INTRODUCTION

By Carlos-Luis Brown (he/him)

For some of us it probably feels like October was one of the fastest, craziest Octobers we have had in a long time. For others, it’s just another beautiful introduction to the New England winters we love.

We hope you enjoy this later edition of the MaFLA Newsletter with a little bit of past, present, and future. In the very near future get a glimpse of what some of the outstanding members of the MaFLA community are presenting to the nation at ACTFL starting this week! This could be you and we cannot wait to see it!

In this edition we get to enjoy some of the outstanding student work from this year’s Student Contests. These students may represent the future of our profession. Please, keep encouraging those beautiful, young minds not only that world languages are a gift but that they can be a part of passing that gift on to others! Next we see the work of some MAT students attending Salem State University. We apologize in advance for any members who are presenting who we may have missed, please let us know if we did.

We also take a moment to respectfully pause to remember those who have passed away who gave so much of themselves to this profession. They are dearly missed by the MaFLA community.

Thank you for taking the time to read and enjoy! Our next edition will have a deadline of December 18. If you want to share a little or a lot about your classroom, your experiences, or even your questions for the MaFLA community, please share with us. This community of educators is strong because of you. Thank you all.

MEET US AT ACTFL!

Come by the MaFLA Booth #2029 in the Regional Pavilion in the Exhibition Hall!

Let us know you’re a member and we’ve got a little something to help show your pride!

We'll be hosting a raffle open to anyone - come by the table and fill out a ticket! Drawing will be held at 4pm on Saturday.

Want some great prizes?!

Take a selfie with a board member and show it to us at the table to get a gift!

Attend a session by a MaFLA member and tag us on Twitter (@mafla_online) with a takeaway and you could win a prize!

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Are you a MaFLA Member?
Remember to check to see when your membership expires.
Click here for Membership Benefits and Information
MaFLA Members Presenting at ACTFL

Mike Travers
Who's Doing The Heavy Lifting?
Friday 3:30pm  Room: 253C
How do we guide learners from input to output while also making our students more independent? The Gradual Release of Responsibilities (I do, we do, you do) is a framework to help scaffold our lessons and units to achieve those goals. In this session, we will explore how to use this framework in the 3 modes and in the course of planning a unit.

Kristin Gillett Micro- and Macroadvocacy: Get 'em, Build it, Make it Count!
Friday 2:30 PM  Room 156C
As language programs are being downsized, or even eliminated completely, how do we keep programs alive AND growing? Presenters will share techniques to advocate at the school, community, and state levels, leading to program strength and growth.

Beckie Bray Rankin - French Polynesia: From a Dream Vacation to the Classroom
Saturday 1:30 PM  Room 257B
As we continue to decolonize our French curricula to include French speakers outside Europe, it can feel challenging to base lesson and units on places we haven't visited and people we haven't interacted with. Discover ways include elements of "Maohi nui" in your curriculum as a model for bringing other cultures into your routines.

Liliane Duséwoir Intrinsic Motivation, Growth Mindset and the Joy of Learning: Game on!
Sunday 8:00 AM  258B
Come explore ideas on how to cultivate intrinsic motivation, a growth mindset, and the joy of learning in the classroom! Through hands-on activities, such as immersive role-play, gameful learning design examples and play-based techniques, participants will experience the powerful shift to 100% engagement, challenge, and risk!
MaFLA Members Presenting at ACTFL

Becky Kelley - Reframing Exploratory Culture Courses to Prioritize Student Reflection
Saturday - 4:30PM   Room 259B
I will be discussing exploratory culture classes - a class structure that is no longer in line with our field's communicative, proficiency-based teaching approach, but that nonetheless remains in many schools due to budgetary, staffing, or other restrictions. By reframing these classes to focus on the unique perspectives of our students, we can encourage students to explore cultural products and practices in such a way that helps them become more self-aware, curious, and observant learners, ready to engage with the intercultural conversations that await them in future language classes. I will first share my own curriculum for a culture-forward class that prioritizes student reflection and intercultural communication, and then provide participants time to consider their own teaching contexts and their students’ needs.

