A New Year, A New Decade: An Exciting Time In Language Teaching And Learning

A Message From Jeanne O’Hearn, Our 2020 President

As I sit to write this President’s Message, it is the holiday season. I am enjoying extra time to rest, visit family and friends, and catch up on reading. As I think back on my years as a member of MaFLA I think of how much I’ve gained both personally and professionally from the countless professional development events I’ve attended. I realize how much my instruction has changed over the years and acknowledge how much more I need to learn and share. Throughout my participation on the MaFLA Board, I have been very fortunate to serve with and learn from exceptional role models. Thanks to MaFLA and to everyone I have interacted with over the years I can say that even in my 24th year of teaching, I still feel energized and excited to go to school every day.

The end of the year is always the perfect time to reflect on last year’s challenges and accomplishments as we start to plan for the future. Last year the Department of Elementary and Secondary Education (DESE) at long last added a World Languages Content Specialist, Andy McDonie. The MaFLA Board has an excellent working relationship with Andy and we look forward to future productive collaboration. Of course, I could never forget to add my congratulations to MaFLA’s very own Rebecca Blouwolff of Wellesley Middle School, the 2020 ACTFL National Language Teacher of the Year! Rebecca will be a passionate representative for all language educators and learners.

Along with these highlights from 2019, we also have unfinished work to devote ourselves to anew. The new year, 2020, calls to mind themes of clarity and focus. These themes will serve the MaFLA Board well this year as we continue to finalize our strategic plan. This important work was started under the excellent leadership of Kathy Turner, our current Clerk. The Board will also continue the important work that Jorge Allen, our 2019 President, initiated in striving to “lead the community of language educators in Massachusetts to mirror the diversity of our student population” (https://mafla.org/wp-content/uploads/2019/02/Winter-19.pdf). Every year we welcome new Board Members and it is crucial that we have directors that represent a diversity of ethnicities, languages, cultures, ages, experience levels, and geographic locations. We are grateful to Jorge for his service on the Board. As President, he not only focused us on themes of diversity and social justice; he imbued a sense of compassion, love, and understanding in everything he did. Fortunately for MaFLA, Jorge has agreed to continue as a Presidential Appointee for one more year so that he can serve on a new committee dedicated to fostering diversity and social justice in language teaching and learning.

We are also grateful for the efforts of Britta Roper. Britta’s four-year term as a Director and German strand leader ended in 2019. Additionally, we thank Luis Paredes, 2019 Presidential Appointee, for his service. We wish Britta and Luis well and thank them for their many contributions.
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**Directors**

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<td>JULIE CALDARONE</td>
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DEBRA HEATON  
Woburn High School

**Events**
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Woburn High School

**Communications**
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- NICOLE SHERF, Salem State University
- TIM EAGAN, Wellesley Public Schools

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JORGE ALLEN, Andover Public Schools

**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

**Retired memberships:**
- $25.00 per year

**Student memberships:**
- $15.00 per year

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

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
- Back to School - August 5
- Spring - March 5
- End of Year - November 5
- All submissions should be sent to:
  - Ronie R. Webster  
  Email: ronie@mafla.org
  - 41 Glenn Drive
  - Wilbraham, MA 01095-1439
  - Tel: 413-596-9284

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 2020 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!
Exciting Time In Language Teaching And Learning

While we say goodbye to Britta and Luis, we are very pleased to welcome our new directors: Michael Farkas of Canton High School and Shannon Vigente of Mount Greylock Regional High School in Williamstown. Nilma Dominique of MIT, a 2019 Presidential Appointee, will also be joining the Board as a director for a four-year term. We look forward to working with our new colleagues.

MaFLA has been with us for over fifty years. Change takes time but your Board is determined to do the work so that the organization is ready to meet the challenges of the new decade. The MaFLA Board is motivated to tackle some exciting projects this year. One of our goals is to increase outreach to districts where teachers do not currently interact with MaFLA. Though our membership is strong, we know there are many more teachers in Massachusetts with so much to share as we all continue to learn and grow together. MaFLA will also start the new decade by contemplating a new name. Many other language organizations including ACTFL have recently decided to change their name so that the word “foreign” is no longer used. The Board believes this is an important consideration and we welcome your ideas as we consider alternatives that offer a more tolerant and welcoming perspective.

What can MaFLA do for you and your colleagues? Please feel free to email me (jeannemafla@gmail.org) with ideas, suggestions, and comments. The MaFLA interactive Facebook Group (MaFLA PLC) is still going strong. Check it out! I look forward to hearing from you and seeing you at a MaFLA event this year. So far, MaFLA is pleased to offer the following professional development events in 2020:

- Core Practices Institute at Boston University, March 13-14
- The sixth annual Proficiency Academy at Westfield State University, July 20-23
- Summer Institute at Lasell College in August
- The Fall Conference at the Sheraton Springfield, October 22-24. The 2020 theme is: Creating Cross-Cultural Connections.

More information is available on our website.

On behalf of the MaFLA Board of Directors, I wish you a year filled with happiness and fulfillment!

Conference Update

by Pat DiPillo, Conference Chair 2020

I am happy to announce planning for Conference 2020 is well underway. Aside from trying to think of how to thank presenters, engage the audience, and put a neat bow on the finale, specifics are shaping up as well. As those who have preceded me know, lining up the keynote, creating a theme and organizing the major Thursday, Friday and Saturday workshops is the first order of business. I want to make sure the “We Are the World Conference” lives up to expectations.

This year’s keynotes are David and Sheila Bong of AVANT Assessment. They both have lived and worked in Japan and have working knowledge of how knowing another language is advantageous in dealing with another culture. They will also share what happens if you don’t speak the native tongue of the country in which you are working. Currently, the six-hour Thursday headliners are Greg Duncan of Interprep, Leslie Grahn consultant, Thomas Sauer, Director at Startalk, Tim Eagan Wellesley World Language Dept Chair K-12, Nicole Sherf from Salem State and Manuela Wagner from the University of Connecticut.

Kara Parker and Megan Smith from Creative Language Classroom headline the four-hour presentations along with Barbara Barnett from Wellesley. Leslie, Thomas and Manuela will also present three-hour workshops on Friday and/or Saturday. They will be joined by the strand leader selections and placements of Enrique Morales for Spanish, Janel Paquin for French, Katrina Griffin for German, Ana Pimental for Portuguese and Chin Hue Yeh for Chinese. We will be adding Italian soon.

Other three-hour workshops include Karen Sasky from NNELL, Mike Travers from Wellesley, Jennifer Eddy from CUNY, and Mark Pearsall and Dorie Conlon Perugini from the Glastonbury Public Schools in Connecticut. Information about them, pictures, as well as their workshop titles are being compiled to build the conference program and begin the registration process. This is a great line up of talented professionals who love to share their craft!

The entire MaFLA Board participates in planning, facilitating, and running this conference to make it a real group effort. A lot goes on behind the scenes with technology volunteers, advocacy, and more. As of this date, a form for strand leaders to apply as ‘language specific strand leader’ is being prepared so that they can head up vetting proposals, and organizing time slots for each language strand.

Securing varied and strong proposals from you, our MaFLA members, is my first order of business. Then I can begin to examine hotel session rooms, meal planning, Exhibit Hall needs, and any other entertainment and comfort needs of attendees. The proposal portal is also now open. Please go to the Conference Page of the MaFLA website to submit a one-hour session.

The MaFLA Fall Conference is your opportunity to keep abreast of current World Language pedagogy, new developments in the field of World Languages, network with colleagues, learn new techniques, visit with exhibitors, participate in raffles and so much more! Please join us in October 22-24, 2020 in Springfield, MA at the Sheraton Monarch and build your Cross-Cultural Connections! See you all there!

Questions or suggestions? Contact the Conference Chair.
Meet Our New Board Members

Shannon Vigeant
Shannon Vigeant is a Spanish teacher at Mt. Greylock Regional School District in Williamstown. After teaching Spanish for 8 years in Northern Virginia where she received her Masters of Foreign Language Curriculum and Instruction, she returned to her roots in the Berkshires of Massachusetts. She is currently in her 17th year of teaching. Shannon was the 2018 recipient of the MaFLA Cemanahuac scholarship and is currently involved in a collaborative action research project with colleagues and local universities focused on target language use, comprehensible input and proficiency based learning. Shannon is passionate about exploring other cultures and encouraging this in the classroom. In her free time, she enjoys travel, photography, and the outdoors. Shannon is excited to join and serve on the MaFLA board of directors.

Michael Farkas
Michael Farkas currently is a Spanish teacher at Canton High School in Canton, MA. He has experience teaching Spanish to learners of an array of proficiency levels, from pre-K to the university level. In addition, Mr. Farkas has taught ESL (English as a Second Language) courses in immersion-based programs to international students. Lastly, he has worked for EF Education First as Regional Academic Manager, coaching and coordinat- ing ESL teachers who taught international students, as well as overseeing the academic programs in his regions. Mr. Farkas holds a Master’s of Arts in Hispanic Languages and Literatures from Boston College and a Bachelor in Spanish, with a minor in French, from Plymouth State University. He also received his TESOL Certificate.

Mr. Farkas is a recipient of Donald J. White Teaching Excellence Award, which he earned after serving as a Teaching Fellow at Boston College. In addition, he was awarded a MaFLA New Teacher Commendation in 2019. Mr. Farkas always enjoys attending the MaFLA Fall Conference and has presented twice. It is an honor for him to serve on the board.

Nominations
Each year, several board members complete their 4 year terms and we invite new MaFLA members to step into a leadership role. Board members bring the voice of our members to our meetings by representing teachers of a particular language, region, or context; we seek a diverse group of educators to join us (in particular this year: elementary and German). Board members are responsible to come to each of our five board meetings, help at various professional development events including the conference, and participate in our conversations between meetings. If you are interested, please email the nominating chair, Beckie Bray Rankin (bray.rebekah@gmail.com) for more information. Check out Facebook, Twitter, and the website in the Spring for the nomination form to open!

Here is the link: https://bit.ly/2Ttj6QQ
I want to begin this message with a big CONGRATULATIONS to Rebecca Blouwolff on her selection as 2020 ACTFL Teacher of the Year. We are so fortunate to have this inspirational and talented language professional as a member of our association and as a MaFLA colleague. I can truly say that I have loved learning beside Rebecca at many MaFLA PD events and she has certainly had an impact on my own teaching and vision of language education. What a very proud moment for MaFLA and we wish her the best as she begins her year of serving and representing languages throughout the nation. Be sure to read the article we have about her in this issue.

As we begin to plan for 2020 as an association we are honored to have the leadership of Jeanne O’Hearn. Her message on page 1 of the newsletter really paves our path for the year. We welcome 2 new board members who are featured on page 4 and we have Nilma Dominique who served as an adjunct last year who will now begin her own term. Pat DiPillo our 2020 Conference chair is already moving forward with her conference which will be held on October 2020. Her update will inform you of plans already in place. Our Educator in the Spotlight featured Carla Cafarella a Middle School Spanish Teacher at Old Rochester Regional Junior High School. It never ceases to amaze me of all the amazing language educators we have in this state. What fun it would be to study Spanish in one of Carla’s Classes. Our focus this issue is Level Up Your Career. We have numerous articles on the value of languages proficiency for future careers. Perhaps at a time when many students still say that they are only in a language course because “it was required” or because “it looks good on a transcript” it might be good to have these resources at your fingertips to show them that language proficiency has great impact on careers. In addition to the articles there are many other resources available on the topic at LeadwithLanguages.org and at ACTFL.org by following this link, https://www.actfl.org/assessment-professional-development/career-resources/careers-using-language-skills. Also in this issue we have an article about Single-Point Rubrics, Language Advocacy and News and an article about The Importance of An Immersive Language Environment submitted by one of the members of the Global Outreach Work Group for Better World Language Education. It is so refreshing to see a student group helping to positively advocate for language education. With Foreign Language Week quickly approaching we offer an article about Celebrating Foreign Language Week in 2020. This issue also includes the numerous awards (both student and teacher) that we offer and if you are considering applying for the Cemana-huac or the Batting Award be sure to read about the experiences of our 2019 winners on page 29. Remember to take advantage of your membership and apply for these scholarships and awards. I look forward to seeing you all at an upcoming PD event and I personally cannot wait to continue my learning with my MaFLA Colleagues. We want to hear from you so send in your article for the Spring Newsletter. Our theme is Level Up – Enduring . . . Support, Networking and Leading!

