levels, languages and program types exemplified in the Pilot of the Seal of Biliteracy. Join the group to receive updates, participate in our quarterly meetings and be able to ask questions. The LOC Biliteracy Attainment Award expects the Intermediate Mid level of proficiency and there are other awards for districts with strong elementary or dual language programs.
- More questions about implementation? To supplement the DESE guidance, the LOC created a new website and an additional LOC Seal of Biliteracy Guidance Document that builds on the years of experience of implementing the Seal and adds levels to the DESE Seal to recreate the multi-level award structure implemented in the Pilot.
- Not a public school? If your school does not use MCAS to document the student proficiency in English, take advantage of the new Global Seal of Biliteracy which offers a certified Seal of Biliteracy for those attaining Intermediate Mid and Advanced Low.

A focus on proficiency charges WL departments to document proficiency growth of their program completers and to monitor it throughout programming. This necessitates that department members embrace the high leverage teaching practices that facilitate proficiency development and actively involve students in documenting their progress. To support this important work, MA DESE has created a WL Support Specialist position in the Office of Language Acquisition (OLA) at DESE. He is eager to support in WL departmental development and growth as well as create resources for the DESE Website. MaFLA leaders and PD participants have already had a variety of opportunities to meet with him and we look forward to formally introducing him to you at our Annual Conference in the fall. In the meantime, if you’d like to contact him with questions or needs or just to welcome him to MA, his email is: andy.mcdonie@doe.mass.edu.

Andy McDonie Named WL Support Specialist at DESE!

Andy McDonie was hired on May 2nd as WL Support Specialist in the Office of Language Acquisition (OLA) at DESE. He is eager to support in WL departmental development and growth as well as create resources for the DESE Website. He was a French teacher in Southern Ohio, a department coordinator, an Organic World Language (OWL) facilitator, and a member of the Language Testing International (LTI) Educator panel. He is passionate about language acquisition and considers this role as an enormous opportunity to serve and work with you as you continue to advance World Language education in MA. If you’d like to contact him with questions or needs or just to welcome him to MA, his email is: andy.mcdonie@doe.mass.edu.
Advocacy Update: Advancing The Language Agenda
by Dr. Edward M. Zarrow

For many years now, I have argued that the most important advocacy we as language teachers can do begins in the classroom with what we offer our students, and our messages of the value of language proficiency and intercultural competence spreads throughout our school communities and beyond. Indeed, we are all advocates, and we can take pride in the fact that the work we do is building in momentum across the Commonwealth and beyond. As a result, the spring and summer of 2019 have marked an active period on Capitol Hill in Washington, and legislators on both sides of the aisle have indicated an interest in advancing a broad agenda for languages in the United States. In fact, we are now witnessing an unprecedented and comprehensive legislative package that includes SIX language bills, all of which stand a chance of becoming law in this legislative session or in the next.

- The World Languages Advancement and Readiness Act was incorporated as an amendment into the House of Representatives’ version of the Fiscal Year 2020 National Defense Authorization Act (NDAA). The amendment, which calls for grants to support elementary and secondary language education, passed the House unanimously! On July 29, Senator Cory Booker of NJ introduced a Senate version and numerous language lobbies are now working to secure support for the amendment.

- The Esther Martinez Native American Languages Program Reauthorization Act, which the Senate approved unanimously (!), is now in the House of Representatives’ Committee on Education and Labor. This bill reauthorizes language funding for Native American communities and expands eligibility for smaller-sized tribal language programs. Again, there is a broad coalition working to secure more co-sponsors for this bill, in order to bring it to the floor of the House. The Biliteracy Education Seal and Teaching Act (BEST Act), which has been introduced in the House by Representative Julia Brownley of CA. This bill would create a program of 2-year grants to State Education Agencies to develop, implement, or improve the Seal of Biliteracy. This program is focused on equity with additional funding for districts to defray the cost of testing.

- The Senator Paul Simon Study Abroad Act, which was introduced by Mr. Simon’s close-colleague and friend, Senator Dick Durbin of Illinois, is in Senate Committee on Health, Education, Labor, and Pensions. The goal of this bill is to increase the amount of American students studying abroad each year.

- The Reaching America’s English Learners Act has been introduced in both the House and Senate as an attempt to address the shortage of qualified ELL teachers and to prepare future teachers with the necessary tools to guide classrooms of multilingual and multicultural children. Indeed, our methods in terms of reaching students may be a bit different, yet the goals of English language learners and world language students are inextricably linked and we have to do more to support one another.

- The Defense Language Improvement Act, ensures that American service members in uniform will be equipped with the necessary linguistic tools to maintain positive relations and foresee potential situations at home and abroad. This bill expands the educational opportunities for service members who graduate from the Defense Language Institute Foreign Language Center, by offering students a BA in world language study.

We are eager at MaFLA to keep you up to date with the progress of this current legislation. As always, we are excited for you to share with us your stories about how languages matter to you and your students! Please consider writing to us at advocacy@mafla.org. Only when our legislators hear those stories are they truly moved to action. We are all advocates.