Ms. Rebecca Blouwolff, she/her  - What’s the Plan? From Unit Plan to Daily Lesson Plan, Without Tears
Sunday - 8:00 AM   Room 258A
Based heavily on my learning from summers at MaFLA Proficiency Academy: Every school night, educators rack their brains to write lessons for multiple courses. Learn sustainable, effective practices for lesson planning. Break down unit plans into smaller Can Dos that give daily instruction a clear focus and purpose. Backwards-plan daily lessons. Use the primacy-recency effect to implement brain-based lesson planning.

Heidi Olson (she/her) and Michael Farkas (he/him) - Integrating social-emotional learning into interpersonal tasks
Friday   - 1:30 PM   Room 102B
Want to integrate social-emotional learning (SEL) into existing or new thematic units? This session focuses on developing listening and speaking tasks for the interpersonal mode. Participants will explore SEL principles and share ideas for designing rigorous, interdisciplinary content through an SEL lens appropriate for all language learners.

Sarah Moghtader, she / her / hers - Scene by scene: French Language and Culture Through Film
Saturday8:00 AM   157B
This session will show participants how to write activities in the three modes based on one scene of a movie to teach French language and the culture of the francophone world.
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<tr>
<td>Mme. Mary Bashir, she/her/hers</td>
<td>Elevating Student Voice with Community Circles and Unconferences</td>
<td>Friday - 2:30 PM Room 252B</td>
<td>We will experience mini-community circle and unconference structures!</td>
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<td>Mary Bashir, she/her/hers</td>
<td>Mindfulness and Meditation</td>
<td>Saturday - 7:00 AM Grand Ballroom Pre-function Lobby</td>
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<td>Danja Mahoney</td>
<td>Becoming Your Students' Best Cheerleader: EVERY Student Can Succeed</td>
<td>Friday - 4:30PM Room 253B</td>
<td>Every student benefits from Learning a new language. Do you need ideas for how to support students with learning disabilities in your class? This session will explore the research for teaching students with learning differences. Participants will collaborate to develop strategies to support diverse student needs and advocate for all students.</td>
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<td>Diane Mehegan</td>
<td>But what about the grading?</td>
<td>Friday - 2:30 PM Room 257A</td>
<td>The most common question we've been asked by other teachers is &quot;...but how do you grade the students?&quot; This presentation seeks to provide guidance and recommendations for aligning student assessment with ACTFL Standards, and how to successfully incorporate a standards-based grading system into a traditional letter- or number-based grade book.</td>
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MME. KATHY TURNER KNIGHTED!

By Joyce Beckwith

On Monday April 11, 2022 a ceremony was held at Sharon High School to honor Kathleen Turner who was recently named a Knight in the Order of the French Academic Palms (Chevalier dans l'Ordre des Palmes Academiques). Olivier Favry, Cultural Attaché at the French Embassy in Boston, assisted by Noah Ouellette, Education Director K-12 at the Embassy both attended the ceremony and presented Mme Turner with her medal. Other MaFLA members present were Joyce Beckwith, President of the American Society of the French Academic Palms (ASFAP) and Janel Lafond-Paquin, ASFAP Secretary(both former MaFLA Presidents), Mme Turner is the 2013 Massachusetts Teacher of the Year and former MaFLA President. She serves now on the MaFLA Board as their clerk and is also Vice-President of the AATF Eastern MA Chapter. Felicitations Kathy!

Photo: Janel Lafond-Paquin, Olivier Favrey, Kathy Turner, Joyce Beckwith, Noah Ouellette.
MEL & CINDY YOKEN SCHOLARSHIP

By Regina Symonds

The Triton High School World Language Department is pleased to announce that Kate Trojan has received the $500 2022 MaFLA Mel & Cindy Yoken French Scholarship for Graduating HS Seniors. This is a scholarship opportunity offered to a graduating senior who has demonstrated excellence in the study of French as well as exceptional commitment to pursuing francophone studies at the University level.

