MaFLA’s 52nd Fall Conference
World Language Educators Convene In Springfield To Level UP!

From Oct 24-26, nearly 600 MaFLA members met at the Springfield Sheraton Monarch Place for three days of collegiality and learning. The theme of the conference was Level UP. Drawing from LILL, Becky Rankin, 2019 Conference Chair, invited us to think about how we could build upon existing ideas, structures and models in order to increase exposure to a world language or simply to move beyond a comfort zone.

Presenters gathered to deliver high quality professional development on their own personal interpretation of the theme and related their presentations to some aspect of it. Presentation topics ranged from social justice to teacher leadership to cultural proficiency and comprehensible input. Leslie Grahn, Justin Slocum Bailey, and Greta Lundgaard, among others, provided attendees with the ways and means to increase motivation and participation, and move instruction forward.

There was a full program of four 6-hour workshops, three 4-hour workshops, and eleven 3-hour workshops. This conference also created a number of innovations such as round tables, 1-hour presentations, 3-hour presentations extended another hour for conversation, and a 9 to 5 schedule with the addition of Zumba and Yoga, making the weekend both educationally and physically stimulating and balanced. Book sales were also an added plus. The coaching sessions addressed the topic of IPAs in a more intimate setting.

Keynote speaker Fabrice Jaumant, spoke about Bilingual Immersion and how we need to be a nation that speaks two languages. He also signed books in the Exhibit Hall along with Leslie Grahn, Cassandra Glynn, and Beth Wassell. Raffles were held there as well, and members took home items donated by the exhibitors. The Member Reception was again held for attendees to gather and socialize on Friday evening complete with entertainment by Minnechaug High School Junior Joseph Zebian, guitarist and vocalist.

The Annual Business and Awards Luncheon is the culminating event of the Conference. During the business portion of the program, members voted on a slate of directors to serve on next year’s Board. This was also the time to honor colleagues and their students for the outstanding contributions that they make to our profession, to award scholarships, and to announce the recipients of MaFLA’s highest accolades: the Foreign Language Teacher of the Year and the Distinguished Service Award Ashley Uyuguari was the recipient of MaFLA TOY; and Janel LaFond Paquin received the MaFLA Distinguished Service Award. Pat DiPillo, MaFLA 2020 Conference Chair, introduced next year’s Conference theme - Interculturality: Creating Cross-Cultural Connections at the conclusion of the Business and Awards Luncheon. Details about how to submit a proposal for MaFLA 2020 are already posted HERE.
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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:
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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!
Welcome Winter! What a quick change from those crisp fall days to 18 inches of snow at my house. As we are approaching the end of the year, we reflect on all we have accomplished to Level Up this past year.

Our MaFLA year began with another successful Core Practices Institute featuring Leslie Grahn and Joshua Cabral. Attendees raved about the program and walked away with numerous ideas and strategies for their classrooms.

In June, MaFLA offered our first MOPI training. Again, many of our members participated and those who attended MOPI deepened their understanding of proficiency levels to better identify their students’ level of proficiency.

In July, over one hundred members participated in MaFLA’s fifth Proficiency Academy. The Foundations of Proficiency strand was led again by Greg Duncan and the Principals of Proficiency strand was led by Thomas Sauer. This event is creating a large cadre of professionals here in Massachusetts and beyond who are continually leveling up their skills in teaching for proficiency. Numerous participants have already completed five consecutive academies and are making plans to attend number six.

In August, MaFLA’s annual Summer Institute proved to be a great blending and balance of sessions on pedagogy and content. Our fall conference chaired by MaFLA’s dynamic Beckie Rankin brought together well over 500 attendees for three days of learning, networking and camaraderie. MaFLA works continually to improve the teaching and learning of languages and is a go-to for so many language teachers and aficionados. Plans are already in place for another great year of learning and improving our practice, so stay tuned.

This issue of the newsletter begins with a summary of our Annual Fall Conference. If you were there you might want to reflect and review the experience. If you were not present you can learn about this PD event. Be sure to check out the information about our award winners (pages 9-11) and consider nominating someone for these awards in 2020. By the way, be sure to congratulate those who were honored. You also should check out the Notes to the Profession and begin to prepare your session proposal for the 2020 Conference whose theme is Interculturality: Creating Cross-Cultural Connections. MaFLA is awaiting your proposal and the proposal portal is already open HERE.

Our Educator in the Spotlight for this issue is an ASL teacher in the Boston Public Schools. Reading through her interview, I gained a new appreciation and understanding of sign language. We are excited by the diversity of professionals we have been able to feature. If you know of someone or if you would be willing to be our Educator in the Spotlight contact me at ronie@mafla.org

Our theme for this issue is Level Up: Social Justice, Sensitive Topics and Including All. We have several articles focusing on this theme. We also have an article for French teachers on the Black Poets of the French Language. An article you do not want to miss is the article submitted by the Global Outreach, a student-driven organization working for improvements to world language and English learner (EL) education across the Commonwealth. We are delighted to be working with these students to improve the teaching of languages and cultures.

There are several news articles and be sure to note all of our updated Student Contests for 2020. We offer the Poster Contest, the Essay Contest and the Video Contest and have added a new contest, a Digital Art Contest. Get your students involved in these wonderful activities to promote and advocate for language programs.

As we end the year, I wish everyone a wonderful holiday season, and health and happiness in the New Year.

MaFLA wants your continued participation in its events and publications. The theme for our next issue of the MaFLA Newsletter is Level Up Your Career and Performance

Here are some ideas:

- Articles about the benefits of languages for careers
- Articles about careers that need bilinguals/multilinguals
- Articles and interviews with former students who are using their language skills in their career
- How can we incorporate career information into our classes? Share ideas and/or lessons.
- How do we Level Up our skills as professionals?
- How do we Level UP the performance of our students so that they are career and college ready?

The deadline for the Winter issue is January 5.

Send your contribution to Ronie@mafla.org
Conference Wrap-Up
Conference Chair Reflections
by Beckie Bray Rankin

Fall Conference: A Part Of Our Level Up Path

In the classroom, we ask our students to level up their language education. They start as novices, known affectionately as parrots. They can mimic by repeating, asking and answering with memorized chunks, imitating a gesture or facial cue. And we ask them to move a little higher by regrouping words to make novel phrases. Can you remember back to this point of your teaching career? A metaphor explained to me by Greta Lundgaard (originally from Cherise Montgomery) likened this novice level to a microwave cook. Easy to prepare, quick, little clean up, little chance of leftovers. Using someone else’s unit and lesson plans is where we all start! And like students who attempt creativity, we try to put a different set of activities together, or change a piece of a speaking prompt. While microwave teaching isn’t part of my recent past, it wasn’t too long ago when I was a novice-level conference planner. Luckily, the process starts with repetitive things: contracting featured presenters, confirming a keynote speaker, creating a few forms.

Back to the classroom, as our students are able to create more with language, they move into the intermediate level, known to some as “toddler” because they fal and get back up, trying to figure out how to go it on their own. Intermediates are survivors. They can get their basic needs met, no complications. The teacher analogy continues in the intermediate phase by imagining someone making a box mix or maybe a simple crock-pot stew. A little chopping and measuring, clear directions, slightly more clean up, the chance to spice it up. At some point, we all have taken our district curriculum and added an authentic resource here, a jigsaw activity there, backwards designed from a new IPA. In the conference-planning world, this intermediate stage was planning the schedule, responding to emails, delegating tasks, making small changes based on feedback. I was doing what I could to make it mine, while still working in a relatively small sphere.

Some of our students reach advanced proficiency before they leave our programs. What an incredible place to be! These students can tell stories, handle complicated adventures, and talk about things outside their own sphere. Some of us have been trekking down the path to proficiency-based teaching far enough to have reached this stage, too: cooking from scratch with recipes! Replacing ingredients you ran out of, experimenting with new ways of doing things, offering different options for various guests, lots of fun and lots of time. This can feel scary when Blue Apron low-prep delivered dinners felt so easy! Advanced proficiency-based teachers have leveled up with a social justice lens on their thematic units, with grammar in context, with feedback strategies, with mindfulness, with leadership, and every other topic our conference covered. The spontaneity and complexity of this stage makes this more interesting and we can get in over our heads sometimes.

When our first members showed up at the conference, I felt that, ready or not, my conference chair endeavor had reached the advanced stage. I enjoyed greeting you at our events, peering through doors at overflowing sessions, remedying concerns, and watching the schedule work out. Walking through the Exhibit Hall and the Atrium on high alert, I knew anyone could stop me and ask any question: Where are the Round Tables? Will there be a mat for me at yoga? What time does that presenter leave? How much does his book cost? Can I check out of my hotel room late?

MaFLA, when I was tapped for the leadership track from the Board of Directors, I was a novice and did not feel ready to take on such an awesome task. But as I realized that this journey is a path, not a cliff, I knew that as an organization, we could all work together to “Level up our language education”. No matter where you are in your own language and language teaching journey, I hope this conference gave you a taste of where you can move forward. Remember that there is nothing wrong with a delivery pizza now and again, and as we work hard towards putting into practice all we learned, we will be encouraging our students to level up their language education.

As I transition from my Conference Chair to President Elect role, I am grateful for your trust in my leadership. I am grateful for every volunteer who worked tirelessly to run this event. I am grateful for every presenter who offered their experience. I am grateful for every social media post that shared learning. I am grateful for our diverse MaFLA members, all finding our own ways to Level Up.

Every social justice movement that I know of has come out of people sitting in small groups, telling their life stories, and discovering that other people have shared similar experiences.

Gloria Steinem
This year MaFLA’s conference included the first Portuguese strand, with five 60-minute sessions and a 3-hour workshop. The sessions dealt with various topics related to curriculum innovation in foreign language classroom practice, ranging from the construction of communicative strategies in the Portuguese classroom, to the use of applications and social media. One of the highlights of the Portuguese strand was Professor Gláucia Silva’s workshop on the challenges and opportunities of teaching heritage and foreign language learners in mixed classrooms. At the dinner sponsored by Avant Assessment, we learned about the Seal of Biliteracy and new STAMP Portuguese 4S. We are very thankful for all the educators who joined forces to Level UP the Portuguese Language! Obrigada!

Avant Director of Assessment and Research Victor Santos and Regional Account Manager Bety Gegundez (with Jorge Allen and Nilma Dominique) at the Portuguese dinner.