Reflections about Seal this year.

• What are some measures we are taking to encourage students to pursue the study of languages, in particular to become language teachers?
• How do we network? Local networking? Online networks that keep us informed? What are your favorites and why?
• How are we working with colleagues to strengthen our skills and to support the study of languages?
• How are we supporting each other and supporting our own health and welfare. What are some of the initiatives that have been taken to help teachers stay well and be mindful? Reduce the stress!
• How are we supporting our own social emotional needs and those of our students?
• How are we leading? How are teachers leading from their individual classrooms? If you know a teacher who is quietly leading from their classroom, interview that individual or write about how they are leading.
• What has happened with the Seal? Reflections – how is the Seal supporting language study?

Send your contribution to ronie@maf-la.org. Share all of the wonderful things you are doing in your classrooms.
Our Educator in the Spotlight for this issue is a Spanish Teacher at Old Rochester Regional Junior High School in Mattapoisett.

I (Ronie Webster) met Carla at the 2019 MaFLA Summer Institute. We worked together on some of the topics of the various sessions. I immediately loved her enthusiasm, her passion and the great ideas she added to our conversations. After a few sessions brainstorming various ideas, I asked Carla if she would be willing to be the MaFLA Educator in the Spotlight. She humbly accepted my request and I am so honored to have had the chance to meet and work with Carla. I hope you enjoy her responses to the interview questions as much as I did.

MAFLA: Tell us a little about yourself.

As a high school and college student, I LOVED learning Spanish, but it never occurred to me to teach. Nevertheless, when there was a teaching position open at our local high school after I graduated, I started teaching high school Spanish. I was not trained in education, but was young and brave enough to give it a try. I began working on my teaching certification, but after three short years I took a break to start a family. When my children started school, I tried my hand at teaching preschool part time. I was woefully unprepared, but as I observed other excellent preschool teachers and gained some experience, I began to thoroughly enjoy playing and learning with my 3 and 4-year-old students. It was during this time that I really learned the importance of classroom management, creativity in lesson planning and having FUN in the classroom! I currently teach 7th and 8th grade Spanish in our district and am enjoying my students and profession immensely. This is my 11th year teaching Spanish.

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

I think playing is so important! I have learned that games and engaging, interactive activities can teach so much “real, everyday” language.

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

To my core, I deeply believe that teaching is a most noble career. I am privileged to work...
with wonderful students, and to teach among talented and committed colleagues. I love the autonomy that I have — to create lessons that (hopefully) engage students and that challenge them to think and learn in Spanish.

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

I am on the journey. I am learning. And as I transition my teaching to a more proficiency-based model, I see such exciting results! Students are increasingly able to circumlocute and navigate using more Spanish (with less and less English). As we progress along the proficiency spectrum expect to see that we use mostly the target language in the classroom and a lot less English. I expect to see that the language instruction to which we expose students will encourage real-life conversation taking into account actual language acquisition (less focus on isolated vocabulary clusters and grammar, and more exposure to language chunks relative to specific contexts with a natural communicative purpose -- vocabulary and grammar in context.) I hope to see that students who graduate from our classes are able to have real, meaningful conversations with their future college friends or neighbors from other cultures and countries in a language other than English. Gone will be the days when graduates say, “I studied Spanish for 6, 7 or 8 years and can’t speak a word.”

MaFLA: What are some of the fun things you like to do in class? How have they

Students rate their writing to report text types: words, lists, sentences, paragraphs, etc.

MaFLA: So then what would be your advice to another teacher making the transition to proficiency-based teaching?

Observe good teachers who are teaching for proficiency. Ask those teachers which PD instructors they follow. Spend time learning and asking questions. Have the courage to ditch the traditional lesson plans in favor of getting kids to learn how to understand and speak natural, real-life language. Remember that learning for proficiency will look different than traditional language instruction. Don't be afraid to try new strategies and risk making mistakes--we have to model even this for our students. You'll find your rhythm. As I’ve explored teaching for proficiency, I’ve made lots of mistakes, but have seen enough growth in my students’ ability to speak Spanish and navigate a mostly-Spanish speaking environment, that I am HIGHLY motivated to continue learning and growing in my practice.

Photos of school events are the topic of much vocabulary generating and discussion. Here our Principal is kissing a prize-winning cow. You can see some of the vocabulary we used to label the photo.
MaFLA’s Educator In The Spotlight
An Interview With Carla Cafarella, Middle School Spanish Teacher

affected your teaching and students’ learning?

I prefer to engage students in activities in which we talk, read, and hear about scenarios of interest to them in their pre-teen and teenage lives. I love to use photos (inspired by MaFLA’s own Jeanne O’Hearn’s Foto del Día routine) of students at school events, games, talent shows, and other silly pictures to encourage students to create vocabulary lists to describe the images. When the Mannequin Challenge was big a couple years ago, we did our own Challenge in each of my classes. We generated vocabulary for the videos and did lots of great activities based on the vocabulary. I have students create Avatars that describe a famous person in Spanish. Additionally, we play language-rich games that incorporate lots of movement. We move a lot, speak a lot, and read a lot of Spanish. I believe that when we can help students find relevant, meaningful vocabulary, they will use it.

MaFLA: What do you do to motivate students?

Relevant language! Language-rich games.

We make sugar skulls for Day of the Dead


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

I spend a good deal of time at the start of the school year playing Taboo in English (students learn the knack for circumlocuting and describing ideas with a limited vocabulary). We then practice circumlocuting in Spanish. All through the year I constantly will ask my students to describe ideas and vocabulary IN SPANISH. They learn very early on phrases like: “it’s a thing that,” “it’s something that you eat,” “it’s something that’s used for,” “it’s when you….” etc. Teaching students shapes, colors, and describing phrases enables them to say so much. Even when they don’t have all the vocabulary for a given topic, they can describe their way around the words they lack in order to communicate the message they desire.

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

I have attended multiple MaFLA fall conferences and Summer Institute Immersion weekends. MaFLA trainings are by far my favorite. They are relevant and inspirational. I learn so much from MaFLA presenters and from networking with other Spanish teachers at MaFLA events. Perhaps my favorite experience is speaking Spanish all weekend at the summer immersion weekend. It’s great fun and I leave with un montón de nuevas ideas!

We study Carmen Lomas Garza, Mexican-American artist who painted La Tamalada, a painting about her family making tamales. We ordered and ate tamales at the end of the unit.
Images we’ve described in class:

Si un hot dog usara pantalones,
¿Los usaría así?
¿O así?

Si el Canta, me salgo del grupo
**Seal Update: Become Involved And Level Up Your Career As Well As Those Of Your Students!**

I am so passionate about the Seal of Biliteracy and so thrilled to see it spreading across MA and the nation! The Seal of Biliteracy has been transformative to my personal sense of professionalism and, though I have always been passionate and loved teaching, this is the most amazing time of my more than 30 year career. I often say when talking about the Seal of Biliteracy that now is such an exciting time to be a language educator. The departmental collaboration that it takes to focus on building proficiency over the course of programming is essential and can be so meaningful and fun.

While the leaders of the Language Opportunity Coalition were lobbying for the LOOK Act legislation that includes the provision for the Seal of Biliteracy, we started a Pilot in the state with interested districts that lasted three years until the Department of Elementary and Secondary Education (DESE) took over in 2018-2019. In 2015-16, six districts awarded Seals, in 2016-17, 13 districts awarded Seals and in 2017-18 we were up to 26 districts in our Pilot awarding Seals and many more districts getting ready to participate. By the time DESE Seals of Biliteracy were awarded in 2019, 83 districts were participating. In May of 2019, DESE hired a new World Language Coordinator, Andy McDonie (the first one in decades) to oversee the process and he says that there are 124 districts registered (so far!) to award Seals of Biliteracy this coming June. Amazing! And now WL is represented on the DESE Website, has yearly meetings for WL leaders and new WL Frameworks are underway. Even more amazing!

When explaining the benefits of the Seal of Biliteracy in meetings with legislators, I would explain that focusing on the attainment of functional levels of biliteracy would be transformative to programming. However, until we got the Pilot underway, I did not know how powerful it would be for teachers and students to make the move to focus on proficiency in programming. The historic World Language (WL) program is very mechanical and grammatically-based, and relies mostly on memorization. Proficiency-oriented teaching involves developing communicative strategies and working through interpretive, interactive and presentational tasks. The historic model of world language teaching could be compared to trying to teach soccer in a classroom with a blackboard, students in desks and discussions about the rules and the types of things that need to be done to play soccer. The Proficiency Model is like taking that soccer class outside to the soccer field to kick the ball around, see what it takes to get the ball to go to other people and into the net, and then practice and play games with other players and other teams.

Currently only about 20% of MA elementary schools have WL programs and only about 26% of K-12 students take a language. Districts that have been involved with collaborating for proficiency-building are documenting proficiency growth in their students. Additionally, because the programming has transformed, they are seeing the percent of seniors involved in language study increase over time. They are also discussing the need to extend programming to the elementary grades and strengthen the collaboration between the various levels of programming as the external tests documenting proficiency growth are used and showing stronger results over time. I expect that as more and more districts get involved in developing and tracking proficiency in their students and using external tests to measure the actual levels of proficiency attained over programming, the percent of students studying world languages in MA will dramatically increase and more and more of our citizens will be able to make use of this vital skill in their careers and for personal enjoyment. As we know, it is amazingly rewarding to be able to speak with foreigners in their language.

Teaching World Languages is not only fun, it is also necessary! The Boston Globe reported in 2017 that *the need for bilingual workers had almost tripled between 2010 and 2015* and that need is only going to increase as reported by ACTFL. We need to let our students and other stake holders know this! It is not only important for people involved in international business and international relations to speak another language. Any type of community business, service and engagement now routinely opens up opportunities or the necessity to engage with people who speak other languages. ACTFL has a great *poster* describing the proficiency levels needed to engage with others for a variety of careers that we should be sharing with our students. There is so much *research* that show that the benefits of being bilingual extend to improving test scores, cognitive reasoning, staving off Alzheimer's, but for me, it is the engagement with others in a whole different culture that is most beneficial. I think that people who speak more than one language are more open to new ideas, more understanding and more compassionate, especially of those who are different. Let's all work together to make more biliteracy happen!

Submitted by Nicole Sherf, MaFLA and Salem State University.
Languages And Careers

The Lead with Languages website states Languages are among the top eight skills required across all occupations. From health care and government to finance and sports (and everywhere in between), employers are seeking professionals who can communicate with a wide range of individuals both domestically and abroad.

The following three articles about Careers – Careers in Law Enforcement, Careers in Health Care and Careers in Emergency Response were used with permission from the Lead with Languages.org website. Lead with Languages has excellent information about the use of language skill in various career areas. The site not only has career information but informs on how to get started in the various careers. The resources that are provided are outstanding and can be used to help teachers show their students and administrators about the value of language study. Be sure to visit the Lead with Languages website to find the additional resources that were not included in these articles. The Languages and Careers section is filled with wonderful materials that can be used in your classrooms. Another valuable resource at leadwithlanguages.org is the series of videos provided by individuals who are using their language skills in their careers. It is such a rich resource you will definitely want to investigate.

EMERGENCY RESPONSE

“Heart stopped, Spanish interpreter.”