Kate Trojan is a Massachusetts Seal of Biliteracy Award recipient. She served as President of the Triton High School World Language Honor Society, she scored as a National Laureat for four consecutive years on the AATF Grand Concours and she is the Trion High School Salutatorian. Kate Trojan is the AATF Outstanding Senior in French 2022 award winner. Kate Trojan will pursue the study of French in combination with engineering at the Rochester Institute of Technology in the Fall of 2022, where she will also play lacrosse. Kate hopes to study French and engineering at l’INSAS, Rennes in the future. Félicitations, Kate!

MaFLA educators are proud to recognize the achievements of outstanding students and their teachers. Find out more about Mel and Cindy Yoken, who hope that this award will motivate students to continue their study of French either through a career in teaching or as a complement to any other profession, here.

MAFLA PAST PRESIDENTS’ SCHOLARSHIP

Abigail Leo is a 2022 graduate and French student from Norton High School. In her senior year, Abby was an officer and an active member of several honor societies, including the French Honor Society and the Global Citizenship Club. Abby could always be counted on to tutor other students before school and to volunteer at all of the French honor society sponsored activities. She was the captain of the volleyball team and is an active member of her church community. Abby earned the Seal of Biliteracy in French and will attend Washington and Lee University in the fall.
WELCOME TO OUR NEW BOARD MEMBERS

Katy Cen

Katy Cen is a passionate World Language teacher with 10+ years of experience in Boston Public Schools, and she is also now a part-time instructor to teach world language teaching methods at Boston University. She was asked by the Boston Public School system to host live teaching demonstrations and as well as present her techniques for enhancing student language learning at the MaFLA Conference and the ACTFL Conference. She serves on the board of directors helping coordinate teacher and student awards and newsletter published. She is graduating with her second Masters of Education from Harvard in 2023.

Jen Faulkner

Jen Faulkner grew up in New Jersey and remained close by for college (BA, Douglass College of Rutgers University, in Classics – Greek and Latin, 2000) and graduate school (MA, University of Pennsylvania, in Classical Studies, 2004), before moving to Western Massachusetts, where she has resided since. She teaches Latin (and occasionally Greek) at East Longmeadow High School, a public 9-12 school in East Longmeadow, MA, where she is also the head of the department of Classical and Modern Languages and the advisor of the school GSA.

MAFLA INCOMING DIRECTOR SLATE

Each September the Nominating Committee brings a slate of directors to the board for approval. We then bring that slate to the membership, usually during the Awards & Business Meeting at our annual conference. This year, that meeting will be held at ACTFL. Our incoming First Year Class of Directors slate is below, in the order of their photos below.

Tanya Alvarado, K-8 Curriculum Coordinator in Brookline
Victoria D’Annunzio, Interim World Language Director in Belmont
Katia Marticorena, World Language director in Melrose
Terresa Pietro, Spanish Teacher at Wilmington High School

We look forward to seeing our members at the MaFLA Luncheon to present to members our new bylaws and vote on this outstanding slate of incoming directors!

Reminder that ticket sales closed and no tickets sold onsite.
STUDENT EXCELLENCE AND LEADERSHIP AWARDS

Andover High School, Peter Hall, Teacher – Awards to Jennie Wang (LEAD)

Arlington High School, Christina Toro, Teacher – Awards to Arlo Kellie (FR), Nina Peukert (SP), Nicole Banks (LEAD)

Canton High School, Heidi Olson, Teacher – Awards to Hannah Wang (FR), Suraj Ramanathan (SP), Tobias Lipson (GER), Warda Ahmed (LEAD)

Chelmsford High School, Jessica Nollet, Teacher – Awards to Joseph Baker (SP), Larry Yang (FR), Megan Smith (ASL)

Concord-Carlisle High School, Caitlin Smith, Teacher – Awards to Ellie Pohlig (LAT), Grace Waldeck (SP), Olivia Hughes (CH), Sophie Richardson (FR)

Duxbury High School, Diane Mehegan, Teacher – Awards to Shane Festa (LEAD), Andrew Murray (ASL), Gregory Kania (FR), Grace Landolfy (CH), Ian Trefly (SP), Mills Dennison (LAT)