The amazing group of Portuguese presenters (From left to right: Hilária Sousa (Dartmouth High School), Gláucia Silva (UMass Dartmouth), Cristiane Soares (Tufts), Tereza Valdez (University of Rochester), Célia Bianconi (BU), Nilma Dominique (MIT))

Many thanks to Avant Assessment for sponsoring MaFLA’s first Portuguese Dinner.
The Italian Strand had an outstanding conference this year.

Dr. Marialuisa Di Stefano, lecturer of language, literacy, and cultures at the University of Massachusetts, Amherst, began the Conference with an amazing and engaging workshop, *Italian and STEM as the Ability To Communicate, Innovate, Collaborate, and Compete. Yes, You Can!*

In this workshop, she was able to illustrate that our world language students can do math, talk about science concepts, and create new technology in Italian, and she was also able to provide practical examples to create STEM thematic units for the Italian class.

Marialuisa is enthusiastic, current in the field, and models all the qualities of excellent teaching at any level. The workshop was very interactive, which profited all participants enormously. Dr. Di Stefano, through engaging activities – theory cubes, scientific revolutions, gravitational theory, and flight – brought us into another level of experiencing teaching the Italian language and culture with STEM.

One of my favorite activities was on the gravitational theory and the flying airplane. First of all, we had to make paper airplanes, for which the instructor provided several different models. Then we had to toss our airplanes and measure the distance that the airplane reached. Finally, we needed to confront the results and figure out which model was more effective and why. All of this was conducted in the target language. All participants left the workshop astonished at discovering how these great ideas on STEM and World Language proficiency can be combined. In addition, we left the workshop with ready-to-use instructional strategies and assessments. Grazie mille, Marialuisa. *Sei stata fantastica e non vediamo l’ora di averti di nuovo a MaFLA!"
On Friday morning, MaFLA welcomed Amber Navarre, the recipient of the 2018 ACTFL/Cengage Award for Excellence in Foreign Language Instruction Using Technology with IALLT, to present a 3-hour workshop. Her workshop was Technology-Enhanced Instruction In and Beyond the Classroom. She shared various technology tools that promote communication and maximize language use in both face-to-face and online settings. The attendees also had opportunities to try using them during the workshop. Amber then hosted a Q and A session, Customized Technology Solutions for Every Chinese Teacher, in which she provided suggestions based on each participant's unique teaching needs and contexts.

On Friday afternoon, ChinHuei Yeh from Shrewsbury High School focused on Guiding Learners through Interpreting Authentic Resources. She shared the authentic materials that she has been working with, where to collect them, and most importantly, how to use them at different levels of teaching. The last session on Friday afternoon was presented by Sheng-Chu Lu from Pingree School. The title of her session was Accelerating Students' Proficiency through Engaging Class Activities. She shared a variety of hands-on activities and strategies that make the learning interesting and enhance students' proficiency in the language.

On Saturday morning a teacher from Wayland Middle School, Chiun-Fan Chang, presented on Restaurant Alive! Design a Fun Proficiency-Based Project. She shared her experience on how to turn the Chinese language classroom into a "restaurant" for a fun project, as well as examples of student work, and a step by step project plan. During the last Chinese session before the Business Luncheon, Pei-Chi Chuang and Chia-Pei Chen presented A Case Study of the Implementation of Project-Based Learning Method in Chinese. They provided participants an overview on PBL's benefits and challenges to language learners.

At the Business Luncheon on Saturday, Fu-Tseng Chang from Brookline High School, received the Massachusetts Chinese Teacher of the Year award. Mr. Douglas Hsu, the General Director of Taipei Economic and Cultural Office in Boston, attended the luncheon to congratulate Mr. Chang.
Conference Wrap-Up

AATF E. MA Chapter Elects New Officers At Annual Meeting

At the Annual Meeting of the E. MA Chapter of AATF, held on Saturday, October 26, at the MaFLA Conference, several new officers were elected. MaFLA Conference Chair and First Vice-President, Beckie Rankin, (Lexington HS) is now the new President, replacing Brian Thompson (UMASS/Boston-ret) who has served in that role for over 20 years. Brian will remain on the Executive Board as Past President.

Kathleen Turner (Sharon HS), former MAFLA President and now MAFLA Clerk, will become Vice-President. Regina Symonds (Triton HS) will serve as Secretary and Joyce Beckwith (Wilmington HS -ret) will remain Treasurer.

Other Board members include Kristen Russett (Swampscott MS) who will serve as Communications and Hospitality Liaison, Amy Coombs (Natick HS) who is the “Grand Concours” Administrator, Nancy Aykanian (Westwood HS) and Carole LaPointe (Boston Latin School).

Two other members have been added in the “Ex Officio” role: Catherine Ritz (Boston University), the newly-elected AATF National Vice-President, and Noah Ouellette, recently appointed Director of Education K-12 at the French Cultural Services in Boston.

Once the slate of Officers and members of the Board of Directors was approved and voted in, the meeting continued with announcements from Margarita Dempsey (Smithfield, RI HS) AATF New England Regional Representative. Ms Dempsey announced the future AATF Conference in mid-July 2020 to be held at Trois-Rivières, Canada, and spoke about the newly updated AATF Web Site.

Noah Ouellette spoke briefly to the attendees about his goals as the new FCS Education Director. Mr. Ouellette also mentioned Francophone Day, co-sponsored by AATF, the French Cultural Services and the Québec Delegation, which will be held on Friday March 27, 2020 at the Reggie Lew-

is Center in Boston. Information on this exciting event will be emailed to all AATF members in December once the location and musical groups are confirmed.

Our Guest Speaker was Kathleen Stein-Smith. Ms Smith, who teaches at Fairleigh-Dickinson University in New Jersey, recently co-authored the book The Gift of Languages: Paradigm Shift In U.S. Foreign Language Education, with MaFLA Keynote Speaker Fabrice Jaumont, who also attended the meeting. She discussed the progress of the AATF Advocacy Commission, which she chairs, and how this Commission can be of service to AATF members.

Congratulations were also extended to Kathleen Turner who recently was promoted to Chevalier in the Order of the French Academic Palms, to Janel Lafond-Paquin, this year’s recipient of the MaFLA Distinguished Service Award and to Melissa Albert (Swampscott HS) who was named AATF “Teacher of the Year.”

Submitted by Joyce Beckwith, AATF Chapter Treasurer.

MaFLA Business and Awards Luncheon

The Business part of the MaFLA Luncheon started with a welcome from President-Elect, Jeanne O’Hearn. Current President Jorge Allen joined in the welcome and also said a goodbye to our departing board member, Britta Roper. MaFLA is grateful to Britta for her service to the Board as the German strand leader. Next, the new slate of officers for 2020 was presented. The newly elected officers include: Jeanne O’Hearn as President, Beckie Rankin as President -Elect, Pat Dipillo as First Vice President, and Sarah Moghtader as Second Vice President. Continuing in their role as officers are Maryann Brady as Treasurer and Kathleen Turner as Clerk.

Finally, we had the election of new directors. Each year the Nominating Committee makes every effort to create a Board that is representative of the languages, levels, geographic areas, and ethnicities of Massachusetts. Elected to the Board for 4-year terms are: Nilma Dominique (MIT) who served as a Presidential Appointee in 2019, Michael Farkas from Canton High School, and Shannon Vigeant from Mt. Greylock Regional High School in Williamstown.

Joyce Beckwith was renewed for another term as Events Coordinator. Tim Eagan and Nicole Sherf were renewed as Adjunct Directors for 2020. Kim Talbot finishes her term as a Director this year and has been appointed as an Adjunct for 2020. Outgoing president Jorge Allen has agreed to continue his service to MaFLA as a Presidential Appointee for 2020. Everyone on the MaFLA Board is excited for next year. We look forward to welcoming our new colleagues and to continuing our service on behalf of world language educators. There is much important work to be done!

A little later in the Luncheon, the APP challenge prize winners were announced and our Conference Chair, Beckie Rankin, shared her thoughts on the experience of planning the conference and collaborating with so many colleagues. Her message drove home the theme of Level Up and the importance of practicing gratitude.

Next, Jeanne acknowledged the presence of Andy McDonie, Department of Elementary and Secondary Education World Language Content Specialist; Noah Ouellette, Director of K-12 Education from the French Consulate in Boston; Douglas Hsu, Director General of the Taipei Economic and Cultural Office; Mariastella Cocchiara, representative from AATI/MITA; and Joy Renjilian-Burgy and Mary Anne Vetterling, representatives of AATSP. MaFLA appreciates their ongoing support and affiliation.

The Luncheon ended with the Notes to the Profession from 2nd Vice President Pat Dipillo. Pat also unveiled her theme for the 2020 Conference, Interculturality: Creating Cross-Cultural Connections. Thank you to all who were able to attend and celebrate with us!

Submitted by Jeanne O’Hearn
Awards

The following were recognized at the annual Awards Luncheon.

25 Years of Service Awards

Kathleen Turner
Sharon High School
Regina Symonds
Triton Regional High School

Retiree Recognition

Ronie Webster
Monson High School
(picture not available)

New Teacher Commendations

Michael Farkas
Canton High School

Isaac Haven
Melrose High School

Jessica Racioppi
North Middlesex Regional High School
(picture not available)

Classical Association of Massachusetts Excellence in Teaching

Jocelyn Demuth
MaFLA/Cemanahuac Scholarship
Gretchen Houseman
Hudson High School
(picture not available)

Embassy of Spain Scholarship

Andrew Palmacci
Arlington Catholic High School

Massachusetts Chinese Teacher of the Year

Fu-Tseng Chang
Brookline Public Schools

AATF Eastern Massachusetts Teacher of the Year

Melissa Albert
Swampscott High School

Helen G. Agbay New Teacher Graduate Study Scholarship

Ana Llamas Floresquero
(picture not available)

MITA/AATI Distinguished Award for Excellence in Leadership in Italian

Anna Tirone
Winchester Public Schools

Life’s most persistent and urgent question is, What are you doing for others
Martin Luther King Jr.
Conference Wrap-Up
Awards And Recognitions

MaFLA 2020 Teacher of the Year

Springfield, MA—The Massachusetts Foreign Language Association (MaFLA) is pleased to announce its 2020 Language Teacher of the Year, Ashley Uyaguari, a Spanish teacher at the Innovation Academy Charter School in Tyngsboro, MA. The presentation was held during the Business and Awards Luncheon of the 52nd Annual MaFLA Conference on October 27, 2019.