Language Access For All Is A Matter Of Fundamental Social Justice

On the regulatory front, the Trump administration continues to chip away at language access for all. The Civil Rights Act of 1964, multiple Supreme Court decisions in the past 50 years, the Patient Protection and Affordable Care Act (PPACA), and other laws and regulations guarantee that if you don’t speak English you are provided language services when accessing federally funded programs, be they judicial, health, social services, and so forth.

Language access for all is a matter of fundamental social justice, and is also one of the factors driving the growth of the language industry in this country.

However, new regulations proposed for section 1557 of the PPACA would limit language access, making it harder for patients to communicate with their doctors and understand the ins-and-outs of the medical and insurance industry.

You can read JNCL-NCLIS’s analysis of the proposed rule eliminating Section 1557 here. You may also listen to the informational webinar here, hosted by the National Health Law Program and sponsored by JNCL-NCLIS member, LanguageLine Solutions. Comments on the proposed regulation are due to the U.S. Department of Health and Human Services by August 13; please do send in your comments via this link (provided by the Asian & Pacific Islander American Health Forum).

A second front in language access is the elimination of interpreting services from the initial hearings for immigrants in the administrative courts of the Executive Office of Immigration Review. This has been widely reported in the press.

The American Translators Association and the American Council on the Teaching of Foreign Languages have both issued statements condemning this action. This past month, JNCL-NCLIS has met with the professional staff members of the Judiciary Committee in the House and Senate to raise awareness of these issues and assess what can be done to pressure the Trump administration to reverse this.
MaFLA Summer Institute: A Focus On Authentic Resources

Forty participants attended the MaFLA Summer Institute held at the new SciTech Center at Lasell University in Newton the weekend of August 16-18th. The theme of both language strands, French and Spanish, was “Integrating Authentic Resources into Instruction to Improve Student’s Oral and Written Proficiency.” Attendees who participated all 3 days received 30PDPs and many took advantage of the 2 Graduate Credits offered by Westfield State University. On

Friday, the Coordinators of the two language strands, Helena Alfonzo (Newton South HS) and Nilza Gonzalez Pedemonte (Tufts University) for Spanish and Dominique Trotin (Holliston Public Schools) for French began the weekend with orientation activities which they use in their own classrooms. Afternoon sessions in Spanish were presented by Michele Dávila Goncalves (Salem State Univ) on “Creating Community Among our Students: Understanding the Latinx” followed by Olyan Rosal (The Bromfield School) on “Violence, Hyperinflation, Politics and the Growing Diaspora in Venezuela,” which is her native country. Anne Pons (Milton HS) began the French sessions with a presentation on “Integrating STEM” into the French Curriculum to Improve Communication,” followed by Hélène Delmas (Westford MS) who presented on “Hook Your Students with SLAM Poetry!”

On Saturday, Cynthia Irish (Wilmington MS – retired) opened the Spanish strand with a session on the history and attractions of “Baja California South,” which ended with close-up videos of petting the grey whales! Co-Coordinator Nilza Gonzáles-Pedemonte followed with a session on “Mini Short Stories.” Luisa Piemontese (S. CT State Univ) began the afternoon by showing several “TED presentations” and how to incorporate them into one’s lessons. Helena Alfonzo followed with a session on the use of “Infographics” as authentic resources. For the French strand, Alexa Divadkar (Woburn HS) presented on the history and culture of Belgium including their well-known animated films. She was followed by Regina Symons (Triton HS) who presented on many ways to promote French with students such as organizing exchange programs and interactive activities. In the afternoon, Janel Lafond-Paquin (Rogers HS - retired) gave a double session on Québec, the highlight of which was the large packet she distributed full of authentic resources including short stories, games, cultural highlights and musical selections. Both strands ended the day with “Swap Shops.”

On Sunday morning, Anne Pons (Milton HS) returned to give a session on French Cinema and how Paris remains such an inspirational source for students. Dominique Trotin presented in the afternoon on how to integrate news-worthy subjects into daily lessons. For the morning Spanish strand, Luis Paredes (Bridgewater State Univ) presented on Afro-Latinamerican poetry, music and short stories, followed by Azlin Perdomo (Suffolk Univ) in the afternoon who discussed “Hispanic Pop Rock” as a way to teach language and culture which excites students. Not only did attendees enjoy speaking in the target language all weekend, but they also appreciated the delicious meals offered by the Lasell Catering Staff, the modern air-conditioned classrooms and the large parking facility. Many thanks to our Coordinators and all of our Presenters as well as the MaFLA Board Members who participated. À l’année prochaine!

Submitted by Joyce Beckwith, Summer Institute Director and MaFLA Events Coordinator.

Advocacy Update (Conc.)

Joint National Committee For Languages News: New Website & New Hire!

Another bit of good and exciting news: the new JNCL-NCLIS website is here! We hope that you have a chance to explore it and send us your feedback. This was a year-long, in-house effort, led by our Managing Director, Mr. Trey Calvin. It’s a significant improvement over the old site, and Trey deserves kudos for executing this complex task.

Finally, JNCL-NCLIS would like to officially welcome Ms. Alissa Rutkowski, our new Communications and Policy Associate, to our growing policy team! Many of you met Alissa when she was interning with us during Language Advocacy Day. Please join me in welcoming Alissa to the team.