This is how Dr. Comilla Sasson, an emergency physician at the University of Colorado School of Medicine, encourages Limited-English Proficient (LEP) cardiac arrest victims and their families to begin a 911 call.1 Sasson and her colleagues have noted that minority and LEP patients are more likely to suffer heart attacks outside of hospitals, less likely to call emergency services, and less likely to receive CPR from a bystander.2 Add to this dangerous equation the time it takes, however brief, to secure a telephonic translator when someone does call for help, and the results can be downright deadly. In an emergency, every second counts.

Nearly nine percent of the U.S. population speak English “less than very well,”3 a fact that – in emergency situations – puts them at significant risk. Memorizing key phrases, as in the example above, can save valuable time and help emergency operators direct calls more efficiently, but it is not a sustainable solution. We cannot reasonably expect to educate more than 25 million LEP U.S. residents with the essential English vocabulary required in any potential emergency situation. Instead, we need to continue building a strong nationwide network of bilingual emergency workers who are able to communicate in the languages most used in their communities.

When emergency response professionals speak the languages of victims and their families, they are able to provide life-saving services faster, more accurately, and with greater success.

A Call for Bilingual First Responders

Fear. Panic. Frustration. Helplessness. For many LEP individuals, facing an emergency situation without the means to explain critical details like medical symptoms or the location of an incident is equally as traumatic as the emergency itself. Ann Grove, a case manager and site supervisor at Iowa’s Cedar Valley Refugee Newcomer Services, notes: “For a mother to feel powerless to explain what’s going on with her child is a scary, scary thing.”4

In the absence of being able to speak a patient’s home language, first responders use a variety of technology and material tools to quickly assess emergency situations and begin providing service. Some such resources include training booklets, picture flashcards, interactive mobile apps, and live telephonic interpreter services. Costly for local departments and never as accurate as a conversation conducted in a common language, these tools are a helpful alternative but cannot replace the presence of a bilingual first responder.

Emergency Response Roles Requiring Language Skills

Emergency response professionals and other first responders hail from a wide variety of fields, each specializing in managing a different type of crisis. So what specific jobs are included in this sector? The U.S. First Responders Association suggests a comprehensive list of possible roles, embracing the idea that a first responder is “any individual who runs toward an event rather than away.”5

The White House’s Homeland Security Presidential Directive narrows in more closely on the sector, formally defining first responders as:

“those individuals who in the early stages of an incident are responsible for the protection and preservation of life, property, evidence, and the environment, including emergency response providers […], as well as emergency management, public health, clinical care, public works, and other skilled support personnel (such as equipment operators) that provide immediate support services during prevention, response, and recovery operations.”6

Within this group, emergency response providers can be further defined as:

“Federal, state, and local governmental and nongovernmental emergency public
Languages And Careers

safety, fire, law enforcement, emergency response, emergency medical (including hospital emergency facilities), and related personnel, agencies, and authorities.7

Proficiency in a language other than English enhances performance in any emergency response position, in any of the diverse communities around our country. Some roles which regularly seek bilingual team members include:

**Emergency Telecommunications Staff**

Dispatchers and emergency coordinators are the first line of communication between those in need and the appropriate team of emergency professionals sent to the scene (EMS, Fire, or Police). Relying on even temperaments and sharp language skills, they collect vital information to better inform teams in the field. Some cities, like El Paso, TX, require 911 call-takers to be bilingual.

**Emergency Medical Service (EMS) Provider**

EMS workers are organized by their level of education and their responsibilities toward patients. The most common type of EMS provider is the EMT, or Emergency Medical Technician. EMTs complete basic coursework and provide medical care that—for the most part—does not involve breaking the skin, such as administering CPR. By contrast, paramedics build on their EMT training with up to 1,800 hours of education and are authorized to perform more advanced emergency medical treatments.8 Both types of EMS professionals rely on direct and accurate communication with patients and their families to understand the situation at hand and be able to act quickly.

For more information on other roles in the medical field, check out Sector Profile: Health Care.

**Firefighter**

There are currently more than one million U.S. firefighters, 31 percent of whom are career professionals.9 Most fire departments also provide either basic or advanced emergency medical services in addition to fire-related expertise (including taking up to 70 percent of emergency medical response calls); for this reason, the majority of departments now require applicants to complete EMT certification.10 Whether they are putting out a fire or providing medical assistance, firefighters use language skills to get the facts as quickly as they can so they can focus on saving lives. In fact, language skills are so integral to this role that some Southern California departments require candidates to demonstrate fluency in a second language even before taking their entry-level firefighter test.11

**Police Officer**

Bilingual police officers are enormously in demand, prompting cities across the nation to recruit officers who speak the languages most used in their communities. In New York City, where over 200 languages are spoken each day, the NYPD is proficient in 75 languages—including multiple Chinese dialects, Hebrew, Polish, Turkish, and Urdu.

For a closer look at languages and police careers, see Sector Profile: Law Enforcement.

**Disaster Relief Worker**

These first responders react to natural disasters, wars, or outbreaks of disease in the United States and abroad. Humanitarian work requires good judgement and some prior experience, as it often takes place under adverse conditions and with limited resources. In addition to language skills, a degree of cultural sensitivity—including awareness of politics, local customs, and religious beliefs—helps relief workers navigate difficult situations with tact and empathy.

**How Do I Get Started?**

Which language should you be learning for the most meaningful impact on your future career as an emergency response professional?

As the second most widely spoken language in the United States, Spanish is always in demand no matter your metopolitan area. That said, almost 23 million U.S. residents speak a language other than English or Spanish at home: this leaves a lot of communication needs to be met.12 Virtually any language you invest in learning will be a service to your future colleagues and your community.

Talk of the Town: Language needs depend greatly on the demographics of your specific local community… and they may surprise you!

Response teams in Waterloo, IA are working to strengthen their capacity to communicate with a steep increase in Burmese refugees who speak 14 different dialects.

New York City first responders are taking Mandarin classes, as nearly half a million New Yorkers of Asian heritage are not proficient in English, making the city home to the largest Chinese-speaking population outside of Asia.

Once you’ve identified which language you’d like to learn, here are some other tips for kick-starting a career in the emergency response sector:

- Technical training and certification requirements vary by state and branch of emergency response, so be sure to confirm what you’ll need to complete for your area.
- University degrees are not always required but give candidates a definite competitive edge. Some popular majors include criminal justice, emergency management, psychology, computer science, and modern languages.
- Internships and volunteer experiences are a great way to get on-the-ground training while putting your language skills to the test. Inquire about opportunities at your local police station, fire department, or ambulance service.

**Additional Resources**

- International Association of Fire Fighters
- iWomen: International Association of Women in Fire & Emergency Services
- National Association of Emergency Medical Technicians
- National Association of Police Organizations
- National Emergency Number Association
- 911DispatcherEDU.org
- 9-1-1Magazine.com
When emergency strikes, immediate and effective communication is key: a crisis is no time to stop for translation.

Within the greater field of criminal justice, law enforcement officers act on the front lines of the law to maintain authority and keep us safe. They are on the streets, at the borders, and in our airports, seaports, parks, and prisons. When officers are able to speak the same language as the individuals they encounter, they enhance communication, promote safety, and prevent dangerous misunderstandings or unnecessarily violent escalations.

In recent years, highly televised protests and shootings involving police officers and racial or ethnic minorities are all too familiar and continue to illustrate the struggle for representatives of the law to build trusting relationships with the communities they serve. Sharing a common language is one way to drastically reduce communication roadblocks and foster better understanding.

More than one in five U.S. residents speaks a language other than English at home: that’s almost 62 million people, a record-breaking figure. Furthermore, over 25 million U.S. residents—roughly nine percent of the U.S. population—report that they speak English “less than very well.” Herein lies the enormous demand for a multilingual law enforcement workforce: if the community doesn’t speak English, officers need to be able to connect in their languages.

A Call for Bilingual Law Enforcement Officers

Language barriers—often in tandem with ethnic disproportions in the workforce—regularly prevent the law enforcement system from functioning as well as it could. Noting that about ten percent of Sacramento’s police force is of Latino descent, while the state is home to approximately 15 million Latinos, Carlos Quiroz of California’s Latino Leadership Council explains:

“If the police do not properly reflect the community they serve, it is difficult for the community to see it as a force that represents them rather than one that polices them. This leads to crimes not being reported, witnesses not coming forward and a community preyed upon by criminals who know their victims won’t have any recourse.”

End Notes

2. Ibid.
Languages And Careers

The Department of Justice and the Equal Employment Opportunity Commission suggest some reasons why this imbalance remains so prevalent in their report, Advancing Diversity in Law Enforcement. Due to underrepresentation, young people—including heritage speakers of critical languages—often ignore the possibility of law enforcement careers because they don’t identify with strong role models in the field who share their background. Hiring criteria for many agencies that require U.S. citizenship also poses a challenge, preventing a language-rich pool of candidates from applying to positions. The report also notes that the cost and complexity of application procedures, including multiple exams, further alienates otherwise qualified prospective applicants.

To curb recruitment obstacles, some agencies have begun offering bonuses and other incentives to prospective and current officers who test proficient in a language other than English or who regularly speak another language as part of their main work responsibilities.


5. Oklahoma City’s Police’s Bilingual Unit Boasts More Than 50 Officers

Law Enforcement Roles Requiring Language Skills

The United States Office of Justice Programs formally defines law enforcement professionals as:

“any officer, agent, or employee of a State, unit of local government, or an Indian tribe authorized by law or by a government agency to engage in or supervise the prevention, detection, or investigation of any violation of criminal law, or authorized by law to supervise sentenced criminal offenders.”

About 18,000 federal, state, county, and local agencies in the United States each employ between one and 30,000 law enforcement professionals. Most of these employees are sworn officers who are authorized to make arrests and carry a badge and firearm; a smaller number of non-sworn civilian personnel support their efforts. In 2012, the Uniform Crime Reporting Program reported over one million state and local law enforcement employees nationwide, more than 750,000 of whom were sworn officers.

Absolutely all law enforcement roles at the local, state, and federal level are improved when officers have advanced language skills. More specifically, some responsibilities performed daily throughout the sector that require officers to communicate in a language other than English include:

• Addressing participants present at an incident in a timely and reassuring fashion to diffuse fear or tension and to restore community morale,
• Speaking with witnesses or victims’ relatives and taking accurate testimony,
• Investigating criminal activity and collaborating with colleagues across departments, and
• Educating the public while developing trusting relationships through speaking roles at schools or community special interest groups.

(Not to mention communicating with a foreign-trained canine, or “K-9” partner!)

Is law enforcement the path for you? Here are just a few of the roles in which you could make a difference as a bilingual representative of your community:

Police Officer, State Trooper, or Sheriff

Perhaps the roles we most readily associate with law enforcement are those in policing or correction services. These sworn officers work at state and local levels to protect citizens and to respond to calls for help. They may also provide traffic assistance, delivery of first-aid, and security in courts.

Spotlight Example: New York Police Department (NYPD) officers speak over 70 languages. Should they come across a language in which they’re not proficient, the NYPD is equipped with Language Line cell phones to secure immediate contact with native speakers.

Probation Officer

Probation officers, unlike the other peace officers listed above, focus specifically on working with individuals who have already been convicted of committing a crime. They often work in conjunction with juvenile courts to help young offenders get back on track.

Federal Special Agent

Agencies of the federal government that value multilingual law enforcement officers include (but are not limited to):

• Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF)
• Drug Enforcement Administration (DEA)
• Federal Bureau of Investigation (FBI)
• Immigration and Customs Enforcement (ICE)
• Internal Revenue Service (IRS)
• Transportation Security Administration (TSA)
• United States Postal Inspection Service (USPIS)
• United States Secret Service
• U.S. Customs & Border Protection (CBP)
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Special agents and investigators for the FBI and other federal services use language skills to communicate with victims and witnesses, review evidence and materials, and collaborate with international colleagues in foreign governments.

Fish and Game Warden

Also known as wildlife or conservation officers, wardens work to enforce state code regarding fishing, hunting, boating, wildlife, and habitats; they also have the authority to enforce other state laws, as called upon.