Falmouth High School, Pat DiPillo, Teacher – Awards to Andrew John Mark-Welch (LAT), Grace Hostetter (FR), Hope Oliviera (LEAD), Zorianna Petrosyan (SP)

Fontbonne Academy, Anke Herbert, Teacher – Awards to Ava Robertson (FR), Mary Duncan (LAT), Renee Han (LEAD)

Foxborough High School, Debra Grant, Teacher – Awards to Juliana Preston (FR) and Grace Preston (LEAD)

Galvin Middle School, Heidi Olson, Teacher – Awards to Dea Zeraj (FR) and Evan Martignetti (SP)

Jonas Clarke Middle School, Chia-Pei Chen, Teacher – Awards to Ashley Wu (CH), Benjamin Yin (LEAD), Iris Yang (CH), Paul Zhang (CH), Vyom Srivastava (CH)

Melrose High School, Katia Marticorena, Teacher – Awards to Isabel Cunningham (LEAD), Athena Harhalabatos (SP), Christian Iannacone (LAT), Grace Haseltine (IT), Niall Gavin (GER), Tahina Saint-Louis (FR)

Minnechaug Regional High School, Teresa Benedetti, Teacher – Awards to Malyna Dansereau (SP) (LEAD)

Mt. Greylock Regional High School, Shannon Vigeant, Teacher – Awards to Katherine Swann (SP) and Edward Brannan (LAT)

North Reading High School, Kathryn Cahill, Teacher – Awards to Brett Schultz (FR), Soultana Tsaparlis (SP)

Norton High School, Martha Godfrey, Teacher – Isabella Dumont (LEAD), Abigail Leo (FR), Morgan Antonosa (SP)

Notre Dame High School, Djida Kebir, Teacher – Awards to Jacqueline Letendre (LEAD), Emily Abrams (SP), Kara Moquin (FR), Molly Humphrey (SP)

The Bromfield School, Lisa Terrio, Teacher – Awards to Julian Iverson (FR), Shey Bala (ASL), Tiana Jiang (SP)

Triton High School, Regina Symonds, Teacher – Awards to Ella Visconti (LEAD), Makala Erickson (SP), Morgan Hall (FR)

Tyngsborough High School, Sarah Melo Silva, Teacher – Awards to Yesenia Collins (SP)

Wakefield High School, Ruben Reinoso, Teacher – Awards to Stephanie Collins (LEAD), Allison Connor (IT), Nila Murugan (LAT), Vanessa Moran (SP), Zachariah Baumhardt (FR)

Whitinsville Christian School, Karen Exoo, Teacher – Awards to Daniel Bourguignon (SP)
MAFLA POSTER CONTEST WINNERS

Elementary Division Winner - Charlotte Farkas - Woodland School -- Teacher, Kimberlee Kasanov
MAFLA POSTER CONTEST WINNERS

Middle School Division Winner Alice Chen - Sarah W. Gibbons School -- Teacher, Patricia Lessard

High School Division Winner Mika Zelikov - Needham High School -- Teacher, Mary Bashir
MAFLA DIGITAL ART CONTEST WINNERS

High School Division Winner
Wilmington High School
Student: Katherine Wang
Teacher: Joanne Veliz

Middle School Division Winner
Pierce School Brookline, MA
Student: Maren Irizarry-Nones
Teacher: Wan Wang
MAFLA VIDEO CONTEST WINNERS

High School Division Winner - https://www.youtube.com/watch?v=7ivHExY113s
Acton Boxborough Regional High School
Students: Daniel Gil and Jeffrey Wei
Teacher: Hye Kyung Dragone

Middle School Division Winner - https://www.youtube.com/watch?v=aoJXpsrAsPs
Weston Middle School
Student: Lily Soares
Teacher: Celeste Loia
The Meadowlark’s Call: Intertwining the Fibers of Language

The frigid winter air is shattered by an Eastern Meadowlark’s piercing cry. I admire its golden breast as similar songs respond, catapulting their cries into the sinking sunrise. Frequencies collide, demanding each other’s attention and understanding.