As always, stay in touch, send us your ideas, your concerns, and your stories.

Warm regards, Bill Rivers, Executive Director
Incorporating La Francophonie Into The Teaching Of French

by Marcel LaVergne Ed.D

Teachers of Spanish have long ago recognized the fact that Spanish is not only the language of Spain but that it is also the language of Mexico, Central and South America, and of Puerto Rico. In fact, it is also the second unofficial language of the United States and the most popular language taught in our schools.

Teachers of French, on the other hand, have generally focused mainly on French being the language of France. Although French in schools is relegated to second place after Spanish in the United States, this article will explore the many reasons why it is still important to continue teaching French in our schools. Americans are pragmatists as evidenced by the fact that Spanish is so popular here. But that is pragmatism seen through local eyes. If seen through a worldwide lens, it is logical to consider French as a very useful tool for future citizens of the world. Incorporating the French-speaking world into the curriculum can be a powerful argument when justifying the teaching of French in our schools.

This article will define La Francophonie, give the history of the French presence in areas other than France in the world and cite excerpts of writings by writers of the French language from those areas.

Definition

The word Francophonie was coined in 1880 to refer to the community of people and countries using the French language either as a first or second language. The organization La Francophonie which was created in 1970 started as a small club of Northern French-speaking countries. It has since evolved into a worldwide organization whose purpose is to cooperate in the fields of culture, science, economy, justice, and peace. (1) According to them, the following facts attest to the importance of French in the world:

1. With more than 300 million speakers, it is the 5th most spoken language in the world.
2. With English, it is one of the only two languages spoken on every continent.
3. It is the official language of 32 countries and governments and of most international organizations.
4. It is spoken in 53 countries in some capacity or other either as an official, co-official, or de facto national language.
5. It is the language in which more than 80 million students receive their education in 36 countries and territories.
6. After English, it is the most language studied as a second language with more than 50 million people.
7. It is the 4th language of the internet.

The current trend in the United States that favors Spanish to all the other languages is perhaps short-sighted when one considers the statistics mentioned above. In my capacity as a featured writer in the now defunct National Capital Language Resource Center's Culture Club I authored many articles on La Francophonie. Those articles gave the history of the presence of French in those countries and offered examples of material that could be of use to teachers of French in their classrooms. I hope that the following excerpts from my articles can be useful to you.

Black Writers of the French Language

In 1517 France began to enslave black Africans and in 1885 the vast continent of Africa was apportioned between the British Empire, France, Belgium, Germany, and Portugal.

Consequently, Africa was introduced to western civilization by force and not by choice. Because the colonizers’ mission was to civilize the “barbarians” who lived in those lands, the enlightened Whites sought to remake the black inhabitants according to the western mode by imposing their value system: justice, education, religion, etiquette, architecture, language, dress, without any regard for the history, traditions, and beliefs that shaped the black natives for centuries.

Inevitably, to be educated, the black Africans had to reject their own culture and adopt that of the white Europeans. But no matter how educated the former became, the Whites were still superior in every aspect, and, in the case of the French Colonial Empire, the Africans were still les nègres. It’s ironic that the French motto of Liberté, Égalité, Fraternité did not apply to the Blacks of French Africa.

Because of the doctrine of assimilation (similar to the Melting Pot Theory of the United States), it was only natural that Paris, with its many fine schools, museums, and cultural centers, attracted many young black intellectuals from Africa, the Antilles, Madagascar, and the United States. In fact, in the 1920’s, Paris had become the center of black culture in Europe, and it was there that those students met, became friends, and exchanged ideas. They developed a common bond: although they came from different countries, they shared one thing in common: Africa.

The publication of Langston Hughes’s et al’s Negro Manifesto in 1922 gave rise to the movement known as La Négritude in 1934 when Léopold Senghor from le Sénégal, Aimé Césaire from la Martinique, and Léon Damas from la Guyanne launched L’étudiant noir and gave birth in 1935 to the movement known as La Négritude. Rather than advocate a political revolution, these young students advanced the cause of a cultural revolution. Césaire first coined the term négritude which he explained as C'est le fait d'être Noir et l'acceptation de ce fait, de son destin de Noir, de son histoire et de sa culture. Senghor defined it as Ce sont les valeurs culturelles du monde noir, l'esprit de la civilisation africaine. Damas indicated that c'est le fait de défendre sa qualité de Nègre. Later, Senghor wrote that La Négritude est le patrimoine culturel, les valeurs et surtout l'esprit de la civilisation negro-africaine.

After 4 centuries of subjugation, the Black man wanted to live in his own skin, wanted to breathe out his own creativity, and wanted all to know that he was proud of his Blackness. Because of these three,
Incorporating La Francophonie Into The Teaching Of French

by Marcel LaVergne Ed.D

known affectionately as les trois pères, the term nègre was no longer a pejorative term and they proclaimed it proudly in their writings. The message that they gave to la civilization occidentale was that les jeunes nègres d'aujourd'hui ne veulent ni asservissement ni assimilation. Ils veulent émancipation. This emancipation was not a complete break away from France but a rejection of the whiteness of their blackness.