The award for the MaFLA Language Teacher of the Year is intended to elevate the status of the language teaching profession at the state level and beyond. “As language advocates, we are seeking to create opportunities to recognize the most accomplished members of the profession,” said Dr. Edward Zarrow, chair of the MaFLA Teacher of the Year Committee. “The MaFLA Language Teacher of the Year is chosen not only because of their success in the classroom, but also because of their sustained vision for bilingualism and biliteracy. The winner becomes a spokesperson for the language profession. We are privileged to extend this award to Ashley Uyaguari for all that she does both in the classroom and beyond as an inspirational teacher-leader. She is indeed a superstar!”

Immediately following the announcement, Ashley thanked the committee and discussed the value of being bilingual in an ever changing global society. In her own words, “teaching languages opens up the world to our students, and even more importantly … equipments our students with the ability to give to others … language learning is an act of hospitality and love.”

Profe Ashley will now represent the Commonwealth of Massachusetts and offer her vision for language teaching and advocacy as she competes with other state winners to see who will become the Language Teacher of the Year for the Northeast Region (NECTFL) in February, 2020. This teacher goes on to a final competition at the national level.

Elaine Batting Scholarship Winner

Latin summer study

Allyson Spencer-Bunch used the funds she received from the Batting Scholarship to attend SALVI’s Rusticatio Omnibus conference. Rusticatio Omnibus is a week-long Latin immersion event in West Virginia. She went because she was feeling frustrated by the limits of her Latinity. She writes almost all of the stories she uses in class and she spends a large portion of class speaking Latin. She worried that her own grasp of idiom was limiting her students. She went to West Virginia and for the better part of a week she attended lectures, discussed literature, played games, cooked meals, performed a play, learned to shoot an arrow, and hunted down Benadryl for a bee sting, all in Latin. The “non-academic” time often was the highlight of her day.

To anyone who is considering taking the plunge and attending an immersion event, she highly recommends SALVI’s programs. The conference created a very explicit culture of respecting other people with rules not to correct other people. They also focused on respecting your own needs with posters encouraging you to take a break if you were feeling overloaded and reasonable amounts of downtime scheduled into the day. Their focus on accepting your current ability and gender parity among staff and participants made her feel like she didn’t have to perform or worry about being judged. It was easy to form a tight community with the people around her and forget that she had arrived anxious that she wouldn’t be good enough.

She extends her thanks to MAFLA/CAM for the amazing experience. She grew as a Latin speaker and also took away wonderful activities that she uses now with her own students.

Pictured below is her legion from their “mock battle” standing proudly with our standard.

(Allyson is the second from the right).
MaFLA Distinguished Service Award

This year’s Distinguished Service Awardee, a former MaFLA President in 2007, has remained connected to MaFLA every year since her Presidency, not only by volunteering at the Annual Fall Conference at Registration and as a Session Facilitator, but also as a 3-hour workshop and session presenter.

Impressed by her work ethic, her enthusiasm, her organizational skills and her leadership capacities, the MaFLA Board nominated her to the NECTFL Board after her term at MaFLA ended. Not only was she elected, but she also served as Chair of the NECTFL Conference which was held in Boston in 2014. For the past 6 years, she has also served as Chair of the AATF Future Leaders Fellowship Program, a 3-day intensive training program held at the AATF National Convention whose former participants include three current MaFLA Executive Board members: Catherine Ritz, Kathy Turner and Beckie Rankin. In her capacity as Chair of the AATF Middle School Commission, she has also edited and contributed articles to two pedagogical volumes for teachers of this level, both of which have been published by AATF. She also is a very active member of ACTFL, serving on their Scholarship Committee, as a Mentor for new teachers, and presenting sessions, most of them filled to capacity, at their Annual Conventions.

The recipient of many awards and scholarships, she holds National Board Certification in French, was selected AATF “National Teacher of the Year” and received two AATF scholarships, one to study in France and the other in Quebec. However, the most significant of these is the distinction she received by the French Ministry of Education in Paris by being inducted into the Order of the French Academic Palms, first as a Chevalier in 2007 and more recently in 2016 as an Officier for her continued efforts to promote the French language and Francophone culture across the US. She now serves as a Director on the National Board of the American Society of the French Academic Palms and holds the position of Secretary for this prestigious association.

Our recipient has never said “no” to MaFLA. When there have been last minute cancellations for Diversity Day or the Summer Institute, she has always been willing to step in and step up, not only with a workshop in French, but often with a workshop in English on “Engaging Activities” or “Using Authentic Resources and Infographics” for all strands. She exemplifies the phrase “giving back to the profession,” on all levels – state, regional and national, and frequently is invited to present sessions for our sister foreign language associations.

The impact of her service to our profession has not only been felt by colleagues who teach French, but by all world language teachers across the country. Since the MaFLA Distinguished Service Award is a tribute to the recipient’s exceptional and meritorious service to our profession for many years, but also recognizes the passion and spirit of collaboration which define the awardee, it is most appropriate that Janel Lafond-Paquin receive this special recognition and be honored by MaFLA as its 2019 Distinguished Service Winner.

Submitted by Joyce Beckwith
I am honored to be MaFLA Second Vice-President and newly elected First Vice-President and 2020 Conference Chair. In particular, I thank, with admiration and respect, Joyce Beckwith for her unending support and mentoring, Rita Oleksak for her generous assistance and encouragement, Becky Rankin for lighting the pathway to conference preparation as well as Ronie and Larry Webster and Carlos Brown for their tech savvy and for getting my conference details up and running.

MaFLA has seen many successes in 2019 that include DESE hiring Andy McDonie, the new World Language Specialist. Many of our members took part in the CAL survey indicating a preference for adopting ACTFL's World Readiness Standards. The number of students receiving the Seal of Biliteracy markedly increased, as more districts adopt proficiency testing. MaFLA's outreach, in terms of professional development, has resulted in 130 attendees at the Proficiency Academy in Westfield this past summer; a first time MOPI workshop in Melrose with a Spanish strand and a Mixed Strand; plus a 2-day Core Practices Institute with 120 attendees. The Summer Institute was again held at Lasell College, over three days in August, with French and Spanish strands offering content PDPs and 4 Graduate credits for which we thank Marsha Olsen and our partnership with Westfield State University. We have also added a professor of Portuguese from MIT as an adjunct to the MaFLA Board and a first time ever Portuguese strand to the conference.

Inspired by Kim Talbot in Melrose and her recent Cultural Proficiency PD workshop, I believe it is time for MaFLA to embrace and expand upon the ACTFL Intercultural Can-Do statements by incorporating them as our Mission and Vision indicate. Over the past few years, the topic of interculturality and cross-cultural connections has interested me a great deal. In discussions with Principals in Falmouth, I realize they are concerned that students should be exposed to other cultures through curricular instruction. It is now a major focus for the entire district and is being considered as we move to a K-12 World Language Program.

This past summer, in fact, my junior high teachers worked on curricula for that level by adding intercultural components and revising Backward Design Units. My conference theme, Interculturality, Creating Cross-Cultural Connections will address how students must be open to and actively involved with cultural practices such as exchange programs, internships, research projects, and community service.

These programs will enable students to navigate cross-cultural settings, to succeed in domestic and study abroad programs and global internships, and to flourish in cross-cultural communication inside and outside their classrooms. Also, many universities are now requiring freshmen to spend the first semester of their university careers in locations such as Paris, Greece and Spain.

Most importantly, these global competencies must focus on foreign language proficiencies and a deep understanding of other cultures, along with a global perspective and sense of global citizenship. Please think about how you all can contribute to this endeavor by researching this topic for an article, consulting with your colleagues, and making a presentation. You will be joined by other scholars like David and Sheila Bong, of AVANT Assessment; Thomas Sauer from Startalk, Manuela Wagner from the University of Connecticut, Greg Duncan from Interprep and Kara Parker and Megan Smith of Creative Language Classroom as they promote the study of global and cultural competencies.

I look forward to seeing all of you in October 2020 at next year's Fall Conference, and sharing this important and meaningful journey and experiences with you. Please remember: "We are the world, We are the children, We are the ones who make a brighter day," so let's start by providing students with the world language tools they need to succeed in our multicultural world. We welcome your submissions and your thoughts, and I hope we have inspired you to participate in a meaningful, and rewarding way.

Preservation of one's own culture does not require contempt or disrespect for other cultures.

Cesar Chavez
MaFLA’s Educator In The Spotlight

An interview with Mary Simmons, ASL Teacher at the Horace Mann School for the Deaf and Hard of Hearing

MaFLA’s fourth featured educator, Mary Simmons, teaches American Sign Language (ASL) and Deaf Studies to Upper Elementary students at the Horace Mann School for the Deaf and Hard of Hearing located in Allston, MA. The Horace Mann School is the oldest public day school for the Deaf in the United States. It serves students ages 3-22. She has taught for 16 years and holds degrees from Boston University, Framingham State University, Plymouth State University and is currently enrolled at Saint Joseph’s University.

- D - culturally Deaf or in Deaf community (use this to talk about schools, myself or cultural involvement)
- d - deaf, has a hearing loss, general term (use this to talk about deaf in general)

MaFLA:

Tell us a little about yourself.

Mary:

I grew up in a bicultural-bilingual environment. My mother is deaf, my father is not. He learned some American Sign Language when he met my mother. Because I grew up with one hearing parent and one deaf parent, I am bilingual with the ability to communicate in two languages and live in two cultures. My siblings are deaf, my husband is deaf, and my two boys are hard of hearing and will possibly be fully deaf in the future. I took courses at Gallaudet University, a college for the Deaf, for one year after I received a degree from Boston University in Art Education. While at BU, I had an internship at the Horace Mann which inspired me to go back to Gallaudet for a Master’s Degree. I worked at a private school for the Deaf for 11-12 years, then started my own business and left teaching for a while, but was pulled back to teaching over the years and am now settled into my teaching career here at the Horace Mann. I am also very involved with the deaf community in other ways - fundraising, deaf organizations etc.

MaFLA:

Does your business involve the deaf community?

Mary:

Yes. I own my own paint party company. I often have deaf customers and have done a number of after school programs for deaf children and fundraisers for deaf organizations. I have also employed a couple of deaf artists.

My art background - When I taught art previously, I always included deaf studies in the curriculum. Deaf View Image Art (DEVIA) is a big movement within the deaf art world. At Gallaudet University, I met the late Chuck Baird who was a famous deaf artist. He invited me to the Deaf Way II International Festival which was one of the best experiences of my life.