Coast Guard Officer

Operating under the Department of Homeland Security during peacetime, the U.S. Coast Guard is the only branch of U.S. armed forces to serve a law enforcement mission, enforcing maritime law both domestically and internationally.

How Do I Get Started?

So, which language would be most helpful for you to study in preparation for a law enforcement career?

John Terrill, communications director at the National Association of Police Organizations, suggests one with which future officers can’t go wrong: “Any person who is looking to become a police officer in a major metropolitan area should pick up some Spanish.”4 And with over 37 million Spanish speakers resident in the United States, it’s career advice we can’t ignore.5

The reality is that law enforcement agencies are urgently seeking proficient speakers of any language who will serve as reliable resources, and it depends greatly on common languages spoken in the local community where officers and agents work. In addition to Spanish, languages with over a million U.S. speakers include Chinese, Tagalog, Vietnamese, French, Korean, and Arabic.6

Most careers in law enforcement require a bachelor’s degree, and although some roles allow for a combination of education and experience, applicants with a degree have a clear competitive advantage. Students can choose to major in criminal justice or in a related subject matter outside the immediate field—such as accounting, psychology, sociology, STEM subjects (like computer science), or a modern language.

End Notes

8. IBID

HEALTH CARE

As a medical student or job candidate, you will enter the healthcare sector armed with a variety of tools and personal qualities gleaned over the course of your education—from cutting-edge clinical experience to carefully honed social skills—all to set you apart from the competition and best prepare you to help those in need. As you prepare to join the health workforce, remember that alongside organic chemistry and a healthy dose of empathy, a second language will be an essential component of your career toolkit.

The benefits of knowing a second (or third) language in our increasingly globalized world are incontestable. Whether you aspire to travel widely or to focus in your immediate community, you needn’t look far to encounter patients who speak another language. Nearly nine percent of all American residents—that’s more than 25 million people nationally—acknowledge speaking English “less than very well,” and more than 60 million residents regularly speak a language other than English at home.1 The current demand for bilingual health professionals is one of the highest across all sectors: registered nurses, medical assistants, medical and health services managers, licensed practical and vocational nurses, and medical secretaries, taken together, accounted for almost eight percent of all online job postings for bilingual candidates in 2015.2
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Being able to provide care in a patient's native language prioritizes patient safety, promotes a human connection, enhances money-saving efficiency, and decreases liability—all outcomes that employers in this field are seeking, along with the candidates who can deliver them!

A Call for Bilingual Care

Any healthcare professional's last wish would be to put his or her patient in harm's way; however, language barriers can lead to exactly that.

The federal Agency for Healthcare Research and Quality has recognized that limited English proficient (LEP) patients are at greater risk for injury during medical treatment than those with a mastery of English; furthermore, these injuries "are more frequently caused by communication problems and more likely to result in serious harm compared to English-speaking patients." Beyond physical injuries, language miscommunications with LEP patients also lead to delays in treatment, patient confusion or alienation, longer hospital stays or readmittance, and sometimes lawsuits. Bilingual health workers empower both their colleagues and their patients, adding a direct line of communication where the absence of one impedes safety and quality service.

HEALS Program Helps Future Spanish-Speaking Patients

A collaborative project between CSU, Sacramento and CSU, San Bernardino, the Certificate Program in Spanish for Healthcare Professionals (HEALS) prepares students in healthcare fields—such as Nursing, Health Science, Kinesiology, and Social Work—to better serve the growing Spanish-speaking population in California by being able to communicate with them in their native language. An internship in Costa Rica or Sacramento is also available.

Healthcare Roles Requiring Language Skills

Healthcare professionals come to the industry to serve in a wide variety of roles, from administrators and clerical specialists to caregivers for both people and animals—including dentists, therapists, nutritionists, veterinarians, and many others. They work in a variety of environments—hospitals, rehabilitation and elderly care centers, medical offices, laboratories, schools, and private homes, to name just a handful—with patients of diverse ages, backgrounds, and native languages.

No matter which specific function you choose to pursue, you can be confident that your language skills will be an asset. Here are a few roles, among many, to consider:

Medical Interpreters

Medical interpreters are key members of any LEP patient's care team who fulfill a significant role extending far beyond word-for-word interpretation; by working in close partnership with other team members—doctors, nurses, anesthesiologists, and social workers, just to name a few—they can coordinate intersecting roles to keep everyone on the same page throughout a procedure or medical stay. Interpreters also act as two-way cultural brokers, guiding patients and providers to be sensitive and responsive to cultural assumptions, teachings, or hesitations traditionally associated with different kinds of care.

Did you know? Interpreters are now enjoying greater flexibility in their work environments: studies have shown that professional medical interpreters who work by video conference can be as helpful to clinicians as those who are present on site—both situations being preferable to an untrained, or ad-hoc, interpreter, such as a patient's family member.

Front Desk and Admissions Staff

In addition to being the “face” of a medical office who set the tone for patients and vendors alike, front-line staff are responsible for many important pre-care exchanges with patients. They are often first to determine whether a new patient requires language assistance—a task complicated by the fact that while many patients speak enough English to "get by" answering basic biographical questions, they may not understand the complexities of later diagnoses or treatment regimens. Reception and admissions staff also obtain a patient's consent for treatment. The ability to lead these exchanges in a patient's native language creates a reassuring environment, ensures accuracy, and prevents future danger or legal issues.

Can you talk the talk? Test your knowledge of some helpful expressions used in situations including patient orientation, comfort assessment, and discharge from a facility with Health Care Spanish's easy-to-use sound bites, organized by category. You may pick up a few more!

Nurses

In 2015, almost 40 percent of health insurance company Humana's online job postings for registered nurses listed bilingual skills as criteria for eligibility, and registered nurses account for the fourth largest group of bilingual vacancies advertised online across all jobs in the United States that year. Bilingual nurses create a powerful person-to-person bond while prioritizing patient safety during critical moments in care. Take for example a patient's discharge from a medical center: LEP patients regularly risk suffering from delays in treatment, readmittance to a facility, or physical harm because they have not fully understood the instructions to follow after a medical procedure, like how to take medications properly to avoid negative side effects. Nurses who are able to explain these protocols to patients and their families reduce the likelihood of preventable incidents.

Have you heard? Those seeking change and adventure may also consider working on a contractual basis with a staffing agency to fill short-term vacancies at domestic and international health facilities as a travel nurse. At home or abroad, travel nurses bring compassion, expertise, and language skills along for the journey.

Doctors

Seeking medical attention always involves a certain degree of vulnerability; however, LEP patients who are not able
to communicate sufficiently with their English-speaking doctors may avoid treatment altogether. Fear and apprehension can disrupt important preventative care—such as yearly screenings or maintenance of known conditions—and create dangerous, if not fatal, situations. Even when LEP patients do regularly consult a physician, language barriers can continue to block them from taking full advantage of the care they receive: for example, research has shown that diabetic LEP patients who speak a different language than their physician have significantly worse glycemic levels than LEP patients who share a common language with their doctor.7

Radiologists
A radiologist is a special type of doctor who interprets medical images obtained using techniques such as x-rays, nuclear medicine, sound waves, or magnetism to diagnose and treat injuries. Like other types of medical doctors, radiologists employ language skills when communicating directly with patients, as well as when discussing their diagnoses with colleagues in the field. Teleradiology—the use of new technology to digitally transmit medical images like x-rays or MRIs over distances—is quickly widening the scope of a radiologist's circle of colleagues, allowing experts to reach across states and even across international borders to discuss their immediate findings. When tested, international teleradiology has proved not only possible but successful, opening radiologists to a whole world of resources to better serve their patients.8

Pharmacists
Pharmacists generally dispense prescription and nonprescription medicines to the public at retail drug stores, hospitals, or long-term care facilities. They may also specialize in measuring the chemicals used for chemotherapy cancer treatments or radioactive digital imaging. In a retail or care-facility setting, they use strong communication skills to provide general health advice and detailed instructions for taking specific medications to a highly diverse (and often elderly) patient population. The wellbeing of these patients relies greatly on their ability to understand such conversations with the pharmacist before proceeding to care for themselves and their families at home. In addition to the spoken languages, an understanding of Latin can also be very helpful to future pharmacists when memorizing medical abbreviations and complex terms.

How Do I Get Started?
You may be wondering which language will be most helpful to you as a future healthcare professional. The truth is that many factors play a role in how frequently you’ll encounter certain languages.

Not surprisingly, we know that Spanish is the second most popular language spoken across the United States, representing nearly 13 percent of U.S. residents.9 As of 2010, the top-spoken U.S. languages following Spanish (in descending order) were Chinese, French, Tagalog, and Vietnamese.10 This is not to say that other languages are less useful. Your career in health care may take you to unexpected destinations, or your current destination's population may surprise you: for example, are you aware that there are about 11,000 Vietnamese speakers in Oklahoma City, OK; 5,600 Arabic speakers in Raleigh, NC; and 2,500 Tagalog speakers in Santa Rosa, CA?11 Consider this! The state of California is home to fewer than 800 certified medical interpreters across all languages who serve an LEP population of almost seven million people statewide—this includes only one certified Hmong translator for more than 35,000 resident speakers.12 Is there a shortage of qualified professionals who speak a certain language in your state?

Any language you choose to learn will open your eyes to new cultures and experiences, make you a more valuable candidate to future employers, and possibly lead to opportunities for increased pay or benefits. Best of all, it will help you make meaningful and lasting connections with future patients and colleagues—and maybe save lives doing so.

Languages And Careers

4. Ibid
6. New American Economy, Not Lost in Translation, p.2; Ibid., p.7

The French Language Shaped My Life

I think that all teachers (and maybe world language teachers in particular!) hope that students continue to use the knowledge and skills they acquired in school after they leave our classrooms. Through the years, I have heard from former students who told me that they took more French classes in college, studied abroad, spoke French at work, did the Peace Corps in a francophone country, traveled abroad, became a teacher... and even married a French-speaking partner. The story that stands out the most, however, is the one that Lindsey Platzman (Sharon High School, Class of 2003) shared below. I met Lindsey when she was a junior. She had taken French in middle school (in Franklin and in Sharon) and for her first two years at SHS. What struck me most about Lindsey was her remarkable talent... coupled with paralyzing shyness (in all aspects of her life, not just French class!). She could write elegant and virtually error-free essays and understand everything, but she froze when she needed to speak. That was almost twenty years ago(!). Although she still experiences some anxiety, she has made incredible progress – as evidenced by all that she has done since high school. I have stayed in close touch with Lindsey. I spend a week with her every summer in France, and we explore a region that neither one of us knows. I am in awe of all that she has accomplished – and that she has accomplished IT IN FRENCH!

Kathy Turner

My first experience with French was during a 3-week language initiation in 6th grade where we took 3 weeks of French, 3 weeks of Spanish and 3 weeks of Latin to decide which language we wanted to study the year after. From the first day of French class, I was hooked! With no hesitation, I decided on French for 7th grade and it remained my favorite subject through high school. I was an active member of the French club and became its President in 11th (and 12th) grade, and during my Senior year I chose to take a second French class as my elective, enrolling in both Honors and AP French. At the end of the year, my teachers announced that I had been awarded the AATF Outstanding Senior in French award in Massachusetts.

I then attended Skidmore College knowing that I would major in French, and started studying Spanish as well. This brought me to study for a semester in Alcalá de Henares, Spain, followed by a year in Paris, France. During the years I was in Saratoga Springs, I participated in the French club which hosted a “pause-café” for anyone wanting to practice their French. As a senior I once again became President and happily organized these meetings, adding a personal touch by testing out French dessert recipes for each with a few other members. At the end of my senior year I was accepted into the French honors society and received the Lynn L. Gelber award in French.