My eyes dart left. A chickadee flutters in a distorted hue of yellow and black before latching its talons on a decaying birch. Eager to find company, it unleashes a barrage of jubilant chirps, and the desire for a connection brooding in those sable eyes becomes palpable. Surprisingly, another meadowlark accepts its pleas, and together they fly, fleeting shadows swallowed by the night.

Diverse languages refine instinctual feeling into digestible meaning and form bonds that transcend differences in identity. From lilting vowels that roll off the tongue to the movement of the hands and body, language connects all life forms in a cyclical process that will eternally spin.

I have been engulfed in the varying rhythms of Gujarati, Tamil, and English—and often an amalgamation of all three—since childhood. The lines of language were blurred as different conduits of communication became simplified to the same meaning. This exposure would increase exponentially through learning Spanish in middle school; cognates and the subtleties of synalepha opened doors to other Romance languages, broadening my perspective on languages and creating links to the cultures associated with them. Indeed, language is the gift that keeps on giving and whose returns never diminish.

In Massachusetts and places beyond, we must open young minds to Spanish, Mandarin, German, and many other languages while acknowledging the languages of the land we learn on. By supporting the languages and cultures of the many Indigenous peoples in the state, we will foster true diversity and achieve the ultimate goal of language: taking the beaming bulbs of culture and fusing them, producing a light to be shared and cherished by all.

I am quite sure it will soon be another cloudless night, a chilled zephyr staining my cheeks red. I will be waiting. Listening. And when I hear the meadowlark’s call, regardless of our differences, I will be sure to answer.
Foreign Languages and Creating of Diversity

Last year, I was walking in the city and noticed a couple who looked lost. No one was helping them. As I was walking by, I heard them speak in Russian. While I am half Russian from my mom’s side, my Russian isn’t perfect, and I’m still learning, but using the vocabulary I had, I was able to help this couple figure out where they were, and how to get where they needed to go. That is just one of the examples of when being multilingual plays a necessary role in my hometown and state. When a person can speak multiple languages, they can experience the customs and culture of diverse groups. Speaking another person’s language provides a means for connection with them and their unique community. By learning a language, you are sampling the most important product a group of people have created, and use regularly to this day.

In your everyday life, you are going to come across many people who speak different languages to your native language. Imagine what could happen if everyone could help at least one person navigate the world using language. Our world would be a happier and safer place. Creating diversity isn’t just supporting a wide variety of ethnicities. It’s learning about cultures different from yours. Learning a language gives you a perfect opportunity to do just that.

Learning a foreign language has countless benefits, and possibly the most important is that language fosters diversity and creates bonds between various groups of people.
EQUAL OPPORTUNITIES: SOCIAL JUSTICE
AND COMMUNICATION IN THE CLASSROOM

By Sofía Sidmore

As a language teacher, I regularly face students who are reluctant to speak and engage in the target language during traditional learning activities. Throughout my career I’ve tried many approaches: humor, videos, games, and songs. You name it, I’ve tried it. I never would have believed deviating from traditional curriculum with authentic texts and unconventional topics could motivate novice level students to engage so successfully with spontaneous conversation. It was exciting to watch several of my students change from quiet and disinterested to active participants. I knew the topic of hobbies and sports would engage them since a high number of them participate in extracurricular activities. What I didn’t expect, however, was that social justice themes such as access, equal opportunities, and equity would prompt my more reserved students to openly engage and share views. What a wonderful surprise!

I currently teach Spanish in an all-boys Catholic school in Massachusetts. As part of Salem State University’s Master of Arts in Teaching Spanish program, I conducted an action research project in the spring of 2022 to analyze students’ competence in social justice understanding through communicative activities in the novice classroom. I wanted to take a closer look at the more traditional elements of my practice to find ways to incorporate the 2021 World Languages Curriculum Frameworks, which highlights the importance of social justice. According to the MA Curriculum Frameworks, one of the goals is to help students “become agents of change that promote equity, global awareness, and multicultural understanding (6)”. I felt challenged and inspired by the new standards, and decided to investigate what would happen when I wove these concepts into my traditional curriculum. The main thrust of my project sought to measure students’ understanding and what they can do during the three modes of communication: interpretive, interpersonal, and presentational activities based on the novice level mastery guidelines.