MaFLA:

I saw during your lesson that you attended the Deaflympics. Tell me about that.

Mary:

Yes, I coached soccer and played for the team in the summer of 2005 in Melbourne while simultaneously training. Our team won the gold medal! In order to be on the team, you have to try out, join training camps, and raise funds in order to travel. My husband was also in the winter deaflympics for hockey and went to Sweden. I was teaching the students about Deaf events at the international level, communicating with Deaf people overseas and trying to connect it to their upcoming ASL sports activity that afternoon.

MaFLA:

How were you able to communicate with deaf people overseas?

Mary:

I learned International Sign Language, which is not an official language but has common generic signs, During Deaf Way II And In Australia, I met friends from England so I learned British Sign Language (BSL). BSL is easy for me to learn because I knew the ABC and could sometimes read their lips - some signs are very different but I knew the spoken English. I already knew their ABC as a child from an Australian exchange student (they have similar ABC handshapes). During Deaf Way II, I met several international artists and interpreters and saw many different languages such as French, Colombian and Russian Sign Language. During the Deaflympics I enjoyed watching different languages and chatted with players from other teams. I was motivated to learn about their facial grammar and vocabulary which is important for deaf people to be able to understand each other. All languages, spoken and signed, have similar words so you could pick it up easily if you know one of the languages. Just like Portuguese and Spanish have a similar Latin base, if you know one of these languages it is easier to pick up the other. The same principle applies to ASL. In the UK however they use a completely different alphabet from ASL. ASL is actually closer to French sign language. It was fun to learn all the languages. I had a chance to visit the Deaf community in England and really enjoyed improving my BSL there.

MaFLA:

Tell me about the origins of ASL.

Mary:

Deaf education was introduced in the United States in 1817. Before that time, there is virtually no indication that formal deaf education existed in America. Dr. Thomas Gallaudet was looking for a way to communicate with the daughter of his neighbor who was deaf. He travelled to Europe and studied techniques in Paris with Laurent Clerc (among others) who accompanied him back to the US to set up the American School for the Deaf in Connecticut - the first deaf school in the United States - in 1817. American Sign Language was developed using signs from the French Sign Language that Gallaudet learned from Clerc, local home signs, and signs from Martha’s Vineyard (high population of deaf residents back then), and Native American Sign Language which is not an official language but has common generic signs, During Deaf Way II. And

Mary Simmons, ASL Teacher at the Horace Mann School for the Deaf and Hard of Hearing
MaFLA’s Educator In The Spotlight

Language. In 1864, Abraham Lincoln signed the charter for a deaf college, (later named Gallaudet University after Thomas Gallaudet.) In 1960 it was more formally recognized as a full language with Dr. Stokoe’s research.

MaFLA:
You’ve taught a wide range of students and levels. Tell us a little about ASL and what makes it different from other World Languages?

Mary:
Deaf culture is very important to me when teaching of ASL. Many of our students have hearing parents who don’t know much about deaf culture. I feel that I need to introduce why we use ASL and why we need to learn it before digging further into ASL grammar. ASL has a grammatical structure and parameters that is completely different from English. Word order, facial expressions, how you use inflection, directional movement can all change the meaning. For example, different hand shapes are similar to phonemes. So students are learning the hand shapes which is very visual and very challenging. A lot of linguists have documented the movements and locations to learn how to structure ASL. This is why I keep a poster of ASL parameters such as hand and movement signals in my classroom. Elementary students are learning graphemes and shapes while they are simultaneously learning English. I push in to ASL Literacy and English Literacy classes for biliteracy development. This fall we will be adding Deaf studies classes as well.

MaFLA:
Yes, valuing students’ ASL language and culture is so important. I love that you try to incorporate the cultural aspects of your students into the ASL language class. Moving to another topic, I’d like to ask, since the proficiency movement is so new, how do you think ASL language teaching will evolve over the next few decades?

Mary:
The National Standards for K-12 ASL was recently published. There are several domains - receptive, expressive skills, publishing and viewing. Publishing recording videos in ASL, similar to writing in English and viewing ASL informational texts is similar to reading English. There are a lot of parallels to the common core for ELA. We have an ASL Specialist, Megan Malzkuhn, who assesses our students’ ASL language development so that we can better instruct students. I now teach Grade 2 within the National Standards and next year I will teach Grade 3 while expanding the curriculum and grade level every year.

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

Mary:
One of the most popular instructional activities is through the use of different types of ASL literature - i.e. poetry and storytelling - which is a big part of Deaf culture as well. Since ASL was passed on orally for 200 years, many types of ASL literature has evolved. For example some ASL poetry is similar to a rhyme and you limit the beats for a poem (but it’s hand shapes constraints). There are many ASL poetry competitions. Students create poems within topics- how can they use hand signals to create their poem. Another is visual vernacular - how you can show a lot of meaning without using the actual vocabulary. Through the use of more gestures and facial expressions we can show a poem or story visually in an artistic manner spacially instead of actually telling the story in a linear fashion. This expands their language past the word level. Now that we have more ASL literature on video, I have started organizing some collections and themes for my students to view. Our ASL specialist, Megan, also set up a school wide ASL performance day where students performed all of the ASL poetry and storytelling they had been practicing in class.

MaFLA:
That’s an amazing technique that we could all adopt. What else do you do to motivate students?

Mary:
Our students come from all over the world and have different backgrounds, home languages and different life experiences. I work hard to include their backgrounds and cultures in my instruction. For our deaf students of color, it is really important to show them deaf role models they can connect with. Specifically, I want to be sure they connect with deaf people of color - I work hard to show that in the classroom. Our graduation speaker is a deaf Latina who worked for President Obama, so we are constantly thinking about our students and being able to connect them to deaf people around them that have similar backgrounds. Poetry, storytelling, and ASL songs are also a really popular way for students to develop their language. Intersectionality is important in our school.

MaFLA:
Is there anything else you would like to share? What should hearing people understand about the deaf culture?

Mary:
ASL is accessible - it is our access to the world. Hearing people are learning it, which means more people knowing ASL will enable us to gain access to the world. It’s a rich language that is not just gestures. Most deaf children are born to hearing parents and it is very important for them to have access early on to a visual language regardless of technology or assistive devices. This is key to preventing language deprivation at an early age.

Another important thing to understand about deaf culture is that deaf people have
different perspectives. Some hearing people believe that if you receive a cochlear implant, you will learn to speak. However, there is no guarantee that this will happen at the level they expect. Speech is not language - listening and speaking is a skill. ASL is a language which means that being exposed to this visual language early in life is the foundation to developing good skills in English and, possibly more languages. Some of our students may have three or four languages. One of our deaf teachers is fluent in ASL, English, Korean and Korean Sign Language. I would like to see that fluency in our students where we can support their home culture, ASL and English. They would be able to navigate and code switch in all of their communities. I grew up learning two languages from the start. I am one of the 10% of deaf people who are bilingual because I have a hearing father and a deaf mother and enjoy being a part of both worlds. So language deprivation is a critical aspect that we need to address. There is a lot of advocacy in the deaf world right now. Some states have passed The Deaf Child Bill of Rights. Unfortunately, Massachusetts is not one of them. This Bill would allow a deaf child to receive instruction in ASL. Currently there are schools that support different philosophies and, therefore, give different levels of support to deaf children. The Deaf Child Bill of Rights would combine early childhood intervention with ASL instruction. There was recently a proposal for a Lead-K bill in Boston. If passed, DESE would be involved to ensure deaf and hard of hearing students receive these services in early intervention and in school.

For example, my son cannot get an ASL interpreter at his school. The town believes that since he has functional speech and is academically on level, he doesn’t need ASL. That is another complicated story in its own. However the social skills and emotional development that happens outside of the classroom is so important. So we have to build it into his personal schedule. In Boston Public Schools, we have kids from around the world with a variety of language abilities - some are fluent in Chinese Sign Language, some use home signs, some have basic speech skills, and some may be able to communicate in Spanish. Some may be able to have decent speech in English but cannot communicate with their parents who do not know English. Some of the parents are also learning ASL while others are learning English. Some children can communicate with their families well, while we have other kids who did not have access to any communication in the home at an early age. They are learning ASL as their first language when they get to school. They could be age 5 or 16 when they get here and are just getting their first language. That is a long time without language or communication. Some students pick it up and when they get enough vocabulary they can communicate and express so much about their earlier memories (they couldn’t express them before) and that is so powerful.

MaFLA

Thank you, Mary

Interviewed by Julie Calderone
Educati ng The Educators To Foster A Social Justice Mindset:
Teacher Professional Development To Enhance Student Global Awareness


The students who sit in our classrooms today represent a variety of experiences - cultures, languages, learning preferences, socio-economic status, and unique family dynamics. These experiences define the students we work with on a daily basis while simultaneously helping or hindering these young people from reaching personal goals and academic achievement. As their World Languages teachers, we need to ponder an important question as we develop unit, lesson, and assessment plans: How do we incorporate and expose all of our students to the critical societal issues - the issues of social justice - that have (or will have) affected these young people at some point in their lives?

As World Languages educators, we could spend an inordinate amount of time reflecting on how to address issues of social justice in our classrooms and departments. In part, a promising first step begins with our own reflective inquiry into and development around the topic of social justice education. The ACTFL Standards call us to promote language learning with the hope to foster life-long learning on the part of our students (The National Standards Collaborative Board, 2015). Additionally, we understand the intrinsic connection between linguistic development and cultural competence as the underlying factors that allow students to effectively communicate in another language (Byram, 1997). If we hope to encourage our students to be the life-long learners we seek to shape, we must model this idea of life-long learning for our students through our own professional development.

At Idioma Education and Consulting, we pride ourselves on the idea that the graduate courses, institutes, workshops, and consulting services we offer assist World Languages teachers with social justice curriculum development. We help in-service language educators develop pedagogical approaches for social justice work in order to create a partnership with their students resulting in problem-posing education. This concept, as described by Pablo Freire in his Pedagogy of the Oppressed (1972) allows “people to develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality but as a reality in process, in transformation” (Chapter 2). Both educators and students live in a world today that requires this critical viewpoint to understand those we live, work, and study with on a daily basis. As we strive to help our students become global citizens sharing cultural perspectives, we must engage in our own learning as a way to help broaden our students' ability to exist in a multicultural world. Therefore, the instructors at Idioma use this critical lens to help teachers examine a variety of seminal works, the ideas of proficiency, and project-based learning that they in turn can adapt for their classroom contexts.