After graduating, I found a job with the Teaching Assistant Program in France and was sent to 2 elementary schools in a suburb of Paris to teach English in 3rd-5th grade. I had a wonderful experience and renewed the contract, as permitted for one year. I then enrolled in a Master’s program in France to study elementary education, during which I took the “CRPE” (Concours de professeur des écoles) and passed. This certification is valid for all grade levels from 2 year-olds through 5th grade. In this system, when you arrive in a new school you are assigned the grade-level that is vacant, so I started out teaching 5th grade for a year before asking to change schools and teach a younger age group. In my new school, I taught 4 years of Pre-K and am currently teaching my 3rd year of 1st grade, now tenured in the French system.

Needless to say, my entire life is in French; the skills, knowledge and passion acquired through my studies in the US help me on a daily basis. Currently, I have applied for dual citizenship and cannot wait to hear back!

Submitted by Lindsey Platzman
Is a foreign language an academic subject or a life skill? The answer to that question will determine the kinds of activities the L2 teacher prepares for the students. If time in the classroom is spent mostly on vocabulary development and grammar rules, if assessment consists in testing accuracy of form over function, then foreign language is treated as an academic subject in an achievement-based curriculum. If, on the other hand, some time is given to developing language functions in simulated real-life situations, if assessment consists in determining the fluency of expression in the four language skills, then foreign language is considered a life skill in a proficiency-type curriculum. This article will examine each one and suggest how the L2 teacher can transition from the academic into the life-skill format.

**Academic Subject: focus on form; the structure of language; what one knows about L2**

The L2 teacher focuses primarily on teaching the vocabulary and the grammatical structures of L2. Students are exposed to a set of rules to be learned and required to do contextless activities designed to practice the vocabulary and the grammar. They spend hours completing textbook and workbook exercises that have no relevance to everyday use of language. The L2 teacher emphasizes the accuracy of pronunciation, spelling, and rule application. Rote memorization and repetition are most important. Student achievement is measured by pop quizzes, chapter tests, semester and final exams which consists of lower-order-thinking skill-getting activities such as true/false, multiple choice, fill-in-the-blank, give the correct form of the word, change one word for another, state the facts, translate, follow the model, yes/no type questions, etc. Success is measured by how well students can conjugate verbs, change words from singular to plural, replace nouns by pronouns, use verb tenses appropriately, choose the correct vocabulary word, translate texts, etc. Because there is usually only one answer possible to each component of the test, the students either know it or they don't. Regretably, most students study only to pass the test and soon forget the information as they prepare for the next one. The information gets stored in short-term memory only.

**Life Skill: focus on function; the use of language; what one can do with L2**

The L2 teacher focuses primarily on what students can do with L2. They practice what one does with language in everyday life by engaging in skill-using activities that focus on two key functions of language: the symbolic and the social. Evans states that the first enables us to express our wishes, feelings, likes, dislikes, and ideas. The second is social interaction i.e., we use language to engage in gossip, to get to know someone, to conduct business, to make a purchase in a shop, and so forth. Students engage in activities that demand creative responses such as: complete the sentence, state your opinion, thoughts and comments, give personal answers, create a situation, seek information, develop a product, demonstrate your knowledge, summarize, paraphrase, etc. Assessment is task based, i.e, the students must demonstrate proficiency and fluency in L2 as they complete the task creatively. There are no right or wrong answers. They are judged on their ability to communicate and on their ability to express themselves in the L2 culture.

**Transitioning between the two**

The following chart illustrates the differences between academic subject activities and life-skill activities:

<table>
<thead>
<tr>
<th>Academic subject</th>
<th>Life skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct family vocabulary homework. Review comparatives and superlatives. Introduce past tense of regular verbs. Answer the questions about the French family based on the reading on page 25.</td>
<td>Share your family tree in groups of four. Compare your family members in age, height, etc. Ask your partner to tell you 5 things they did last Saturday with their family. State 5 differences between your family and a French family.</td>
</tr>
</tbody>
</table>

In the chart above, the L2 teacher recognizes that the goal of the lesson is successful completion of sharing, comparing, asking, and stating information about the family and not correcting vocabulary, reviewing comparatives and superlatives, introducing the past tense, and answering questions about the reading. The latter (what students need to know) precedes the former (what students need to be able to do) if the ultimate goal is helping the students express themselves with as much accuracy and fluency as possible based on their level of instruction.

**Self Evaluation**

The following questions are designed to help the L2 teachers identify if their focus is L2 as an academic subject or as a life skill. There are no correct or incorrect answers.
Teaching Foreign Languages As A Life Skill
by Marcel LaVergne Ed.D.

- When planning lessons, do you label activities as skill-getting and as skill-using?
- When assessing student progress, do you focus more on form than you do on function?
- Are you aware of how much time you devote in a week to skill-getting activities as opposed to skill-using activities? Which type do you prefer? Explain.
- Do you supplement textbook activities with appropriate task-based activities?
- How does the role of grammar differ depending on which point of view you believe: academic subject or life skill?
- Which point of view does your textbook advocate?
- Based on department conversations, do you and your colleagues stress one over the other? Explain.
- Can you name 10 functions of language? Hint: refusing, complimenting, agreeing, etc. Do you plan activities to practice those functions of language?
- Of the two, which are you most likely to use outside of the classroom: conjugating the verb to go in the past tense or telling someone where you went yesterday?
- How does academic talk in the classroom differ from ordinary speech outside of it? How well do you prepare your students for that world?
- Do you expose students to both the symbolic and the social functions of language?
- Is accuracy more important than fluency? Explain.
- Do your activities focus more on the lower-order than on the higher-order thinking skills?
- How do achievement-type activities differ from proficiency-type activities?
- Do you assess both the speaking and the writing skills equally? Which is the more prevalent in real-life?
- Do you plan activities that encourage the creative use of language as opposed to the rote memorization of language?

Glossary
- Form: the internal grammatical structure of words; the grammatical aspect of an utterance
- Function: the use and the purpose of an utterance; the meaning of an utterance
- Skill-getting activities: designed to teach language forms
- Skill-using activities: designed to use language functions
- Achievement: knowledge about the lexicon and the structure of language
- Proficiency: competency or skill in doing or using language for a specific purpose
- Accuracy: the ability to produce grammatically and lexically accurate sentences
- Fluency: the ability to produce language in a coherent and effortless way
- Rote memorization: learning by heart
- Creative: producing original utterances
- Symbolic function: the use of language to express wishes and feelings
- Social function: the use of language that gives one a sense of belonging to and surviving within a group
- Lower-order thinking: promotes acquisition of knowledge; comprehension of material
- Higher-order thinking: promotes critical thinking and problem solving

Tip
For each skill-getting activity in the chapter you are currently on in your textbook, create a skill-using one to go along with it. Use the examples given in the chart above.

Conclusion
The successful L2 teachers understand that L2 is more than an academic subject and that their job goes beyond teaching the vocabulary and the structure of L2 in what is known as an achievement-oriented curriculum. They know that the ultimate goal is the development of L2 as an important life skill by means of a proficiency-oriented curriculum wherein the functions of language are equally if not more important than the forms of language. It is important to note that the academic subject activities must precede the life-skill ones because they supply what students need to know in order to complete the life-skill tasks. If L2 is to be a life skill, then students must be given many opportunities to converse with others in L2 on a regular basis in order to grow their fluency and confidence.

References

About the author
Marcel LaVergne, Ed.D., retired, was a high school teacher of French, a Director of Foreign Languages, an adjunct professor of Foreign Language Methods, a textbook author, and a consultant on Foreign Language Teaching and Learning. He was associated with the National Capital Language Resource Center as the author of the Sound Bites for Better Teaching column and is a frequent contributor to the MaFLA Newsletter.
ACTFL NAMES 2020 NATIONAL LANGUAGE TEACHER OF THE YEAR

The American Council on the Teaching of Foreign Languages (ACTFL) is pleased to announce the 2020 National Language Teacher of the Year has been awarded to Rebecca Blouwolff, a French teacher at Wellesley Middle School in Wellesley, MA, and a representative of the Northeast Conference on Language Teaching (NECTFL). The award presentation was held during the Opening General Session of the 2019 ACTFL Convention & World Languages Expo in Washington, D.C. on Friday, November 22.

Rebecca Blouwolff has been teaching French at Wellesley Middle School for over 20 years. In addition to being a dedicated language educator, Blouwolff is also a blogger and frequent conference presenter. In 2019 she was named Massachusetts Foreign Language Association (MaFLA) Teacher of the Year and NECTFL Teacher of the Year and also received the American Association of Teachers of French (AATF) Dorothy S. Ludwig Excellence in Middle School Teaching Award.

The award for the ACTFL National Language Teacher of the Year is intended to elevate the status of the language teaching profession at the state, regional, and national levels by creating opportunities for recognizing the most accomplished members of the profession. The Teacher of the Year becomes a spokesperson for the language profession to increase the visibility of the importance of learning languages and cultures to the general public.

“We congratulate Rebecca Blouwolff on being named the ACTFL National Language Teacher of the Year”, said Howie Berman, ACTFL Executive Director. “We are grateful to our state and regional partners for supporting this invaluable program, which helps ensure that access to world language education gets the national attention it deserves.”

Learn more about the ACTFL Teacher of the Year Program.

The other four finalists for the annual ACTFL National Language Teacher of the Year Award representing the other geographic regions of the U.S. were:

- **Lynn Johnston**, Alderwood Middle School, Lynnwood, WA; Pacific Northwest Council for Languages (PNCFL)
- **Melanie Mello**, Chandler High School, Chandler, AZ; Southwest Conference on the Teaching of Foreign Languages (SWCOLT)
- **Maureen Peltier**, St. Paul Central High School, St. Paul, MN; Central States Conference on the Teaching of Foreign Languages (CSCTFL)
- **Lisa Worthington-Groce**, Northwest Guilford High School, Greensboro, NC; Southern Conference on Language Teaching (SCOLT)

About ACTFL:

The American Council on the Teaching of Foreign Languages (ACTFL) is the national association for language education professionals from all levels of instruction and representing all languages. With more than 12,000 active members, ACTFL provides innovative professional development opportunities, acclaimed training and certification programs, and widely cited books, publications, scholarly journals, research studies and language education resources, including Foreign Language Annals and The Language Educator magazine. As part of its mission and vision, the organization provides guidance to the profession and to the general public regarding issues, policies, and best practices related to the teaching and learning of languages and cultures. ACTFL is a leading national voice among language educators and administrators and is guided by a responsibility to set standards and expectations that will result in high quality language programs.

Congratulations Rebecca Blouwolff!
ACTFL 2019

From November 19 to November 22, foreign language professionals from the United States as well as other nations around the world convened in Washington, DC for the annual ACTFL conference. On Thursday I started my conference experience with a 6-hour workshop by Comprehensible Input guru Carrie Toth. The session entitled The Input (puts) and Output (puts) of CI focused on the importance of providing strong comprehensible input to our students as a foundation for output. We spent a good deal of the time exploring various units providing a steady stream of essential input while encouraging students to output when ready. Each of us walked out of the workshop with numerous sources as well as ideas for comprehensible input and activities and strategies for our classes.

Friday began with the General Opening Session. We were welcomed by ACTFL president Lisa Ritter. The MaFLA contingent was delighted as the five contestants for Language Teacher of the Year were announced. Among them was MaFLA and NECTFL Teacher of the Year Rebecca Blouwolff who is a very well-known member of MaFLA. All of the candidates were outstanding but you can imagine our excitement as our very own Rebecca Blouwolff was awarded the honor. Her speech was right on target and it didn’t take long before her comments were trending on social media as her words were reshaping the dialog on languages.

Next was a visit to exhibits. There were so many things to see: Lots of products, travel companies, technology, ancillary materials and classroom materials.

As many of you know from my last article in the December issue of the MaFLA Newsletter, my current focus and passion is Social Justice. It is with that in mind that I determined most of the sessions I attended at ACTFL. I really wanted to hear from professionals around the country and at ACTFL. I really wanted to hear from professionals around the country and
can! Presented by Susan Hojnacki, an Assistant Professor of German and Education at Aquinas College. Her session focused on how a blend of Social Justice, Comprehensible Input, Thematic Units, Interdisciplinarity, Educational Technology, Authentic Resources, and Intercultural Competence can engage students with units that really matter to them. She has discovered that incorporating these elements in her curriculum has encouraged students to become reflective and has also provided them with a voice. Many of her ideas could easily be adopted for high school classes.