As a starting point, I chose social justice topics for our “Culture and Pastimes” unit. In the past, I was content to use traditional resources like textbooks to help me teach these concepts; however, I now have a greater appreciation for authentic resources and value how they can support learning and the ability to interact with challenging topics. For this reason I focused on finding engaging and effective authentic material to show students how real world Spanish looks and sounds. I found many websites, articles, and videos about social justice issues and therefore had to narrow my search. I settled on two: A story about a Mexican softball team from an indigenous community struggling to achieve gender equality in spite of macho culture, and Latin American Paralympic athletes striving to compete in the sport of Bocci. I was immediately interested in these topics because most of my students are not exposed to breaking stereotypes of women and people with physical and mental disabilities, since they go to an all-boys school and participate in activities without adaptations.

Pre-survey:

How confident do you feel in your ability to understand what you read in Spanish?

![Graph showing confidence levels for understanding short simple messages on familiar topics, identifying the purpose of the material, and understanding the main idea of the material.]

1 - Poor  2 - Weak  3 - Fair  4 - Good  5 - Strong

I can understand short simple messages on familiar topics.  I can sometimes identify the purpose of the material.  I can understand the main idea of the material.
During the implementation of my project, I obtained a lot of interesting information through my observations, surveys, and activities. I was thrilled to see many students express positive opinions about their communication skills even before starting the project. Many students expressed confidence in their ability to understand what they read and hear in Spanish. This meant that before the unit, students already had a reasonable level of comfort with oral participation and interpretive activities. In my opinion, this high level of confidence helped lower stress levels, and consequently, the students participated more freely. Importantly, although they were comfortable with their communication skills from the beginning, the data supports that students increased their skills throughout the unit. The last survey communicated no student felt weak during interpretive activities of a text. This filled me with pride since students were reading authentic resources such as the UNICEF website, a New York Times article, and a blog.

Students’ anecdotal comments also illustrated the impact of communicative activities on language learning. During the lesson, I tried to push the conversation forward with tasks relevant to students’ lives. Previously, our speaking practice consisted of completing textbook activities or memorizing written conversations that were not necessarily engaging or relevant to my students. Since these new activities were a significant change for them, I made an effort to provide support to help with the process. Before working with a partner, I gave students time to process and gather their thoughts by highlighting key vocabulary and finding the relationship between the words and pastimes. Then, the students reflected on hobbies and sports they like and dislike. Finally, each expressed the reasons they chose these activities. Students used a handout to track and document their ideas and opinions before discussing with a partner and comparing and contrasting their responses.

Once they began their conversations, the questions in pairs were open ended and required elaboration of concepts such as finding out the role hobbies and sports can play in people’s lives, what factors influence the experience, and how they compare to the student’s own experiences. Because these conversations were spontaneous, students had to listen and interpret in the moment to negotiate the meaning of the words. This was significantly more challenging than our typical rehearsed conversation they would prepare beforehand. Later, the feedback I received was nearly all positive. One student commented, “Being able to talk with different people and to hear their opinions was really nice.” Another student also indicated, “The article was interesting to read. It really enhanced the experience knowing that I was able to understand the large majority of the article.” I was pleased these comments reflected the importance of creating relevant tasks for students beyond the prescribed curriculum. When interested and personally invested in lesson topics, students become more motivated. Notably, one student recognized the difference between traditional curriculum and textbook based work (superficial and boring activities) versus personally relevant (more stimulating). His comments revealed that spontaneous communication further deepens understanding “communicative activities make me think more and on the spot.”

In terms of social justice concepts, students expressed their opinions, and showed empathy and understanding. Students discussed a variety of personal experiences and insights while reviewing the articles in the target language. One student commented that the indigenous women “were very brave for doing something that their culture discouraged them from doing simply because they are women. I support them because everyone should have an opportunity to play sports.”