In a variety of courses offered through Idioma Education and Consulting, we encourage our in-service teachers to challenge their own thinking as they examine the critical issues that confront our students today. We have designed courses like Teaching World Languages through the Lens of Social Justice, Gender Identity in the World Language Classroom, and Cultural Integration in the World Languages Classroom. These courses present topics on race, gender, class, intersectionality, and intercultural competence that help our educators think of ways to enhance their units of study around social justice education. As important, both teachers and students will reflect on ways to ensure that we approach all people with fairness, respect, and dignity that all humans deserve. Using the construct of social justice education presented by Sonia Nieto (2010), Idioma courses work to engage the in-service teacher and in turn promote student engagement around social justice issues:

- We challenge teachers (and therefore our students) to understand misconceptions of truth and stereotypes that plague our society.
- We provide teachers (and therefore our students) with a variety of resources to examine these critical issues while better understanding their biases and beliefs.
- We ask teachers to use their own cultural wealth and experiences to engage the students in work around social justice issues, which in turn draw on students’ cultural wealth and knowledge.

- We create an adult learning atmosphere that asks teachers to be critical thinkers and problem solvers modeling ideas and activities that can be adapted to promote this same thinking in their classrooms.

At the heart of this work, we encourage our in-service teachers to develop their own critical thinking on issues of social justice education while reimagining their own curricular practices. As all of our courses at Idioma focus on the ACTFL 5 Cs of language learning, and our coursework relating to social justice education pays particular attention to the Cultures, Comparisons, and Communities strands of the framework (The National Standards Collaborative Board, 2015). Course material allows participants to look creatively at how authentic resources can enhance interpretation skills while simultaneously allowing students to compare products, practices, and perspectives of the target language and their own culture. This work and reflective process allows our teachers and their students to think about human interaction, relationships, and attitudes with the hope of building strong interpersonal relationships in our society.

Idioma Coursework

In Idioma’s online course, Gender Identity in the World Language Classroom, participants begin with a self-reflection on the development of their own gender identity and how they perceive the role of language shaping their identity. This first unit delves into the vocabulary related to biological sex, gender identity, and gender expression. Participants must think critically about the resources available within the school and how they can adapt their own lessons on a daily basis to be inclusive of all students. Following this discovery phase, the second unit uncovers why inclusive and gender neutral language matter and the impact it has on society. Participants create and respond to a series of dialogues based on hypothetical situations.
found within the school context and reflect on their own interpersonal relationships with students in their classrooms. Within the third unit, participants read articles related to the challenges that language change can pose and how countries and communities respond and consider the possibility of media being involved in processes of linguistic change (Maegaard, 2013). As a final project, participants demonstrate an understanding of the themes related to gender inclusion and language instruction, by creating a lesson plan in which they describe how they will implement a gender-inclusive strategy during a lesson relating to gendered language. These lessons are compiled, shared, and available for all participants to use and implement within their own classrooms.

As a way to further develop a critical lens of educating for social justice in the World Languages classroom, Idioma offers *Teaching World Languages through the Lens of Social Justice*. This course helps educators utilize the resources available and develop the necessary skills to integrate a social justice perspective into any language classroom. The course materials are based on the work of Glynn, Wesely, and Wassell (2018), who challenge teachers to plan units of study with language learning objectives and social justice objectives. Additionally, these authors encourage us to contemplate the idea of reflection in action and on action while addressing the rich diversity of our students’ lives in our curriculum. This work finds additional support in the 2017 ACTFL Board of Directors statement reminding members that “teaching students to value the rich diversity in our classrooms and throughout our society can be challenging, but it is more important than ever” and suggested that our organization would be "...united with the entire language community in rejecting intolerance and hate and...working together...in our classrooms with our students.” The statement serves as a focal point for this course enhancing teachers’ capacity to design thematic units with social justice objectives in mind. Additionally, the topic seeks to instill empathy and compassion in all learners as we as a profession strive to build our student intercultural competence. Finally, as a capstone learning project, participants in this course have a chance to design their own unit of study based on their context utilizing the principles of social justice education and proficiency-based language teaching. This course offers educators a chance to pause and reflect on their practice with the hope of developing a critical awareness of the social issues that affect all people (Parodi-Brown, *Course Syllabus*).

### About Idioma

Idioma Education & Consulting is dedicated to providing world language teachers with practical and relevant content to enhance curriculum and promote professional learning. These professional learning opportunities allow the teacher-practitioner the chance to reflect on their practice over a dedicated period of time (4-6 weeks) while collaborating with colleagues from around the country as they share learning successes and challenges regarding proficiency-based language teaching and learning. This collaborative and reflective professional learning becomes job-embedded affording educators the opportunity to enhance practice over time. As an approved Massachusetts Professional Development Provider, we offer these courses online with the opportunity to earn graduate credit through one of our accredited partner universities. For more information about our online courses or custom on-site workshops, please email info@idiomaconsulting.com or visit www.idiomaconsulting.com.

### About the authors

Dr. Michael Orlando is the Assistant Principal for Mission and Identity at St. John's Preparatory School. He has taught all levels of Spanish including AP Language and Culture and AP Literature and Culture. Currently he teaches Advanced Spanish Conversation, Cinema, and Literature. In part of his work as Assistant Principal, Dr. Orlando coordinates the faculty and staff professional learning program and observes teachers in different academic departments. At Idioma Education and Consulting, Dr. Orlando is the Director of Academic Affairs where he develops courses in methodology and Spanish, coordinates the graduate certificate programs, and organizes institutes and workshops for a variety of school districts around the state and beyond. Dr. Orlando has presented on proficiency pedagogy at MaFLA, NECTFL, and ACTFL over the years.

Ms. Mellissia Walles is the owner and founder of Idioma Education & Consulting. Mellissia is a results-oriented language consultant, instructional designer and instructor with over 20 years of experience in education and business training. She holds a Masters in Education from Tufts University, a Bachelor of Arts in Spanish and Latin American Studies, a Certificate in Online Instruction from Central Michigan University, and a Massachusetts Teachers License in Spanish and French. She has provided on-site business consulting and training in the United States, Europe, South Africa and Latin America. Mellissia’s strengths and competencies include online course development, application of technology in learning and curriculum development, intercultural communication, and language learning techniques. She has taught in a variety of settings, including on-site business training, K-12 public and charter schools, and at the undergraduate and graduate university levels.

### References


Several years ago, while teaching my Spanish 4 and my Spanish 5 classes, I began to introduce topics of Social Justice into my curriculum. I am not sure if I knew that these topics were in the Social Justice realm at that time but I did quickly realize that I was opening up for my students perspectives, practices and products that were foreign to them. The students, surprised by this change in curriculum, let me know that in very few of their classes had they discussed topics such as basic human rights, child labor, injustices to indigenous, silenced voices, and marginalization.

These topics piqued the curiosity and interest in my students and I found my students so motivated that they were teaching me information that they had gleaned from their own investigations. As we completed the courses several of the students sincerely thanked me for opening up their world. You can imagine my excitement when last year at ACTFL Dr. Cassandra Glynn of Concordia College and Dr. Beth Wassell of Rowan University offered a 3-hour workshop. I was not going to miss it so I immediately signed up for this opportunity. The workshop was enlightening and I left with the Second Edition of their seminal work *Words and Actions: Teaching Languages Through the Lens of Social Justice*, and lots of ideas to continue to integrate Social Justice themes. I found the discussions at our table during the workshop provided me with lots of great ideas for additional resources, and integration into my curriculum.

When I saw Beckie Rankin, our 2019 Conference Chair, at the ACTFL conference just after coming from the workshop, I was so excited that my first words to her were “We have to get these authors Dr. Glynn and Dr. Wassell to our MaFLA Conference.” Her response was “I already have them booked.” I was smiling from ear to ear because now I would have another opportunity to attend a workshop and this time it would be a full 6-hours. I could hardly wait.

Upon my return from the ACTFL conference, my teaching continued to incorporate more and more social justice topics and I even started to incorporate some in my lower level classes. I didn't quite feel confident but at least I was trying and I felt with each lesson I was getting better. A few months after my workshop at ACTFL in an email from Teaching Tolerance I found another great resource, The Teaching Tolerance Social Justice Standards ([https://www.tolerance.org/frameworks/social-justice-standards](https://www.tolerance.org/frameworks/social-justice-standards)) Using the link the publication provided, I found I could download the standards in English and even in Spanish. I also learned that there were modules that I could use to learn more. (See link above). I knew at that point that my focus at the MaFLA conference this year would be Social Justice.

Here, I am going to admit that I am a true PD junkie. I not only signed up for the 6-hour Social Justice Workshop but also the 3-hour workshop. I really wanted to become more versed in the topic and what better way than to learn from the experts. I can certainly say that I walked out of those workshops much more confident and with even more ideas about social justice integration into curriculum and lessons.

So what were the workshops about. What did I learn?

Each workshop began with a definition of Social Justice. It is a philosophy, an approach, and actions that embody treating all people with fairness, respect dignity and generosity (Nieto, 2019). We next discussed how we can link topics of social justice to culture. We analyzed the difference between a culture lesson and a social justice lesson and learned some strategies to be mindful of the difference between the two as we move forward. We were asked to think of current social justice issues that might serve as a starting point for rethinking culture. In our groups we brainstormed social justice issues related to the 3 Ps – Products, Practices and Perspectives. To help us they suggested the following.

<table>
<thead>
<tr>
<th>PRODUCTS</th>
<th>PRACTICES</th>
<th>PERSPECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Justice issues that focus on access to and relationship with tangible and intangible resources.</td>
<td>Social Justice issues that arise from how people interact.</td>
<td>Social Justice issues that stem from attitudes and values.</td>
</tr>
</tbody>
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It was surprising how many ideas my group was able to generate.

Next we looked at the 5 elements of Hackman's framework pictured below.
Submitted by Jade Cintron (thanks to Carlos Luis Brown)

The following explains my perspective as an ESL teacher but can absolutely be applied to any language classroom.

Throughout my ten years as an ELT educator, I became hyper-aware of the fact that teaching the English language was just one of the things I was teaching. I was doing much more than that. As I became a more experienced educator, I started to unpack everything that my students were unconsciously learning as I was also unconsciously teaching it. It hit me, that I was not just a language educator but also a cultural ambassador to both my country of birth, the United States of America, as well as a representative of “a person of color,” of Puerto Rican/Cuban ancestry.