The third session, Authentic Resources for Proficiency, Interculturality, and Social Justice, was presented by Stacey Johnson, Vanderbilt University, Dorothy Perugini, Glastonbury Public Schools and Linwood Randolph of the University of North Carolina Wilmington. The session focused on the use of authentic materials to promote language acquisition, cultural awareness and social justice. The presenters helped us to understand the meaning of the term authentic resource. They also provided us with a series of questions to ask ourselves as we are looking at authentic resources to determine the communicative intent and the cultural perspectives being displayed. Extremely valuable were their text processing activities. Numerous ideas were shared for great resources, curricular ideas and theme as well as social justice action projects. Since not all sessions were focused on social justice I made sure to attend numerous other relevant sessions and all were excellent. It was exciting to leave #ACTFL19 with more on the teaching of Social Justice plus other information from current research, pedagogical and curriculum ideas and new connections with colleagues from around the country. I am already looking forward to #ACTFL20 in San Antonio.

Submitted by Ronie R. Webster
What’s The Point? Is There A Single-Point Rubric In Your Future?

Posted by Tim Eagan

Teachers find them easier and faster to create, because they no longer have to spend precious time thinking up all the different ways students could fail to meet expectations.

Students find them easier to read when preparing an assignment. With only the target expectations to focus on, they are more likely to read those expectations.

They allow for higher-quality feedback, because teachers must specify key problem areas and notable areas of excellence for that particular student, rather than choosing from a list of generic descriptions. https://www.cultofpedagogy.com/single-point-rubric/

Who can argue with that?! So, I took our rubric/feedback form and created single-point rubrics for each course and performance level, Novice-Mid to Advanced-Low. My design was inspired largely by Can-Do Statements for a Basic Language Program By Bill VanPatten and Walter P. Hopkins and Robert Marzano's learning goal scale (See Art & Science of Teaching and Designing & Teaching Learning Goals & Objectives by Robert Marzano). The design is simple: the proficiency level (i.e., performance target) along with the learning targets (i.e., can-do statements) make up the criteria for the single point.

Now, I have had debates with some people whom I respect tremendously in the language teaching world (and who have guided and mentored me over several years) about single-point rubrics. One person made the argument that the single-point rubric was problematic because students need to see the full range of proficiency from Novice to Advanced. I don't disagree. Students do indeed need that full context view of proficiency, and they see it in the global rubric, can describe the performance target for their current course, and reflect on their learning systematically, with an eye towards leveling up. (see Rubrics, next page)

To my thinking, the single-point rubric gives teachers a structure to provide students with specific, descriptive, actionable feedback connected to learning targets and allows for seamless tiered instruction. We use the terms Glow and Grow (thanks to Stephanie Carbonneau from Maine (@MmeCarbonneau on Twitter) via Mike Travers in my department (@Travers_Tweets on Twitter) to give feedback and for students to reflect and describe their next steps and strategies for leveling up. Doug Reeves describes an effective feedback loop as feedback which leads to hard work, which in turn leads to improved performance and success. I think it's a particularly helpful tool for students who have more trouble self-regulating.

- Task requirements are clearly defined (not just the proficiency target level).
- Goal setting —either because the student's work hasn't met the standard, or because the work meets or exceeds the standard—is easy to navigate because you have both proficiency

We began that school year on a mission—to use the rubric as a tool to help us calibrate our standards, to help students have a clear picture of those standards, and to help them move up on the proficiency ladder. In practice, the rubric still seemed clunky and uncomfortable for most of us—which had been the problem motivating us to redesign it in the first place. My response options were exasperation or perseverance. I chose perseverance (Well, OK, maybe, possibly, probably, I chose exasperation too at some points in the year).

We had to figure out what the trouble was. Why was it so challenging for teachers to hold student work up against the performance targets we'd so carefully described and to give them feedback on their work? Why was it so hard to assign a grade to that work? One of the challenges teachers reported was distinguishing between sub levels. What really was the difference between novice-high work and intermediate-low work on a single writing prompt? Did we even have enough information or expertise to make that distinction? Teachers were begging me to figure something out. If we really intended the rubric to be a tool for teachers to give meaningful feedback to students, what we had in place wasn't really the answer —yet.

In 2015, I learned about the idea of a single-point rubric from one of my favorite educational podcasts, Cult of Pedagogy. —If you haven't heard it, consider dropping everything you're doing right now to give a listen—I loved the idea, but I knew that the rubric we had at that time was not long for this world, that we needed to do some reading and educate ourselves on rubrics, feedback and assessment in general first, and the single-point idea seemed like i+10 and not i+1 for my teachers. So, I waited.

Not quite a year into using our newly-minted rubric (AKA feedback form), after we'd played around with ways to use it better as a teaching & learning tool, and teachers were asking for help, I knew I could start talking “single-point” with a small group of them (with a plan to divide and conquer later on). I'd been convinced from my reading that a single-point rubric can be a really powerful tool for effective teaching and learning. As Jennifer González, the host of Cult of Pedagogy, points out about single-point rubrics:
What's The Point? Is There A Single-Point Rubric In Your Future?

by Tim Eagan

**Global Performance Rubric**

<table>
<thead>
<tr>
<th>How Well am I understood?</th>
<th>Novice Low</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
<th>Advanced Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensibility</td>
<td>I can be understood with difficulty by someone used to a language learner.</td>
<td>I can be understood by someone used to a language learner.</td>
<td>I can be easily understood by someone used to a language learner.</td>
<td>I can generally be understood by a native speaker who doesn’t know I’m a language learner.</td>
<td>I can easily be understood by a native speaker who doesn’t know I’m a language learner.</td>
<td></td>
</tr>
<tr>
<td>How varied is my vocabulary?</td>
<td>I use highly practiced words and expressions.</td>
<td>I use highly practiced words and expressions.</td>
<td>I begin to create with the language. I can use a variety of familiar and personalized vocabulary and begin to use expanded vocabulary. I can give some details.</td>
<td>I use a wide range of words, expressions and personalized vocabulary. I expand and begin to elaborate, sometimes even in an unexpected context.</td>
<td>I use extensive vocabulary to communicate ideas. I can consistently expand and elaborate and use idiomatic expressions.</td>
<td></td>
</tr>
<tr>
<td>How do I structure my message? Text Type</td>
<td>I use highly predictable words, lists, and memorized phrases.</td>
<td>I use phrases, short sentences, and simple questions (as appropriate). I begin to combine words and phrases to create original sentences.</td>
<td>I use simple strings of sentences. I can combine words and phrases to create original sentences. I pose basic questions (as appropriate).</td>
<td>I use complex sentences to describe or explain. I combine simple sentences using connector words to create original sentences. I pose questions to direct or advance a presentation or written work.</td>
<td>I use connected sentences to describe and explain. I can begin to communicate or tell a paragraph-length story.</td>
<td></td>
</tr>
<tr>
<td>How do I show what I know about the target cultures? Cultural Awareness*</td>
<td>I express my knowledge of some cultural products and practices, but still somewhat stereotypically.</td>
<td>I convey my knowledge of a few basic cultural products and practices.</td>
<td>I convey my knowledge of differences in familiar cultural products and practices. I use culturally appropriate vocabulary and expressions.</td>
<td>I convey my knowledge of differences in familiar cultural products and practices. I use culturally appropriate vocabulary and expressions.</td>
<td>I compare diverse cultural products and practices. I can convey knowledge of some cultural perspectives of individuals and institutions in a society.</td>
<td></td>
</tr>
</tbody>
</table>

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**Performance Rubric & Feedback Form: Novice-High**

- I can mostly be understood by someone used to a language learner.
- I use highly practiced words and expressions and can add some details.
- I use sentences, and simple questions. I begin to combine words and phrases to create original sentences.
- I convey my knowledge of a few basic cultural products and practices.
- My errors with targeted structures and/or word order do not interfere with communication.

**Targets**

- (Insert Can-Do's)
- (Insert Can-Do's)
- (Insert Can-Do's)

---

*This category is a secondary focus, given less weight and used in conjunction with comprehensibility.*

The difference between starting out the day saying “good morning” or “早上好,” compounded over many days, makes such a large difference when learning Chinese. When I first started learning Chinese three-and-a-half years ago at the beginning of high school, I was unsure of how much I could imbibe of such a disparate language. Also, coming from a “traditional” middle school Spanish class with much English interspersed, I was worried to what extent immersion-style learning would work for me to further my language goals.

Starting from day one, my Chinese teacher only spoke Chinese to me. Instead of cramming new vocabulary words for quizzes week after week, my teacher would focus on speaking with fluency for quizzes week after week, my teacher only spoke Chinese to me. In- stead of cramming new vocabulary words for quizzes week after week, my teacher would focus on speaking with fluency and Culture would not have made the target language become part of one’s identity. Now, in my fourth year of Chinese, I’m able to write literary critiques and fluently engage in conversation abilities. Clearly, engaging in all class discourse in the target language is the most effective way to supplement planned grammar and speaking exercises. Also, when asked “what challenges does your school face in its world language program,” the most chosen response was “students not confident to speak/use despite completing language courses;” with 53% of respondents selecting this option.

As a work group, we are working with the Department of Elementary and Secondary Education on a macro level to achieve our goals towards more widespread immersive world language education. However, we are also devoted to making change individually in our schools and other schools around the Commonwealth. If you are interested in working with us or would just like to reach out, please contact us at globaloutreachmass@gmail.com.

Even if we cannot force a large shift towards immersion-style learning and other world language education improvements, we hope to spark a student-driven conversation on this issue. Individual student stories and statewide data all point to the same conclusion - the more immersion-style education is embraced, the more effective world language education will become.

Katherine Nessel is a high school senior at the Pioneer Valley Chinese Immersion Charter School in Hadley who is chair of the Global Outreach Work Group for Better World Language Education.
Do you remember where you were on New Years' Eve in the year 2010? What about in 2000? If you're a veteran teacher, do you remember what your teaching looked like ten or even twenty years ago? My first teaching job was with the Department of Classics and Letters at the University of Oklahoma in 1998 where I taught elementary and intermediate Latin along with large lecture classes on mythology and Roman history. I can assure you that my classes look a lot different now than they did then! As this decade has come to a close and many people are busy cultivating lists of their various bests and worsts of the previous ten years, 2020 is already shaping up to be a banner year for languages. Here's why:

America's Languages Caucus

In November of 2019, Representatives David Price (D-NC) and Don Young (R-AK) established America's Languages Caucus. There are many caucuses representing various interests in Congress, and this is the first one dedicated to languages and the language industry. The mission of this caucus is admirable:

- Raise awareness about the importance of world language learning and international education, particularly as it relates to our nation's economic and national security;
- Ensure adequate resources are directed towards the study of world language learning; and
- Focus on improving access for students and educators who wish to participate in these fields of study, including world languages, Native American languages, and English for English learners.

Bipartisan members of this caucus believe that the United States needs more bilingual and biliterate citizens (according to their own Legislative Agenda for the 21st Century) “to help ensure national security, promote economic and job growth, and develop the potential of every American student.” I’ve often spoken about how when it comes to languages, we are all advocates. Now we have more advocates working with us on the inside!

The World Language Advancement and Readiness Act …

… is now law! In a shocking moment of collegiality, this new world language grant program was signed into law on December 20, 2019. The bill directs the Secretary of Defense and the Secretary of Education to create a competitive grant program for “the establishment, improvement, or expansion of world language study for elementary school and secondary school students.” Eligibility for the program includes local educational agencies that host a unit of the Junior Reserve Officers’ Training Corps (JROTC) and/or schools operated by the Department of Defense Education Activity. One of the main goals this year for those of us who travel to D.C. and lobby congress for support of language legislation will be to secure funding for this new program.