There is a treasure trove of literature available for implementation into our lesson plans as evidenced by the following three excerpts:

1. The deleterious effects of colonialism which gave rise to racism:

   Tu sais, Néro, moi je ne suis pas raciste... mais j'ai ma petite philosophie, bien à moi. Voilà: Dieu a créé les Blancs d'un côté, et les Noirs de l'autre. Les Blancs ne sont pas des Noirs et surtout les Noirs ne peuvent être les Blancs. Donc, les uns et les autres doivent rester à leur place. Or, le monde étant créé tel qu'il est, il faut que les uns soient patrons et les autres serviteurs. Les Blancs ayant choisi d'être les patrons, les Noirs doivent se contenter d'être les serviteurs. Et ça, c'est le moyen d'avoir la paix dans le monde.

   (Senouvo Agbota Zinsou, On joue la comédie)

2. The authenticity and the dignity of African civilization:

   Mais en affirmant la présence de l'Afrique avec toutes ses contradictions et sa foi en l'avenir, en luttant par ses écrits pour la fin du régime colonial, le créateur noir d'expression française contribue à la renaissance de nos cultures nationales.

   (David Diop, Préface de Coups de Pilon)

3. The common bond that all Blacks share:

   Il s'agissait de retrouver notre être profond et sidère que notre vérité profonde est africaine. Si notre être superficiel est européen, et plus précisément français, je considère que notre vérité profonde est africaine. Il s'agissait de retrouver notre être profond et de l'exprimer par le verbe : c'était forcément une poésie abyssale.

   (Aimé Césaire)

French Writers of Louisiana

When considering the presence of French in Louisiana, one must remember that the French had been there since 1682 when Robert Cavalier de La Salle claimed for France the vast territory that stretched from Canada to the Gulf of Mexico and which he called La Louisiane in honor of his king Louis XIV. Later, in 1713, when Britain gained control of Canada after the French and Indian War as a result of the Treaty of Utrecht, Governor Charles Lawrence ordered the deportation of the Acadians because they refused to give up both their religion and their language and to assimilate into an English-speaking Protestantism.

Eager to preserve both their religion and their language, some 3000 Acadians settled into South Louisiana between 1764 and 1785 because of its large French-speaking population and their adherence to Catholicism. The French Revolution in 1789 and the revolt of enslaved Africans in Haiti in 1791 (who were French-speaking Creoles of French and African descent) saw thousands of immigrants arrive on the shores of South Louisiana.

All those people—French, Acadians, and Creoles, settled into their new home bringing their way of life, their beliefs, and their language with them. It is no wonder that French was the lingua franca of the day and was expressed both orally and in writing in the publications of the day.

However, when, in 1803, Napoleon Bonaparte sold what was known as the Louisiana Territory to the United States for $15 million, the French language soon came under attack and the pressure to speak English increased, especially since Louisiana became a state in 1812. As a punishment, because Louisiana was allied with the Con- federate States during the Civil War, the use of French in public activities was forbidden beginning in 1860.

In 1915, the State Board of Education banned the use of French in the public schools and punished the children who used it in the playground. Finally, in 1921, the Louisiana Constitution prohibited the use of any language other than English in the public schools of Louisiana.

Spurred on by Theodore Roosevelt’s battle cry of “One nation, one people, one language,” the need to unify the nation in the wake of World War I became too strong a force to buck and the use of French in public soon began to disappear, to be spoken only at home from one generation to another.

The educated, the ambitious, and the future-minded French-speaking residents understood that America, the land of opportunity, spoke English. As a result of non-use and of its being banned from the schools, those who continued to speak French spoke mainly what was considered to be an inferior French, a mixture of French and English, with a non-native pronunciation. For most Cajuns, as the French-speakers came to be known, French existed in oral form only, in their daily conversation at home, among friends and in their songs.

A major turning point came in 1964 with the passage of The Civil Rights Act which outlawed discrimination based on race, color, religion, sex, or nationality. This also meant that discrimination based on language was illegal. The proponents of the French language saw their chance for a revival. Arguing that Louisianians should be proud of their unique heritage and that the French language is a major part of that heritage, they convinced the Louisiana State Legislature in 1968 to create the Council for the Development of French in Louisiana (CODOFIL) under the chairmanship of former U.S. Congressman James Domingueaux. With the help of teachers from France, Belgium, Quebec, and Haiti, French was introduced into the elementary schools of South Louisiana and parents who had been discouraged by their own
Incorporating La Francophonie Into The Teaching Of French

by Marcel LaVergne Ed.D

parents from speaking French in public were now encouraging their own children to do what was once forbidden or shameful for them to do. Consider the following two examples of French pride from two writers from Louisiana: Jean Arceneaux, and the poet, singer-songwriter Zachary Richard:

Schizophrénie Linguistique

I will not speak French on the school grounds
I will not speak French on the school grounds
Faut pas qu’ils aient besoin d’écrire ça
Parce qu’il faut pas qu’ils parlent français du tout.
Ça laisse voir qu’on est rien que des Cadens.
Don’t mind us, we’re just poor coonasses,
Basse classe, faut cacher ça
Faut parler en anglais
Comme de bons Américains.