Suffice to say, I was not the physical profile of the teacher they expected to walk into their classroom. When I did, they were often surprised and curious as to “what” I was. The conversation would ensue and, without ill intention, their perceptions of all the “things” “my people” were, would come out.

• Americans are power hungry.
• Americans can’t find anything outside their country on a map.
• Wow, you’re Latina and you went to college? Wow! All Latinos here clean bathrooms or take care of our elderly.
• You must be great at sports because you have African in you.

I can’t tell you how often a variation of these things were said to me. Then came the sexist ones…

• You must have moved here for a man!
• You came by yourself? And you’re a girl!
• Hmmm..what could you be looking for?

You can imagine how thrilled I was to hear these constantly. Also, note the problematic nature of that bold language prior to the quotes.

What am I? A person, thanks.

Turning difference into opportunity

Although it may sound it, my classrooms never got hostile. In fact, they all really turned out to involve super interesting discussions that resulted in brilliant vocabulary and sentence structures. I realized that my unique identity was beneficial to their learning process so long as the learning opportunities were curated by me in a comfortable way.

Once I really took this opportunity by the horns, I was able to build these learning caveats into lesson plans. I did this by curating my reading selections, picking a variety of clips that did not just show one kind of person, and by looking at seemingly awkward situations head on. This included racist, sexist and homophobic idioms and expressions — with intention and a discussion-ready attitude.

In my classes, I worked hard to avoid sugar-coating problematic vocabulary and social constructs within the English language. Instead, I tried to discuss why we said that, where it came from historically, and finally how we could say that very thing in a different way (fun, challenging, and useful language exercises!)

Language is important! We, as language educators know that more than most! Just because our language (along with several others) is problematic, doesn’t mean we should perpetuate antiquated terms and phrases, nor should we ignore them. Take a look at a few:

  - To hit like a girl
  - Happy wife, happy life
  - To man-up
  - An Indian giver
  - Gypsy/To be gypped

And believe me, there are many, many more. Not only do we encounter it in the phrases we teach but also in the video clips we show. Friends, for instance, is a classroom favorite but actually quite problematic. There’s blatant sexism, fat shaming and transphobia and it is all laughed off as if those at the core of the joke don’t actually matter. Rewatching some of those episodes for me was actually cringe-worthy. It is undoubtedly a product of its time and the solution isn’t to pretend it never happened, but as I said before, tackle these conversations head on!
Different ads, readings, role-playing you do in your course can follow suit and also perpetuate a variety of micro-aggressions, toxic masculinity or overtly disrespectful stereotypes of a culture and its people.

Make that into a lesson plan!

Different ads from different decades:
What are the differences and similarities you find?
How have they evolved?
How have they not?
What was happening in the world at the time of their creation that made this effective?

The possibilities of this class are endless, a great learning opportunity and ultimately really fun and interesting for the student, even if they disagree!

Taking a broader look at education

So, how much is it our job as educators to promote an open mind? I strongly feel that as English language educators, it is imperative that we push English to evolve in order to shift away from racist, sexist, homophobic and transphobic language.

English is used internationally for travel, work, pleasure and we need to be aware of how we use it and who suffers when it is poorly used. Language has history, it tells us the climate of the times, but it also shows what we are willing to tolerate.

I like to think that having had me as a teacher was beneficial in other ways than linguistically. I like to think that I challenged preconceived notions and stereotypes fed to them by society and the media, that my careful word choices and careful lesson planning opened the door for the ever-growing population of immigrants arriving in Spain, the children of interracial couples and of little girls who just want to be treated equally without being the punchline to a joke. I have asked many people, including those who attended my session, to check their privilege. We all have privilege and our awareness of it is essential in creating a more equitable and more welcoming space for students and teachers alike.

How else can we do this?

By addressing multiple cultural identities and identities in general
By adjusting hiring practices to really represent the English speaking world
By not shying away or dismissing uncomfortable situations
By not falling into the tokenism trap
By admitting that we’re all trying but going to make mistakes and that’s completely okay!
Continuing the discussion all over the world
I look forward to continuing to encourage educators around the world to consider the importance of the social and cultural impact of the languages we use and teach. I also hope you can make time and space for diverse voices within the classroom and also make time for yourself as an educator to have difficult but honest conversations about gender and race.

Note: These experiences in the classroom are where the InnovateELT session entitled “Real Talk: #MeToo & Equity, Diversity & Inclusion in the ELT Classroom”, was born. It also stemmed off Jade’s graduate thesis work entitled “Enhancing Cultural Awareness & Sensitivity through Theatre and Language Education”.

About the Author: Jade has specialized in teaching English through theatre, song and movement for the past ten years, eight of which were in BCN. Her work has evolved into incorporating honest conversations about social justice, people of color, women of color and women. She was also Managing Director for the Barcelona TEFL Teachers Association for six years and Director of Education & Community at an arts center in a predominantly Latino town in PA. She holds a Masters in Arts Administration, focusing on cultural awareness in theatre and language education. She currently serves as a Bilingual Literacy Specialist for The Free Library of Philadelphia where she focuses on the Latino and African American communities in North Philly.
Centering L2 Community Heroes
by Stacey Margarita Johnson

Are you excited about teaching languages for social justice but not sure how to make it work in your existing curriculum? Without fail, whenever I present on this topic, teachers approach me afterwards to ask me some variation of the question, “I work in a setting where I don’t feel safe talking about social justice. How can I start down this path without alienating my students, their parents, or my administrators?” Even if this isn’t your case, all of us face limitations of one type or another in our classrooms. You might relate to the idea that stakeholders will object to social justice in the language classroom. Or you might find yourself in good company with teachers who are concerned about teaching social justice issues in which they do not feel they have an expertise. Or, like me, perhaps you teach novices at the beginning of their language learning journey and are not sure how to discuss critical topics while staying in the target language. There are many reasons a teacher should pause and think through how to teach with social justice in mind.

There is good news. Small steps in the right direction can make a difference, and some truly beneficial practices are easy to incorporate into your classroom right away even if you face barriers to teaching for social justice or need more time to develop expertise. One of my favorite entry points to social justice in the language classroom is teaching about heroes from the community we are studying.

In my novice classroom, we spend a lot of time learning to describe people: what they look like, where they are from, who they are in their family, and what they do professionally and in their spare time, among other topics. We obviously use this language to talk about ourselves and people we know, but I also include many biographical sketches of L2 community heroes and even pieces of videos and articles where well-known people talk about themselves. We use these resources extensively in class, process them together to make sure students understand them and can discuss them in the target language.

So, how is this a social justice activity?
Two ways:
1. I like to highlight community activists, artists, musicians, and others who have achieved great things in their respective fields. I am particularly looking for people who are making their communities better or bringing a critical perspective to their work. Learning about how people within the L2 community are working to improve their own communities can be uplifting and important for students. It also serves to provide counternarratives to the all-too-common misconception that our students can somehow step in as novice language users and add people to someone else’s community. Instead of learning about the problems in the L2 communities and then thinking about how WE might address those issues, we are learning about the community heroes who are already engaged in addressing injustice within their communities.

2. I make a concerted effort to choose community heroes who represent diverse identities and disciplines. Many of my students come to my classroom knowing little about the Spanish-speaking world, rather than relying on the tropes and generalizations we so often see in the media. Learning about how people within the L2 community are engaged in social justice issues can help students begin to appreciate the rich diversity of the culture we study when we intentionally expand our students’ understanding of who L2 users are. I may not talk about the realities of immigration in Spain with my novice language learners, however, through the biographical sketches we explore in class, I certainly teach them about specific Spanish community heroes who have immigration stories. I do not specifically discuss LGBTQ+ rights in Puerto Rico, but we do learn about Puerto Rican members of the LGBTQ+ community.

Not only do my students leave my classroom with a clear idea that the Spanish-speaking world is a diverse place, but they also come to understand that L2 communities include people like them, who share aspects of their identity. My hope is that my students leave my classroom more open to engaging with the reality of the Spanish-speaking world, rather than relying on the tropes and generalizations we so often see in the media.

If you are doing work in your language classroom that centers L2 community heroes, I would love to hear about it! You can reach out to me by email at stacey.m.johnson@vanderbilt.edu or on Twitter @stacey-margarita.

If you are ready to do a deeper dive into how to address social justice issues in and through your curriculum, I highly recommend the ACTFL-published book Words and actions: Teaching Languages Through The Lens Of Social Justice by Cassandra Glynn, Pam Wesely, and Beth Wassell.

For more perspectives on the importance of representing diverse identities in the language classroom, I would also recommend two episodes of the We Teach Languages podcast:
• Episode 82: Social Justice and Representation with LJ Randolph https://wp.me/p88mlO-Tm
• Episode 127: Diverse Images of Spanish-Speakers and Reaching “Reluctant” Learners with Rhoda Nunez-Donnelly https://wp.me/p88mlO-5Qo

There can be no peace without justice and respect for human rights.
Irene Khan
Language Acquisition - A Question of Motivation

by Noah Ouellette

For the longest time, I assumed becoming fluent in a second language was impossible. As someone with a lisp in English as a child, the thought of mastering French liaisons, silent consonants or the guttural R seemed totally out of the picture. Nevertheless, I was still fascinated by French culture, which kept me going despite the difficulties I encountered. I even considered dropping French once I got to college, but fortunately, as an international affairs major, I had to keep taking world language classes.

I still struggled, however, and my “Aha!” moment came only after my freshman year of college when I spent a summer in the Czech Republic. I was part of a cultural exchange program with a group of seven other students, teaching Czech middle schoolers about our countries. The group I was with came from countries as diverse as Brazil, Bosnia, China, and Mexico, with varied socioeconomic backgrounds and career paths. But the one thing they had in common was they all spoke great English. They all knew they needed to in order to succeed, and they all watched countless American sitcoms, which many of them credited for their progress! After eight weeks with them, I realized that language acquisition was a question of motivation, and there was nothing inherently stopping me from mastering French.

Upon return to the United States, I soon discovered a French TV show called *Quotidien*, which is the equivalent of the Daily Show on Comedy Central. I became enamored with its comical takes on the French political system, which, unlike the United States, is a smorgasbord of political parties ranging from the far left to the far right, and alliances forming and falling apart after each election. Understanding it was tough initially, I remember having to put my ear right next to the computer speaker to catch all the words. But over time, watching *Quotidien* become natural, and more of a leisure activity than anything else. This soon translated to approaching my French classes with more purpose, and then choosing a full language immersion study abroad program junior year in Paris, where I finally reached an advanced level of French.