The Esther Martinez Native American Languages Program Reauthorization Act …

… is now law! The passage of this bill in December sends a strong message that Indigenous languages are valuable, and the loss of these languages, many of which are at risk of extinction over the next century, is unthinkable and would be deleterious “to our shared American and global heritage,” as outlined by America’s Languages Caucus. In addition to supporting Native American language nests and language survival schools, the program funds Native language immersion programs as well as provides support to train language teachers and create teaching materials.

Supporting Providers of English Language Learning

As ACTFL National Language Teacher of the Year in 2016, I was fortunate to attend a symposium on multi-literacy hosted by the Department of Education & the Office of English as a Second Language in D.C. where I argued that the goals of English language learners and world language students are inextricably linked and we have to do more to support one another. Indeed, the shortage of qualified teachers of English as a second language is just as critical as that of world languages, and this SPELL Act hopes to address some of the challenges that young ELL teachers face. For example, if highly-qualified teachers have been employed for five consecutive school years in a high-need elementary or secondary school, they are currently only eligible for up to $5,000 of student loan forgiveness. A math, science, or special education teacher who meets these same requirements is eligible for up to $17,500. The SPELL bill would make English language teachers eligible for up to this higher amount of student loan forgiveness. This well-deserved incentive can only help to resolve the ELL teacher shortage and hopefully ensure that our ELS have more opportunities to succeed.

Senator Paul Simon Study Abroad Act

Anyone who teaches languages, regardless of the level at which they teach, cannot underestimate both the power and the value of a meaningful study abroad experience. Even many students who jump at the opportunity to travel exclusively because they think it will be enjoyable come to find that their engagement with other cultures and enhanced world language skills benefit them in college and career.

- Unfortunately, most statistics show that fewer than 10% of all enrolled post-secondary students in the United States study abroad. Minority students, first generation college students, and community college students are even less represented in study abroad participation. In 2004, Congress authorized the Commission on the Abraham Lincoln Study Abroad Fellowship Program to provide recommendations to Congress and the President on expanding opportunities for United States undergraduate students to study abroad. Now, the Senator Paul Simon Study Abroad Program Act (so named for the late Illinois Senator) seeks to establish a competitive grant program, run by the Department of Education, for institutions of higher education to encourage the sustainable expansion of study abroad opportunities for undergraduate stu-
A New World Languages Framework For A New Decade

by Andy McDonie

In my home, the exact date of the beginning of the new decade is a contested topic. My wife contends that it began this January. I disagree. As a graduating member of the Class of 2000, I was constantly reminded by my younger friends that the new millennium would technically begin the next year. My class received all the attention, but the facts were with the Class of 2001. I maintain that we remain at the end of the current decade, and not at the beginning of the next one. January 2021 will hail the new decade, and fittingly, that same month will also welcome the adoption of the new Massachusetts World Languages Framework.

The process to produce the new framework is rigorous. DESE laid the groundwork for that process in 2019 by commissioning the Center for Applied Linguistics to study our 1999 standards, our current practices, the most recent research, and the existing world language frameworks throughout the country. Based on that study, the Department chose to create a new framework, which adapts and adapts the ACTFL World-Readiness Standards for Learning Languages. The Massachusetts world language teaching field, supported by research and the practice of other states, clearly indicated that ACTFL’s framework was too valuable and too ubiquitous to ignore.

In the summer of 2019, DESE established a plan for the revision, which includes the formation of three external teams – facilitators, review panelists, and content advisors. Out of nearly two hundred extremely qualified candidates, ten facilitators were chosen in early October, based on their experience, their understanding of the ACTFL standards, their outside training in those standards, and expertise in the different ACTFL focus areas (the 5 Cs). In December, an 11th facilitator was added as a student representative to the facilitation team. The facilitators were tasked with creating the philosophical parameters of the framework, including the vision and the guiding principles, as well as leading the teams of review panels. In the early stages, the facilitation team decided that Social and Emotional Learning standards as well as Social Justice education could seamlessly and easily be incorporated into the World Language standards. Consequently, we are pleased to announce that the forthcoming standards will be more than the ACTFL standards – they will be enriched with Social and Emotional Learning (SEL) and social justice practices.

In December, the facilitators also formed the Review Panels. The review panels are composed of teachers of many different languages, representing urban, suburban, and rural districts throughout every region of Massachusetts. It is the responsibility of these panels to analyze the existing ACTFL standards and make any modifications, additions, or reductions for the sake of clarity. They will additionally seek to modify standards to adjust to varying proficiency levels and to enrich with SEL or social justice goals. The panels are tasked with submitting their finalized version of the standards to DESE by May of this year.

The final team of Content Advisors has yet to be confirmed. This team of educators specializes in important fields within or adjacent to world languages – elementary education, special education, classical languages, ASL, non-alphabetic languages, heritage speakers, assessment, and social and emotional learning. Working with a World Language vendor (TBD), these teams will analyze the standards produced by the review panels for inclusivity and actionability in their specialized focus area. After they have provided input to DESE, they will continue to inform Quick Reference Guides that the Department will distribute during the implementation phase of the standards.

We are pleased to announce that this project is currently on track. We foresee a public comment period this fall, and we believe that the new framework will be adopted by the Board of Education on time in January of 2021.

I am excited about the work ahead of us in 2020. We have a stellar team of facilitators and reviewers. We will have an equally impressive team of content advisors later this winter. The road ahead of us is not easy, but the path is clear. When the new decade finally rolls around, we will be ready for it. More importantly, we will ensure that our students are ready for that decade and all the decades that follow. Happy New Year, and if you celebrated the new decade this year, Happy New Decade too. The new framework and I will join you in that celebration next year.

McDonie, Andrew (DESE) <andy.mcdonie@doe.mass.edu>
Recent developments on both the state and national levels make it an exciting time to be a world language educator in Massachusetts! The State Seal of Biliteracy is being implemented in over 100 districts statewide and the World Language Advancement and Readiness Act (WLARA), a bi-partisan bill intended to help the U.S. keep pace with other developed nations by providing the language education students need to procure good jobs and succeed in international marketplaces, was signed into law this past December. These two facts give world language teachers even more reason to celebrate National Foreign Language Week (NFLW) in our schools!

I've always liked the following quote by psycholinguist Frank Smith, "Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language." I believe the celebration of National Foreign Language Week gives world language teachers an annual chance to be community builders in our schools with the chance to collaborate with colleagues beyond our language departments.

Each year in my school when we begin to decide how we will celebrate this special week, we look for new ideas to integrate into our practices. In order to add to the discussion in my school, I posed some questions about NFLW to several world language teachers beyond my school setting to learn about their successes and tried and true ideas that have helped them share the love of languages and cultures with their school communities. From their answers some themes emerged for me that will guide my planning of activities for NFLW now and in future years. Here is what I learned:

**Make a lasting impression**

A success story for one teacher was a quilt that was made as a NFLW activity. They display it every year. The quilt squares represent the countries of the languages taught at the school and also the countries of their many heritage language learners. They use it to welcome everyone to their school and it is a lasting reminder of the community of learners who created it.

**Immerse the whole school**

So many activities invited the whole school together to create special activities. These included:

- Working together with the physical education teachers to create a World Cup soccer competition with students creating teams to represent different countries.
- Inviting the whole school to submit cultural items, art, and artifacts from their countries of origin and having world language students curate the exhibition. Exhibit the articles in the school library in collaboration with the Library/Media Specialist. World language students can create viewing guides and questionnaires to bring back data to their classrooms.
- Inviting an administrator to your world language classroom to participate in classroom activities. The students enjoyed participating alongside their administrators and enjoyed having a bit of a teaching role!
- Inviting administrators and teachers from other departments to help judge the activities and NFLW contests students participate in during the week. This provides a great way for administrators and colleagues to see student work and interact.
- Organizing an international menu with the Director of Food Services for the week.
- Playing international music throughout the cafeteria during the week while students enjoy their international lunch choices.
- Hosting a classroom door decorating competition. Recent winners in our school have been science and ELA teachers. Ideas were quite creative and content based! Students in other subject areas were able to participate in the event extending the appreciation of other languages and cultures to those teachers and classes.
- Inviting your bilingual faculty members to provide the morning announcements in their native languages. Many times students and faculty do not realize the number of bilingual staff members who are present in their schools!
- Involving the whole school by creating special activities to share during Advisory periods. These could be videos or some of the tools mentioned below.
- Bringing in the digital tools students love.
- Providing students with the opportunity to set up a webpage with the week’s activities to inform the school and the wider community. Students love to take the lead with technology.
- Creating a webquest on a cultural topic or a UNESCO World Heritage Site. These can be completed in the language labs, regular computer labs or with the students’ devices in class.
- Creating a Kahoot to share with other teachers or during your advisory blocks. These can focus on the benefits of language learning or just general cultural trivia. Students love to compete and see who gets to the top of the Kahoot podium!
- Students seem to love to create with social media as we’ve seen most recently with Snapchat and Tiktok. Music videos are fun to assign and fun for students to create.
- Including a social justice or service activity in your events.
- Spanish teachers responded that participation in the Pulsera Project was a highlight of their NFLW activities. This really brings the world into your classroom when students learn about the project, advertise it and participate in the sales of the handmade bracelets from Central America in order to benefit the communities of Nicaragua and Guatemala.
- Including other students and their teachers from groups such as Best Buddies in your NFLW activities to share the love of language and culture with students who may not have the opportunity to take a world language class.
- Encouraging your students to create language lessons, sing songs, and interact in the target language with the pre-school program in your school. The little ones love to spend time with the older students!

Whatever your vision is for celebrating National Foreign Language Week in 2020, this is a great chance to advertise and advocate for the languages we teach. Whether you create just one event or a week of events, you have the chance to spark engagement for your whole school community.

*Submitted by Teresa Benedetti.*
Cemanahuac: A Unique Immersion Experience!

Cemanahuac Language School in Cuernavaca, Mexico is aptly named; Cemanahuac, meaning "surrounded," is a Nahua word that was used by the Aztecs to refer to their world*. The program seeks to immerse each student in the culture and truly surround them with language through classes, homestay experiences and educational trips throughout the area. The school caters to high school and university students, as well as language teachers, individuals and couples traveling together. They maintain long-standing relationships with caring families in the local community and offer a weekly language intercambio or exchange program where locals can practice English and the school can give back to the community.

While each host family is different, I found mine to be welcoming and thoughtful. I was provided with my own room and bathroom, separated from the house by a garden with a swimming pool. For the second week of my stay, there was a couple staying next door to me as well. We shared breakfast and dinner together as well as a good deal of conversation. While some host families speak a little English, I found that mine was happy to help me practice Spanish and was patient with me when needed.

Our language class met for two hours each morning at the school where we discussed a variety of issues in the target language including culture, politics, current trends, international relations and literature. Class size is typically limited to about five or six people, allowing each person to receive individual instruction and practice time. One text that we analyzed together dealt with the Americanization of Mexico as a social trend in the 1940’s. This is one of the main causes of Mexicans in the area using so many anglicized vocabulary words in their vernacular.

After language class, we joined the rest of the teachers in the program to learn about various cultural topics from local experts. This was geared toward our interests and language questions, and was both interactive and informative. Cuernavaca is known as the City of Eternal Spring where the temperature and climate is pleasant and comfortable all year long because of its location and altitude. It is considered a tourist destination and is home to several language schools, making it a safe and ideal city to visit for foreigners.

Another facet of the program is the variety of afternoon and day-long excursions offered to various sites of interest in the area. The guide is knowledgeable and friendly, and offers to conduct these personalized tours in Spanish to maximize immersion in the target language, or in English to offer unique insights into culture and practices. This was my favorite part of the program. Our guide, Charlie Goff, sharing his knowledge of various people groups and life-long interest how people lived had me thinking and envisioning the people that had built pyramids and temples atop mountains, or had to migrate from their homeland when a volcano erupted, or who formed a trade route, established ancient cities and mapped the cosmos. The sites alone are breathtaking, but they came alive with a personalized tour and shared experiences.