.................................
On a pas réellement besoin de parler français quand même.
C’est les Etats-Unis ici,
Land of the Free.

.................................

Mais quand on doit rire, c’est en quelle langue qu’on rit
Et pour pleurer, c’est en quelle langue qu’on pleure?
Et pour crier?
Et chanter?
Et aimer?
Et vivre?
( Jean Arceneaux 1978)

Ma Louisiane

Oublie pas voir mes chers enfants
Les manières du vieux temps passé
Le ciel et la terre ont beaucoup à nous montrer
Ecoute les paroles des vieux Cadens

La Louisiane, ma Louisiane
Si belle au printemps
Si chaud en été
Si bonne en automne
Pas mauvais en hiver
Mais, mais ,moi, je suis fier d’être Cadien

( Zachary Richard)

Québec: Our Francophone Neighbor to the North

Although the world associates Québec with the French language, the survival of French was very much in jeopardy of being transplanted by English. The fact that French is the official language is due to the struggle and the perseverance of many people who from the very beginning refused to abandon their francophone heritage and to pledge allegiance to the British by abandoning their language, religion, and culture. Reminded constantly by their local clergy that their language and their religion were interdependent (la langue, la gardienne de la foi!), the people rarely engaged in the business, commercial, industrial, and political realms of the region which took place in the cities where the language of the English-speaking minority prevailed. Although the French-Canadians far outnumbered the English-Canadians, they were regarded as second-class citizens by the ruling English-speaking class who occupied the cities and ran the province. Advocates for French-Canadian nationalism decreed those deplorable conditions.

For many years, the French-Canadians worked as farmers and laborers and had no access to the world of banking, administration, and business where English was the language of preference. In fact, they often referred to themselves as habitants, and the language they spoke was known as joual, an unsophisticated and uneducated oral form of French.

The work on the farm was difficult and poverty was so rampant that in the early 1900’s, more than 1 million habitants left the ranges of Québec and sought work and a better standard of living in the New England States. Most left with the intention of returning to their farms after earning some money there. Those who did return did so with a different attitude and some experience of city life. They wanted something better than the life they had left behind and moved to the cities. That created an undercurrent of dissatisfaction and a desire to partake in the affairs of the province.

The desire to be self-sufficient and to self-govern even to the extent of being an independent country was given fuel in 1967 when President DeGaulle of France shouted to the world during his visit to the World Fair in Montréal “Vive le Québec libre!” One year later in 1968 René Lévesque founded the Parti québécois whose platform and goal was to have a national referendum on Québec sovereignty. The term French-Canadian was officially replaced by the more nationalistic word Québécois.

Québec went through a period of unease in the 1960’s with the advent of Le Front de Libération du Québec (FLQ) which engaged in acts of violence – bombings, bank robberies, and in October 1970 with the kidnapping and death of Pierre Laporte, the Labor Minister. Rather than win the support of the Québécois, those acts of violence shocked the people because throughout history the Québécois were pacifists who as far back as 1918 objected to and refused to be drafted into the armed forces. They also refused to become involved in the Iraq War.

Six years after its foundation the Parti Québécois finally took power and began to make good on its promise to hold a referendum on the sovereignty issue which it did unsuccessfully in 1980. The result was 59% against independence. A second referendum in 1995 was once again defeated but by the narrow margin of 51% to 49%.
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During those tumultuous years, Québec, although not independent, gained in stature and has proclaimed itself a separate and distinct province and in 1977 passed the Charter of the French Language a.k.a Law 101. That Law proclaimed that Québec is a French society whose official language is French, and legislated it as the language of government, of education, of business, and of advertisement. By proclaiming that Québec was a French society, the people were seeking social justice in their own land by guaranteeing the primacy of their language, power over their own affairs, and their right to deal independently with the other nations of the world. It also recognized the principle that la langue est la gardienne de la culture.

I offer the following two excerpts as examples that can be used in your classes:

<table>
<thead>
<tr>
<th>Soir d’hiver</th>
<th>Ode au Saint-Laurent</th>
</tr>
</thead>
</table>
| Ah! comme la neige a neigé!  
Ma vitre est un jardin de givre.  
Ah! comme la neige a neigé!  
Qu’est-ce que le spasme de vivre  
A la douleur que j’ai, que j’ai.  
Tous les étangs gisent gelés,  
Mon ame est noire! Ou vis-je? Ou vais-je?  
Tous ses espoirs gisent gelés:  
Je suis la nouvelle Norvège  
D’où les blonds ciels s’en sont allés.  
Pleurez, oiseaux de février,  
Au sinistre frisson des choses,  
Pleurez mes pleurs, pleurez mes roses,  
Aux branches du genévrier.  
Ah! comme la neige a neigé!  
Ma vitre est un jardin de givre.  
Ah! comme la neige a neigé!  
Qu’est-ce que le spasme de vivre  
A tout l’ennui que j’ai, que j’ai…  
(Gilbert Nelligan) |  
| Ma langue est d’Amérique  
Je suis né de ce paysage  
J’ai pris souffle dans le limon du fleuve  
Je suis la terre et je suis la parole  
Le soleil se lève à la plante de mes pieds  
Le soleil s’endort sous ma tête  
Mes bras sont deux océans le long de mon corps  
Le monde entier vient frapper à mes flancs  
J’entends le monde battre dans mon sang  
Je creuse des images dans la terre  
Je cherche une ressemblance remière  
Mon enfance est celle d’un arbre  
Neige et pluie pénètrent mes épaules  
Humus et germs montent dans mes veines  
Je suis mémoire je suis avenir  
J’ai arraché au ciel la clarté de mes yeux  
J’ai ouvert mes paumes aux quatre vents  
Je prends régime sur les saisons  
Mes sens sont des lampes perçant la nuit.  
(Gilles Lapointe) |