Two years after graduation, I am now fortunate to speak French every day at work, at the French Consulate in Boston. I initially came to the Consulate a year ago working as the Consul General’s assistant. Students may be surprised to learn that about half of the positions in Embassies and Consulates are local hires. A number of my colleagues at the Embassy in DC and the Cultural Department at the New York Consulate are Americans just like myself!

A few months ago, I changed jobs at the consulate, and now not only do I get to speak French for work, but I get to help promote it in New England through my position as K-12 Education coordinator. We help students and teachers through scholarships, workshops, setting up exchange programs, and promoting bilingual immersion schools. I believe it is particularly important that students here realize the full breath of the Francophone world, and the critical role of French in the world of diplomacy, non-profits, and sectors like the aerospace, pharmaceutical, and luxury goods industry. And not to mention the endless cultural and historical heritage. We have plenty of resources to promote the value of French, and I am always happy to speak to students about it! Anything we can do to help students realize the transformational effects of learning a second language will be worth it in the end.

I want to live in a world where people become famous because of their work for peace and justice and care. I want the famous to be inspiring; their lives an example of what every human being has it in them to do act from love!

Patch Adams
Global Outreach: A Student Driven Approach To World Languages
by Global Outreach Members

Allow us to introduce ourselves. We are Global Outreach, a student-driven organization working for improvements to world language and English learner (EL) education across the Commonwealth. As a working group of the State Student Advisory Council, a group of elected high school students, we have the pleasure of working under the auspices of the Department of Elementary and Secondary Education (DESE) for our second year.

As students in Massachusetts public high schools, we know firsthand the importance of effective world language education on creating a culturally-inclusive school. In our schools, world language education and social justice go hand-in-hand. We have found that in a majority of our high schools, students feel like cultural aspects are not stressed in world language classes as much as possible. Students are craving to learn beyond grammar and immerse themselves in the curriculum so that we can apply what we learn in the classroom to our lives.

Cultural appreciation through education is vital for achieving social justice in our schools. Without an awareness of how others live, students are vulnerable to develop provincial world views. Our solution to this issue has been to develop the Global Outreach network, a social media platform connecting students and cultural events across the state. Many students want an opportunity to use their language skills outside of the classroom, and we are trying to connect students with opportunities while encouraging our school communities to create new ones. Whether it be school or community events, our goal is to unite Massachusetts students to build a strong force towards improving world language education.

We are also advocating for world language and EL programs to be considered as a whole. Our group is committed to supporting EL students in a mutually beneficial way. In collaboration with the Office of Language Acquisition at DESE, we are currently working to both revise the world language curriculum framework and promote social integration among EL students. We've discovered, though, that the means to achieve these two objectives are essentially one and the same. Our discussions with leaders in EL programs have revealed that stronger cultural appreciation fostered through world language programs is essential for non-EL students to embrace EL students. We are trying to be at the forefront of advocating for effective ways to broaden world language curriculum while simultaneously developing concrete recommendations for schools to better include their EL populations.

Global Outreach is immensely grateful for the support of MaFLA as we move forward with our goals. For those interested in working with us, please reach us at globaloutreachmass@gmail.com. We would love to expand our collaborations to create deeper change to world language and EL education and advance social justice across the Commonwealth.

News From DESE
State Seal of Biliteracy

- 28 new districts have already opted into the State Seal of Biliteracy since the end of the 2019 school year, bringing the grand total to 111! Your district can help us meet our 2020 goal of 125 by opting in. See details on our website.
- #MASSOBL – Tweet your Massachusetts Seal of Biliteracy success stories, and look up the hashtags to connect with others and see what new districts have joined.
- Reminder: to access State Seal of Biliteracy information from the Security portal, your data administrator must assign the role WBMS-District Authorizer.
- The TOMER Turkish exam is now included in the list of approved assessments.
- A Sample Parent Letter and Recommended Timeline/Checklist are now available on the State Seal of Biliteracy Website. Please note that the “deadlines” on the latter form are recommendations only.

World Languages Framework

- Facilitators have been chosen and met informally for the first time in Springfield this month! It’s a strong team that will serve Massachusetts well!
- Review Panelists will be chosen and notified in November.
- Content Advisors will be chosen and notified in February.

Learn With Us in 2020

MaFLA Summer Institute, August 21-23, 2020
Lasell University

MaFLA’s annual Summer Institute offers immersion workshops that allow participants to be immersed in their language during our three-day event. Participants have the opportunity to enhance their language and cultural skills as well as learn new pedagogical strategies and make connections with colleagues.
As a result of France having stretched its borders through exploration to the New World, its colonial empire in Africa, the Antilles, the Orient, and the Indian Ocean, French today is spoken in every country of the world and on every continent. It therefore makes sense that the French curriculum in our schools reflects that reality and that our students become aware of the history, ideas, opinions, and philosophies of those French-speakers who lived outside of France.

Because poetry is usually much shorter than prose although not necessarily easier to understand, this article, which is a condensed version of my article that appeared in the defunct National Capital Language Resource Center’s newsletter The Culture Club, will focus on poets from Africa, South America, and The Antilles.

**Bénin** The poet (Paulin-Kokou Joachim, *Anti-grace, 1967*) having lived in France for a number of years, speaks of his attachment to Africa and of the pains it has suffered. He offers the following wish as many of its countries become independent: that the future leaders of Africa work for the welfare of the people rather than for their own personal ambitions.

*Je salue l’Afrique à l’envol rendu libre*

```plaintext
je salue l’Afrique à l’envol rendu libre
c’est l’expiration de ta peine ô ma mère et j’exulte
ils ont érigé leurs fortunes et leurs empires sur ton innocence et sur ta timidité
je salue ma Négritude (…..)
je te salue sève somptueuse surgie du fin fond des âges
pour irriguer le poème collectif
tu n’es ni vaine discoureuse ni faiseuse d’ergo-glu
mais tu es la chance du monde et tu seras la force
de l’Afrique si la soif de puissance chez ses enfants
le délire des grandeurs ne compromettent pas sa maturation intérieure
ô seigneur choisis pour ce peuple mien de bons bergers
et non pas de frénétiques ambitieux qui ne travailleront
que pour leur promotion au rang d’idoles
je salue l’Afrique libre.
```

**Sénégal** The poet (Malik Fall, *Reliefs*) advises his son not to hate those who oppressed his people and imposed upon them a dual society, one for the Whites and one for the Blacks.