The program that I attended was a two-week language course and immersion experience designed for Spanish teachers, but open to anyone interested in learning or practicing Spanish. The school offers a variety of different experiences, based on the needs of the students. I encountered university students, married couples learning Spanish at their own pace and individuals there for the experience. While instruction is personalized and meaningful, one of the benefits of participating in the program for educators was that we collaborated and shared ideas, as well as built friendships during our time in Cuernavaca. Whether you are a history and archeology buff, looking to learn and improve your Spanish language skills, bringing students on an exchange, or just looking for a new experience; Cemanahuac has a lot to offer and is worth the visit!


Submitted by Gretchen Houseman, 2019 MaFLA Scholarship Winner

Batting Winner Studied Latin In Rome

Lauren Downey currently teaches Latin at Needham High School in Needham where she’s been teaching for the past 11 years. She applied for the Batting after her friend and former colleague and treasurer extraordinaire, Charlotte Webber, told her about it. The entirety of the scholarship money went towards defraying the expenses of a 10-day, UMass Boston class in Rome titled Rome for Latin Teachers. The class, taught by the amazing Skye Shirley and Gregory Stringer, focused on using Active Methods in the classroom. It was phenomenal! If anyone is even remotely interested in exploring the use of active methods this was a terrific experience. The class was both extremely thorough but also very low pressure and gave Lauren the confidence to try all sorts of totally new (to her!) techniques in the classroom. Since the start of the school year, Lauren has seen the positive results from using more active Latin. Her students are highly engaged and their improvement in writing and reading is palpable!

But Lauren would be remiss if she didn’t mention the reason she was motivated to take this course-- to spend 10 precious summer days without her three young boys and husband in Rome in the middle of July! The motivating factor was Skye Shirley and all Lauren had learned in her time with Lupercal. If you don’t know, Lupercal is a Latin reading group that Skye started in Boston and now has chapters in a number of different cities. The goal of Lupercal is to close the gendered gap in Latinitas, and provide a space for women and non-binary Latinists to learn from each other. So if you’re interested in Lupercal, please look it up #lupercallegit and come to a meeting! Thanks!!

Submitted by Lauren Downey.

Applications for this year’s Batting and Cemanahuac Awards are on the next pages.
Are you looking to improve your proficiency in Spanish? Are you a French/German/Italian teacher who has recently discovered that you are teaching a few classes in Spanish? Are you interested in expanding your knowledge of Mexico and its culture? Then perhaps you are the perfect candidate for this cooperative effort between the Cemanahuac Educational Community and MaFLA. For the twenty-third year the Cemanahuac Educational Community in Cuernavaca, Mexico, is offering a full two-week scholarship for a MaFLA member. The scholarship is for two weeks of intensive Spanish language study in Cuernavaca. Family housing (double room), Cemanahuac’s Latin American studies classes, one field trip, a certificate of achievement, and registration are included. The value of this scholarship is $1173.00. The recipient can attend Cemanahuac any time during 2020 and, if he/she wishes to stay beyond the two weeks, Cemanahuac will offer the recipient a reduced tuition fee. Winner is responsible for air transportation, transfer to Cuernavaca, textbook and personal expenses.

Eligibility: The applicant must be a member in good standing of MaFLA; be a full-time teacher in a public or private school, elementary through high school level during the 2019-2020 school year; and must carry a teaching load of at least 40% Spanish classes. Applicant must also be willing to share his/her experience by presenting a session at the MaFLA Conference.

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

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

Cemanahuac Scholarship Application Form

Please print or type

Name:_________________________________________________ Email: _______________________________
Home Address: ________________________________________________________Phone:_________________
School Name:__________________________________________________________Phone:_________________
School Address:______________________________________________________________________________

Classes taught in 2019-2020: __________________________________________________________________

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

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

Signature __________________________________________

Please submit the following with your application

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

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

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

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

Submit the application form and supporting materials by March 30, 2020, to:
Ronie R. Webster, 41 Glenn Drive, Wilbraham, MA 01095-1439

The winning candidate will be notified by April 30, 2020.

30  2020 MaFLA Newsletter
Elaine G. Batting Memorial Scholarship

MaFLA has established a $500.00 scholarship to honor the memory of an outstanding teacher of Latin in Massachusetts. A long-time member of MaFLA, Elaine G. Batting served on MaFLA’s Board of Directors from 1990 until her untimely death in 1994. During her tenure as a teacher of Latin, she received numerous fellowships for both intensive study and travel during the summer and encouraged others to apply for such scholarships by presenting workshops on how to apply for fellowships and grants. Her studies and experiences contributed significantly to the curriculum base in classical languages. It is expected that the recipient of the Memorial Scholarship will make similar contributions to the study of classical languages in the Commonwealth, including a 60-minute presentation at the MaFLA Conference and a 350 word article for the MaFLA Newsletter.

ELIGIBILITY

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

This form, completed, must be accompanied by:

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

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

2020 MaFLA Elaine G. Batting Memorial Scholarship Application

Name:_____________________________________________  Email: _____________________________

Home Address:__________________________________________ Phone: __________________

School Name   :__________________________________________ Phone: __________________

School Address: _________________________________________________________________________

Classes taught in 2019-2020 ______________________________________________________________

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

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

Signature ______________________________________________

This form and complete supporting materials must be submitted by March 31, 2020.

Send completed application packet to:   Deb Heaton   Email: Dheaton@comcast.net
                                        80 School Street
                                        Lexington, MA  02421

The successful applicant will be notified by April 30, 2020.
Helen G. Agbay New Teacher Graduate Study Scholarship

PURPOSE:

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

CRITERIA FOR APPLICATION:

For consideration the applicant is required to be:

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

The application form (below) must be accompanied by:

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

2020 Helen G. Agbay New Teacher Graduate Study Scholarship Application Form

Name: _______________________________________________ Email: __________________________

Home Address: ________________________________________ Phone: __________________________

School Name: _________________________________________ Phone: __________________________

School Address: ______________________________________________________________________

Classes taught in 2019-2020 ______________________________________________________________

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

I am a full time teacher. Signature ______________________________________________________

This form and complete supporting materials must be submitted by June 1, 2020 to:

Julie Caldarone Email: caldaj1523@gmail.com
499 Lebanon Street
Melrose, MA 02176

The successful applicant will be notified by June 15, 2020.
MaFLA Past Presidents’ Awards

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

Criteria for Past Presidents’ Award
1. Student must be a senior in high school who has completed the last sequence of that language.
2. Student must have studied a world language for a minimum of three sequential levels (Spanish I, II, III, for example). The only exception will be for students who study a critical language which has a program of only two years in scope (Chinese I, Chinese II, for example).
3. Student must be planning to continue world language study at the college level.
4. Student must have achieved a 90% average in the world language over the 3+ years of study.
5. Student must have demonstrated service to or leadership within the department, school and/or community. Some examples are language club officer, tutor, etc.
6. Student must be able to articulate in an essay of 250 words the importance of world language study. This topic may be treated either globally or personally. Some examples are: 
   - The Importance of World Language Study in Today’s Changing World
   - The Importance of World Language Study in My Life
7. Nominating teacher must be a member of MaFLA. Only one candidate per school should be submitted for consideration.

Application Must Be Submitted with PDF of the following:
1. Official high school student transcript (including first semester grades for current academic year).
2. Student essay of not more than 250 words on the importance of foreign language study (in English).
3. A single page letter of support from the nominating teacher which should include evidence of student's leadership/service to department, school and/or community.
4. A signed statement from the student indicating his/her intention to continue foreign language studies in college

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

Contact
Callie Egan   Email: egankmalla@gmail.com
Submit your nomination, along with supporting materials HERE

New Teacher Commendation

FOR EXCELLENCE IN FOREIGN LANGUAGE TEACHING

Four Complimentary Three-Year Memberships to MaFLA Will Be Awarded

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

CRITERIA FOR RECOMMENDATION/APPLICATION:

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

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

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

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

RECOMMENDATION/APPLICATION PROCESS:

Recommendations/applications for the commendation can be made by a school administrator, a colleague or the teacher him/herself. All applications must be sent to the MaFLA Board New Teacher Awards Committee Chairperson listed below by March 31, 2020.

New Teacher Commendation Application Form

Please print or type

Name:________________________________________________ Email: _______________________________
Home Address: ___________________________________ Phone: ________________
School Name:_________________________________________ Phone: ________________
School Address: ____________________________________________________________________________
Classes taught in 2019-2020 : _________________________________________________________________
Years teaching: full time _____ part time ________ Years teaching Foreign Language(s) ________

Submit the application form and supporting materials HERE by March 31, 2020.

Questions? Contact Shannon Vigeant Email: smvigeant@msn.com

The successful applicants will be notified by April 30, 2020.
The MaFLA Board of Directors has established an awards program for students of foreign languages in public and private schools in Massachusetts. Awards categories are:

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

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

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

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

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

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

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

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


MacFLA STUDENT AWARD FORM

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

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

I. Awards for Excellence:

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

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<th>Student Nominated</th>
<th>Language(s)</th>
<th>Course(s)</th>
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Nominator’s Name: __________________ Membership Expires: _____________
School: __________________________ Phone: ____________________________
School Address: __________________________ Email: ____________________________
Email: ____________________________ Signature: ____________________________

Contact: Nilma Dominique Email: nilmadominique@gmail.com

DEADLINE FOR RECEIPT OF NOMINATIONS: May 15, 2020
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Send YOUR contribution to the next issue to:
Ronie R. Webster     ronie@mafla.org
41 Glenn Drive
Wilbraham, MA  01095
Phone 413.596.9284
Deadline for the Spring Issue is Mar.  5

COME LEARN WITH MAFLA IN 2020! Join us for all of our Professional Development Events, including:

CORE PRACTICES INSTITUTE
Boston University Wheelock College of Education & Human Development
March 13 & 14
Registration is now open!

FEATURING:
Megan Smith
WORKSHOP A: “The Art of Lesson Planning: Making Your Masterpiece”

Joshua Cabral
WORKSHOP C: “Planning Levels of Proficiency in the Elementary Classroom”

https://mafla.org/events/core-practices-institute

MODIFIED ORAL PROFICIENCY INTERVIEW (MOPI)
Medford High School
May 31 & June 1
Registration is opening soon!

Join us for two days of a deep dive into the proficiency levels, where you’ll learn how to assess students using an Oral Proficiency Interview at Novice and Intermediate. You can also select the option to conduct live interviews with students!

FEATURING: Greg Duncan
“Foundations of Proficiency”
Start your path to proficiency with Greg! Learn about the proficiency levels, set targets for your classes, develop performance assessments, rubrics, and start reviving your curriculum!

FEATURING: Leslie Grahn
“Principles of Proficiency: Proficiency for All Learners”
Advance on your path to proficiency with Leslie! Learn how to keep your student data, develop timed and scaffolded instructional plans, integrate authentic resources and tasks, and use the actual release of responsibility framework to support all learners!

https://mafla.org/events/mopi

PROFICIENCY ACADEMY
Westfield State University
July 20-23
Registration is now open!

Teaching for proficiency is what it’s all about, and this 9-day academy will help you begin or advance along your path to proficiency!

FEATURING: Greg Duncan
“Foundations of Proficiency”
Start your path to proficiency with Greg! Learn about the proficiency levels, set targets for your classes, develop performance assessments, rubrics, and start reviving your curriculum!

FEATURING: Leslie Grahn
“Principles of Proficiency: Proficiency for All Learners”
Advance on your path to proficiency with Leslie! Learn how to keep your student data, develop timed and scaffolded instructional plans, integrate authentic resources and tasks, and use the actual release of responsibility framework to support all learners!

https://mafla.org/events/proficiency-academy

SUMMER INSTITUTE
Lasell College
August 23-27
Registration will soon open!

This 2-day institute will immerse you in your language with strands in French and Spanish! Content area PDPs will be available.

https://mafla.org/events/summer-institute