French Writers of New England

From 1840 to 1930, more than 900,000 French-Canadians left the farms of Quebec and settled in the New England States attracted by the promise of a better life and security offered to them by the American Industrial Revolution, i.e., the cotton mills, the shoe factories, etc. The Catholic church encouraged the establishment of French-speaking districts in the cities, known as “Petits Canadas,” served by French churches, schools, and fraternal and social organizations.

Consequently, the first generation of immigrants had no incentive to learn English because they did not really need it to survive on a daily basis. They all lived in neighborhood tenements, traded at stores owned by fellow immigrants, confessed their sins in French, sent their children to the local French parochial school, read the news in small local French language newspapers, and drank and laughed together in the local French social clubs.

There was no reason to wander beyond the neighborhood and the children were encouraged to stay at home and to work in the mills. Higher education was out of the question because the clergy created, instilled, and perpetuated the mindset that they were not worthy of it. By keeping them in the French ghetto, the clergy protected them from losing their faith by preserving their language. It was fervently believed that “Qui perd sa langue perd sa foi.”

In the early years, those who came intended to stay just long enough to make enough money to pay off their mortgage on the farm and to return to Quebec to a life of relative comfort. However, with time, their children were becoming more accustomed to the American way of life and being bilingual, speaking French at school and at home, but English everywhere else, they integrated much easier into the life of the whole city whereas their parents rarely ventured outside the confines of “Frenchville.” They had no desire to return to Quebec that to most was a foreign country. They quickly assimilated, married, and had children to whom French became a foreign language.

The literary production of the French writers of New England includes both old and new. Unfortunately, some of the old works are sometimes difficult to find because they are out of print. However, there are enough to be found so that a French teacher can readily find them and include them into the French curriculum. The following excerpts illustrate the quality of some of those writings:

C’est en octobre 1941 que commença mon affiliation avec les religieuses, les soeurs de la Présentation de Marie, les “capucines noires” de notre enfance. Religieuses par vocation, éducatrices par tradition, elles prêtaient de la maison mère à Saint Hyacinthe, au Québec. Elles sentaient d’enfants et se complaisaient à les soutenir de leurs efforts d’apprentissage: l’histoire, l’histoire sainte, la grammaire, les mathématiques, l’écriture, le catéchisme et la littérature. Le tout était soumis aux dictées d’une éducation bilingue, française et anglaise.

(Normand Beaupré: Petit Mangeur de Fleurs)
Incorporating La Francophonie Into The Teaching Of French

by Marcel LaVergne Ed.D

De par la frontière,
Mes ancêtres, Français-Catholiques,
Avaient pris leur place
A la table de l'action de grâce-
Dans les faubourgs
D'une ère industrielle
Où dans l'espérance du temps
Ils ont rayonné leur alliance
A ton avenir.

Boston,
Matriarche qui réclame une progéniture
Universelle,
Guide tes derniers-venus
De l'Europe, de l'Afrique, de l'Asie
Et des Amériques.
(Normand Dubé: Le nuage de ma pensée)

Conclusion

By incorporating writings from the Francophone world, French teachers can attest to the fact that French is a worldwide language worthy of being included into the French curriculum. Rather than confining our attention to la belle France, how much more interesting and informative our lessons would be if our students were to go beyond the physical frontiers of L'Hexagone and discover le génie de la langue française as it exists throughout the world. How many of them know that French is spoken in 53 countries and manifests itself in very beautiful creative writings by authors from Africa, Québec, Louisiana, and New England? Through those authors, our students would discover the history, traditions, beliefs, and artifacts of those other countries that make up la Francophonie.

References:


About the author

Marcel LaVergne, Ed.D., retired, was a high school teacher of French, a Director of Foreign Languages, an adjunct professor of Foreign Language Methods, a textbook author, and a consultant on Foreign Language Teaching and Learning. He 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.
MaFLA Past Presidents Award Winners

The Past Presidents’ Award is given to deserving high school students who have demonstrated excellence in world language study and service/leadership within the school. The high expectations of the awards ask that the students have studied a single language completing the last of the academic sequence (a minimum of 3 years) while maintaining a 90 + average; that the student demonstrates leadership or service activity during their high school years; that the student will continue to study language in college; that the student writes an essay reflecting his/her insights on the impact of studying a world language. In addition, the nominating teacher, who must be an active MaFLA member, writes an essay expounding on the excellence of the candidate.

The MaFLA Board of Directors is delighted to receive the many applications reflecting the positive impact that studying a world language brings to the students of Massachusetts.