*Demain*

```plaintext
Mon fils je ne rumine plus de haine
L’heure en est révolue
Je n’accable plus le vainqueur
Qu’accable sa propre victoire
(…..)
Mon fils le goût de haine
s’est dissout dans mes veines
Tu n’auras pas connu
Les trottoirs
Réserves aux Blancs
Ni le cinéma pour Blancs
Ni l’église pour Blancs
Ni quartiers pour Blancs
Ni cars ni train ni sucre
Pour Blancs et mi-Blancs

Mon fils tu n’auras pas de haine au cœur
---Alors? Alors? Mon père?
---Tu auras la tête lucide
Et les reins solides.
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Guinée The poet (Sikhe Camara, Poèmes de combat et de vérité, 1967) does not forget the tragedy of the past, but prefers to see a better future for his continent; one in which all Africans want to live in a world of love and universal brotherhood.

Ma mémoire

Ma mémoire
Par notre mémoire
Qui juge
Par notre coeur
Qui condamne
Par notre raison
Ne pardonne pas
Par notre corps
La disqualification
Et par toute notre vie
Que connaissent mes frères
Nous voulons
Mes frères
Rétablir le droit
Du Sud de l’Afrique martyre
Et l’équilibre
Mes frères
Nous voulons
Mes frères de l’Angola invincible
Créer un monde nouveau
Mes frères de l’irrésistible Bissao
Un monde d’amour
Mes frères
Mes frères
De fraternité universelle
De toute l’Afrique
Même frères
De tout l’Afrique
D’abord

Guadeloupe The poet (Guy Tirolien, Balles d’Or) rebels against the inside-a-building type of education forced upon him by the French and yearns for the outdoors-type of education believed in by his people.

Je ne veux plus aller à leur école

Seigneur, je suis très fatigué.
Je suis né fatigué.
Et j’ai beaucoup marché depuis le chant du coq
Et le morne est bien haut qui mène à leur école.
Seigneur, je ne veux plus aller à leur école.
Faites, je vous en prie, que je n’y aille plus.
Je veux suivre mon père dans les ravines fraîches
Quand la nuit flotte encore dans le mystère des bois
Où glissent les esprits que l’aube vient chasser.
Je veux aller pieds nus par les rouges sentiers
Que cuisent les flammes de midi,
Je veux dormir ma sieste au pied des lourds manguiers,
Je veux me réveiller
Lorsque là-bas, mugit la sirène des blancs
Et que l’Usine,
Sur l’océan des cannes
Comme un bateau ancré
Vomit dans la champagne son équipage nègre (…..)
Seigneur je ne veux plus aller à leur école,
Guyane The poet (Léon Damas, Pigments) reveals the pressure put on him by his family to speak French.

Hoquet

(…..)
Cet enfant sera la honte de notre nom
cet enfant sera notre nom de Dieu
Taisez-vous
Vous ai-je ou non dit qu’il vous fallait parler français
le français de France
le français du français
le français français
Désastre
parlez-moi du désastre
parlez m’en

Guyane The poet (Léon Damas, Pigments) prefers to yawn the African way with his hand on his heart to the French way with his hand on his mouth.

Savoir vivre

On ne bâille pas chez moi
comme ils bâillent chez eux
avec
la main sur la bouche
Je veux bâiller sans tralalas
le corps recroquevillé
dans les parfums qui tourmentent la vie
que je me suis faite
de leur museau de chien d’hiver
de leur soleil qui ne pourrait
pas même tiédir
l’eau de coco qui faisait glouglou
dans mon ventre au réveil
Laissez-moi bâiller
la main
là
sur le coeur
à l’obsession de tout ce à quoi
j’ai en un jour un seul
tourné le dos.

Niger The poet (Abdoulaye Mamani, Poémérides, 1972) sees music in the everyday activities of the Black African: in victory and in war, in his work and his religion, in his suffering and at home. The music gives him hope.

Chant nègre

Chant nègre, vieil hymne des guerriers Baribas
Cris de victoires des amazones et braves Sofas
Chant triste, de désespoir, complainte d’esclaves noirs
Quel plaisir me gagne à t’entendre dans mes rêves du soir.

Chant mélancolique de la mère au berceau de son fils
Chant nostalgique du berger peul au fond des bois
Chant d’amour, chant de gratitude de jeunes filles
Chant que mes oreilles aiment entendre mille fois

Chant du laptot menant sa barque sur les eaux paisibles du Niger
Chant du cultivateur, stimulant dans le dur travail de la terre
Chant d’initiation du sorcier, implorant la faveur des esprits
Tu es mon compagnon de toujours, tu me donnes l’espoir (…..)

Sénégal The poet (David Diop, Coups de Pilon, 1956) recalls the horror of colonialism that he never knew. He feels all the pain and the suffering of the blood spilled by his ancestors that were enslaved.

Afrique

Afrique mon Afrique
Afrique des fiers guerriers dans les savanes ancestrales
Afrique que chante ma grand-mère
Au bord de son fleuve lointain
Je ne t’ai jamais connue
Mais mon regard est plein de ton sang
Ton beau sang noir à travers les champs répandu
Le sang de ta sueur
La sueur de ton travail
Le travail de ton esclavage
L’esclavage de tes enfants (…..)

Côte d’Ivoire The poet (Anoma Kanie, inédit) is thankful for his African heritage: the land, the music, the dance, and the color of his skin. Proudly does he walk, realizing that all races are equal, that one is neither better nor worse than the other.

Tout ce que tu m’as donné

Tout ce que tu m’as donné, Afrique
Lacs, forêts, lagunes bordées de brume
Tout ce que tu m’as donné,
Musiques, danses, contes des veillées autour du feu
Tout ce qu’en ma peau tu as gravé
Pigments de mes ancêtres
Indélébiles dans mon sang
Tout ce que tu m’as donné, Afrique
Me fait marcher ainsi
D’un pas qui ne ressemble à nul autre
(…..)
Et je vais
Chantant ma race qui n’est ni bonne
Ni pire qu’une autre (…..)
Sénégal The poet (David Diop, Coups de Pilon, 1956) compares the French to vultures who tried to eliminate the native culture with the blessing of the church and the military. Although the French were educated and civilized, they did not possess love.

Les Vautours

En ce temps-là
A coups de gueule de civilisation
A coups d’eau bénite sur les fronts domestiqués
Les vautours construisaient à l’ombre de leur serres
Le sanglant monument de l’ère tutélaire
En ce temps-là
Les rires agonisaient dans l’enfer métallique des routes
Et le rythme monotone des Pater-Noster
Couvrant les hurlements des plantations à profit
Ô le souvenir acide des baisers arrachés
Les promesses mutilées au choc des mitrailleuses
Hommes étranges qui n’étiez pas des hommes
Vous saviez tous les livres vous ne saviez pas l’amour……

Conclusion

The Black poets of la Francophonie are the perfect vehicle to introduce the French-speaking world to our students. The sentiments are universal as well as uniquely expressed according to their culture and heritage. As victims of discrimination, assimilation, and oppression, they cry out at the injustices of the past while hoping for a better future. They proclaim the dignity of man regardless of race or ethnicity and maintain a proud link to their roots. French, being a universal language, needs to be taught as the language of people from many countries and not just as that of those who come from France. By so doing, the teacher integrates the Cultures, Communities, and Connections (history, geography, poetry.) Strands of the Foreign Languages Framework into the French curriculum. It can also be taught in conjunction with February Black History month.

Bibliographie For more information, I recommend the following anthologies:

- Kesteloot, Lilyan, Anthologie Négro-Africaine, 1967, EDICEF, Belgique

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.

National Foreign Language Week

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

National Foreign Language Week will be celebrated March 1-7, 2020

Get your students involved in the MaFLA Poster Contest, the MaFLA Video Contest, the MaFLA Essay Contest and the new MaFLA Digital Art Contest!
MaFLA Essay Contest

2020 Theme: Creating Cross-Cultural Connections

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

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

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

Divisions and Corresponding Essay Lengths
Elementary School - Grades K-5: Maximum of 150 words
High School - Grades 9-12: Maximum of 350 words
Middle School - Grades 6-8: Maximum of 250 words
College or University - Grades 13-16: Maximum of 350 words

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

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

Contact - for any questions or concerns
Callie Egan  egankmafla@gmail.com  Entry Form

DEADLINE for submission: March 15
MaFLA Digital Art Contest

2020 Theme: Creating Cross-Cultural Connections

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

Summary
This year we are introducing our first digital art contest! Similar to the Poster Contest, this is intended to allow students to demonstrate the effect that being multilingual and multicultural has in our global society through a digital art form! Students submitting these original images should consider what the theme means to them and the importance of being multilingual. How does it apply to your everyday experience with learning another language and how does it fit in with ultimate goals around language?

All world language teachers of Massachusetts are invited to get their students involved in celebrating the theme! Please, feel free to collaborate with your digital arts teachers as well!

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

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

Prizes
- One entry will be selected as Digital Image of the Year; that artist will receive a check for $50; poster will be displayed at the MaFLA Conference.
- There will be only one winner per division. For the division producing the Image of the Year, no division award will be given.
- Division winners for the contest will receive a check for $25.00. These awards may be presented by a MaFLA Board Member at the student's school awards ceremony in the spring.
- Several Honorable Mention images will be selected and featured at the MaFLA Fall Conference.
- All entrants will receive a certificate of participation.

Contest Guidelines
1. Participation is limited to students attending public, charter, or private schools, who are enrolled in a Pre-K – 16 world language class at the time of submission.
2. Teachers will submit student entries, and must be members in good standing with MaFLA.
3. The format of the Digital Image should be a high quality JPG or PDF.
4. No group entries, one student per entry.
5. This should not be a scan of a drawn image, but rather a digitally created file.
6. Participating teachers need to fill out the Contest Entry Form to the contest chair Carlos-Luis Brown.
7. Submissions that do not meet these guidelines will not be considered.
8. Limit: Two (2) entries per Teacher (must be a current MaFLA member) per school. If a teacher teaches in two schools (e.g a middle school and a high school) he/she will be allowed to submit 4 entries, 2 per building.

Click HERE for a PDF of judging criteria.

Contact - for any questions or concerns
Carlos-Luis Brown - carlos-luis.brown@wpsk12.com

DEADLINE for submission: March 15
MaFLA Video Contest

2020 Theme: Creating Cross-Cultural Connections

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

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

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

Divisions
Elementary School - Grades K-5
Middle School - Grades 6-8
High School - Grades 9-12
College or University - Ideal for students travelling abroad

Suggested Activities
A speech/soliloquy/address
A poem
For K-5 teachers, please consider demonstrating the theme in your elementary classrooms as an alternative to students creating their own videos.

A public service announcement
A skit

A song (includes raps)

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

Contact – for any questions or concerns
Carlos-Luis Brown - carlos-luis.brown@wpsk12.com
Entry Form

DEADLINE for submission: March 15
2020 Theme: Creating Cross-Cultural Connections

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

Summary
Students must demonstrate the ability to be effective communicators in the State of Massachusetts. MaFLA is pleased to offer this exciting opportunity for all students in public, charter and private schools in Massachusetts to participate in our Poster Contest. In each of the divisions outlined below students will have the opportunity to demonstrate via visual arts how they understand and interpret the current theme of the year in order to raise awareness of the role that foreign languages play nationally and internationally. Students may be entered in one of four specific categories corresponding to their grade level below.

Contest Guidelines
1. Each entry must be an original work of a current world language student (including students enrolled in an ESL class) whose teacher is currently a MaFLA member. No group entries will be accepted.
2. Limit: Two (2) entries per Teacher (must be a current MaFLA member) per school. If a teacher teaches in two schools (e.g. a middle school and a high school) he/she will be allowed to submit 4 entries, 2 per building.
3. Teachers are required to put the requested information on the back of the poster securely.
4. All entries become the property of MaFLA.
5. All posters must incorporate the exact wording of the theme.
6. Posters must measure the standard poster size of 22” x 28” and have a flat surface with no moving parts. No three-dimensional posters will be accepted.
7. Use lightweight poster material. Posters should be mailed in a 3” or larger tube.
8. Paints, markers, pencils, crayons, inks, gel pens may be used. Glitter, glue, charcoals, or tape on the front of the poster will not be accepted nor will computer generated posters.
9. Illustrations must be used in addition to words and must be relevant to the theme.
10. There must be a TWO inch margin on all sides free of design and lettering.
11. No copyrighted figures such as Snoopy, Disney characters, Family Guy, Simpsons etc. may be used.
12. Damaged posters will be disqualified.
13. Teacher must submit a high quality picture of the poster with the entry.
14. Teacher must fill out the conference entry from linked below, print out the completed form and mail it, with the poster, to the address on the form.

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

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

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

Contact - for any questions or concerns
Teresa Benedetti - benedettiford@gmail.com

Entry Form and Instructions for Mailing

DEADLINE for submission: March 15
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Send YOUR contribution to the next issue to:
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41 Glenn Drive
Wilbraham, MA  01095
Phone 413.596.9284
Deadline for the Winter Issue is Jan.  5

Professional Development 2020
Learn with us in 2020!
Mark your calendar to join MaFLA for an amazing year of learning!

MaFLA Proficiency Academy, July 20-23, 2020
Westfield State University

Foundations of Proficiency, Greg Duncan

In the Foundations strand, Greg will guide you through the ACTFL Proficiency levels, show you how to set proficiency targets for your program or course, help you design engaging and authentic performance assessments and rubrics, and prepare you to be an empowered educator with the support of the Teacher Effectiveness for Language Learning (TELL) Project. In addition to Greg’s high-quality sessions, you will join a smaller break-out group during the Academy led by facilitators experienced in teaching for proficiency. Come join the proficiency movement!

Principles of Proficiency: Proficiency for All Learners, Leslie Grahn

In the Principles strand, Leslie will lead us through us exploring and using student data to make informed instructional decisions to best support our learners, developing tiered and scaffolded activities for all learners, and integrating authentic resources in communicative tasks. Leslie will also present the Gradual Release of Responsibility Framework, which includes guided instruction, teacher modeling, think-alouds, spiraled questions, and more, all with the goal of empowering all learners to communicative independence. Keep moving on your path to proficiency!