Meghan Curran studied French from 4th through 12th grade in Foxborough, finishing with Advanced Placement French. She will attend Princeton University in the Fall where she will continue her studies in French along with Italian. She served as Treasurer of the Société Honoraire de Français this year as well as Treasurer of the Student Council Executive Board. Meghan received undergraduate awards for her achievement in French. She participated in our French Exchange with le Lycée Jacques Prévert in Longjumeau, France. She was President of the Interact Club, which is a service club sponsored by the Rotary Club. She participated in Best Buddies and twice qualified at the state level as part of DECA (Distributive Education Clubs of America). She was field hockey captain this year, but lacrosse is her true athletic passion. She was named Hockomock League and Sun Chronicle lacrosse all star. She was also awarded the Positive Coaching Alliance Scholarship and the Alvin Stewart School Spirit Award.

Meghan Curran

Liepa Ivanauskas is a recent graduate of Fontbonne Academy and is heading to Georgetown University in the fall with a major in linguistics. She speaks Lithuanian fluently and took French and Latin in high school. In her ninth and tenth grade years, having made the fewest mistakes of any United States participant in Lithuania’s National Dictation Contest, she won an all-expenses paid educational trip to Lithuania. In her tenth grade year she was offered one of five spots in a summer program at the University of East Anglia in the UK after entering a literary translation contest. She has won several awards for her achievement in French throughout high school and served as the President of the French Honor Society at Fontbonne. When she is not studying languages, Liepa enjoys playing the violin and traveling.

Liepa Ivanauskas

Natalia Kanj is a 2019 graduate of Bishop Fenwick High School in Peabody. She is the daughter of Lebanese immigrants growing up learning both Arabic and English. She began the study of French her freshman year, and she concluded as the top student in Advanced Placement French her senior year. Natalia’s talent in French is so impressive that she has distinguished herself by receiving the MaFLA Board of Directors Awards for Excellence in 2019 and Leadership in 2018 in the study of French. In 2018, Natalia won first place in the local French oratorical contest sponsored by Le Club Richelieu Nord de Boston; she advanced to the regional contest placing in the second place tier. Natalia is the President of the National Honor Society and for the past two years, she has been the President of the French Club. In addition, Natalia participated in the theater program, spring track and field, and peer leadership at Bishop Fenwick. She also volunteers at Beverly Hospital as a patient assistant. This fall Natalia will be attending Boston University where she intends to continue her study of French and Arabic. Natalia intends to pursue a career in medicine with biology as her major.

Natalia Kanj
MaFLA Poster Contest Winners

Poster of the Year
Leah Dennehy, Gr. 10
Littleton HS
Teacher: Liz Kelley

Middle School Division Winner
Rachel Yan, Gr. 8
Wayland Middle School
Teacher: Jada Williams

Elementary Division Winner
Sami Prophete, Gr. 3
Country School
Teacher: Kimberlee Kasanov

Honorable Mentions:
Student (grade)
Lily Morey (10)
Ruthie Zhang (10)
Zarina Bubuza(9)
Cameron Ritchie (9)
Anabella Chen (11)
Ipsita Tamuli (7)
Bella Thoen (8)
Nandhana Hair (8)
Sophia Xu (7)
Grace Hu (8)
Avril Ocampo (4)
Himani Jamwal (5)
Azalea Marangoly
Emma Murphy
Sophie Sichani
Aimi Lee

School
Littleton HS
Littleton HS
Agawam HS
Dracut HS
Acton Boxborough RHS
Wood Hill MS(Andover)
Wayland MS
Wayland MS
Wood Hill MS
Sharon MS
Field School (Weston)
Field School
Country School
Country School
Country School
Country School

Teacher
Jenene Allison
Liz Kelley
Antoinette Delore
Christine Lord
Suzanne Hogarty
Zoé Cabaret-Salameh
Chiun-Fan Chang
Chiun-Fan Chang
Norma Villareal
Karen Gulley
Danuta Bujak
Danuta Bujak
Kimberlee Kasanov
Kimberlee Kasanov
Kimberlee Kasanov
Kimberlee Kasanov
MaFLA Video Contest Winners

Overall Winner:
Video 1 - Riley Harn and Maryann Darling (Galvin Middle School and Canton High School)
• Teachers Matt Snipe and Michael Farkas

HS Winner
Video - Sammy Rusk from Monument Mountain Regional High School

Honorable Mentions
Video - Alexis Quirk from Dracut HS
Video - Faye Ross from Monument Mountain Regional High School

MaFLA Essay Contest Winners

2019 Essay Contest Results

Congratulations to this year’s winners of the Essay Contest!! Billy Balzano, a French student at Agawam High School, wrote the Essay of the Year. Billy’s teacher is Nancy Kundl. In his essay, Billy described his approach to language learning. “You Work. You Play. You Practice. You Improve.” Sophia Pearce, a Spanish student at Wood Hill Middle School in Andover was chosen as the Middle School Division winner. Sophia’s teacher is Norma Villareal. In her essay, Sophia reminds us that when learning a language “you don’t have to get it right the first time; it is perseverance that will help you move onto the next level.”

A total of thirty-five high school and middle school French and Spanish students participated in this year’s Essay Contest with the theme of Level Up Your Language Education. In addition to the two winning essays, Honorable Mentions were also awarded to: Zach Goffin (Monument Mountain Regional High School), Jovan Aigbekaen and Megan Tyler (Dracut High School), Ally Lightburn (Wood Hill Middle School), and Jane Zgurzynski (Thomas Prince Middle School).
MaFLA Student Award Winners

Andover High School, Peter Hall, Teacher – Awards to Daniella Tagliaferri (FR), Sean Bradshaw – (SP)

Attleboro High School, Peter Pereira, Teacher – Awards to Sydney Vieira (ASL), Kathleen Kerrins – (SP), Jenna Gittle (FR)

Bishop Fenwick High School, Diane Eromin, Teacher – Awards to Natalia Kanj (FR), Maya Acker (SP), Alicia Ridgley (LEAD)

Chelmsford High School, Barbara Taha, Teacher – Awards to Benjamin Cote (SP), Carlos Bejar Garcia (FR)

Concord-Carlisle High School, Caitlin Smith, Teacher – Awards to Megan Concannon (FR), Elizabeth Chadwick (LAT), Christina Lefebvre (CH), Abigail Mueller (SP)

Duxbury Public Schools, Diane Mehegan, Teacher – Awards to Olivia Gill (ASL), Tess Downes (SP), Cammack Shepler (LAT), Emma Longsjo (FR), Michaela Cesaranin (LEAD)

Falmouth High School, Pat DiPillo, Teacher – Awards to Cindy Tran (LAT), Melissa Ham SP), Abigail Turner (FR), John Walsh (LEAD)

Foxborough High School, Debra Grant, Teacher – Awards to Annie Murphy (FR), Julia Muis (LEAD)

Fontbonne Academy, Anke Herbert, Teacher – Awards to Silvie De Simone (SP), Bridget Healy (FR), Julia Cormican (LAT), Carolyn Tuite (LEAD)

Franklin Public Schools, Laura Evans, Teacher – Awards to Katherine (FR), Sydney Schiavo (LAT), Sage Lorenzo (SP), Emily Graham (LEAD)

Malden High School, Mar Marjomaa, Teacher - Awards to Rebeca Pereira (SP), Brenden Vo (LAT), Kayana Glaude (FR), Jesaias Benitez (LEAD)

Matignon High School, Paula Gaffe, Teacher – Awards to Xiaojun Chen (FR), Isabella Drago (SP), Alison Madsen (LEAD)

Melrose Public Schools, Kimberly Talbot, Teacher – Awards to Daniel Maffie (FR), Fiona Murphy (IT), Matthew Rocha (GER), Nicola Tysall (SP), George Taranowski (LAT)

Monson High School, Ronie Webster, Teacher – Award to Kaitlyn Santos (SP)

North Reading High School, Amy St. Arnaud, Teacher – Awards to Sara Donohue (SP), Molly Feffer (FR), Rieta Hamwi (LEAD)

Notre Dame Academy, Linda Gustafson, Teacher – Awards to Hannah Vartanian (SP), Jillian Lucier (FR), Hannah Marzo (LAT)

Revere High School, Albert Mogavero, Teacher – Awards to Dan Rui Chen (CH), Aya Chokri (FR), Jackeline Vanessa Chavez (IT), Julia Tran (SP)

Ste Jeanne d'Arc School, Monique Letendre, Teacher – Award to Ranjana Ramesh (FR)

The Bromfield School/Harvard Public Schools, Jennifer Fraser, Teacher – Awards to Chloe Fitzgibbons (SP), Rahul Yohhan Kumarasinghe (FR)

Triton High School, Regina Symonds, Teacher – Awards to Allie Hawkes (FR), Joshua Lind (SP), Lindsey Gardella (LEAD)

Tyngsborough High School, Sarah Silva, Teacher – Award to Alex Kilmon (SP)

Wachusett Regional High School, Lori Montiverdi, Teacher – Awards to Adele Bey-Smith (FR), Maja Mazierkowska (GER), Julia Danko (LAT), Hugo Barberis (SP), Gillian Ballantine (LEAD)

Wakefield High School, Ruben Reinoso, Teachers – Awards to Kirbie O’Brien (SP), An Tran (FR), Thomas O’Brien (IT), Juliette Guanci (LAT), Juliette Guanci (LEAD)

West Springfield High School, Sara Switzer, Teacher – Awards to Alexander Guevrement (FR), Ashlee Rios (SP)

Whitinsville Christian School, Karen Exoo, Teacher – Award to Tyler Gorman (SP)

Winchester High School, Anna Tirone, Teacher – Awards to Julia Monsini (LAT), Valerie Morlock (IT), Lily Gao (SP), Andrea Huang (FR), Robert Bellaire (LEAD)
The Massachusetts Foreign Language Association

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

Proficiency Academy, 2020

- July 20-23, 2020
- Foundations - who else, but Greg Duncan!
- Principles of Proficiency:
  - A focus on proficiency for all learners
  - Excited to welcome the amazing Leslie Grahn!