Another student added, “I believe that the story of these women will inspire other women to
break stereotypes and do something that is unexpected of them.” Finally, a student shared how the article on paralympic athletes helped challenge his assumptions when he commented the article “showed me how capable people with disabilities are of playing sports. This article changed my view of people with disabilities and showed how mentally and physically strong they are.”

**Final survey:**

**How confident do you feel in your ability to understand what you read in Spanish?**

The main criticism I received in the surveys is that we did not explore these topics deeply enough. I received recommendations to “go more in depth about how sports affect one’s culture” and “make sure that there are enough activities to present social justice throughout a week.” Unfortunately, one challenge of Spanish 1 is that units tend to be superficial and quick, but I have learned that maximizing use of authentic resources in lessons can result in deeper learning. The more the instructor can personalize the lesson the better, and by providing support with constructive feedback in the moment, both student and teacher can have a more meaningful, impactful experience.

**What social justice understanding was addressed in this lesson?**

In the future I would like students to individually research other cases in their community or in Spanish-speaking communities so they can explore the challenges marginalized people face participating in hobbies and sports. For example, students can investigate the participation of boys and girls, the conditions of the fields, the equipment needed to participate, or the positive or negative effects of participating in a sport in an adaptive way. Students can then share the
results of their investigations with the rest of the class through formal or informal presentations or other acceptable non-traditional outcomes. In this way, the concepts are reinforced in an even more authentic and personal way. However, what we accomplished was a good starting point that can be further strengthened.

Ultimately, our “Culture and Pastimes” unit provided the ideal context to begin introducing issues of identity, access, and equity, but these issues can be embedded into all the units we teach by tweaking the lens through which we view curriculum. Although these issues are important in their own right, I’d argue when properly woven into curriculum the Social Justice Standards are essential for strengthening different perspectives and developing critical thinking. The success of this project has motivated me to integrate notions of social justice into my teaching earlier in the year. This way I will be able to more deeply weave the teaching of language, culture, and social justice to develop students who question stereotypes or misconceptions and become agents of change. I don’t want to miss the opportunity to increase empathy and reduce prejudice in my classroom because it gives deeper meaning and purpose to second language teaching and enhances our world view.

I would like to thank Dr. Nicole Sherf, my Grad School professor and mentor for her unwavering support and guidance throughout this process. You have been instrumental in my growth as a language teacher.

Works Cited

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<td>YouTube video showing the Diablillas de Hondzonot playing softball and talking about their experiences.</td>
<td><a href="https://www.youtube.com/watch?v=k2SJGOQ_m2w">https://www.youtube.com/watch?v=k2SJGOQ_m2w</a></td>
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<td>Sunrise Medical blog that defines the sport of Boccia.</td>
<td><a href="https://www.sunrisemedical.es/blog/boccia-deporte-paralimpico">https://www.sunrisemedical.es/blog/boccia-deporte-paralimpico</a></td>
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<td>Two videos on how to play the adapted sport of Boccia, provided by the Paradeportes Foundation.</td>
<td><a href="https://www.youtube.com/watch?v=goc7Via3XJY">https://www.youtube.com/watch?v=goc7Via3XJY</a> <a href="https://www.youtube.com/watch?v=_zmqFRemu_w&amp;t=1s">https://www.youtube.com/watch?v=_zmqFRemu_w&amp;t=1s</a></td>
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Why Am I Interested in Researching P.A.C.E. Implementation?

I have been teaching Spanish at Lexington High School for the past five years, and the support and collaboration in the language department in implementing the core practices are a big support. Undeniably, core practice of Teaching Grammar in Context stymies teachers in general, but a big solution is to use the P.A.C.E. Model when appropriate. Thus, I did not think twice about conducting a study that helped me better understand this methodology and how beneficial it can be for grammar learners. In the end, a good teacher learns and puts into practice new teaching strategies to involve students in learning.

I have always thought that the best way to learn a new language is if you are curious and participate actively during the learning process. “A pan duro, diente agudo” is a saying that perfectly describes how the effort (sharp tooth) that is made to meet a goal (a hard bread) develops experience and favors overcoming other situations, similar or new, as is the case of the P.A.C.E. methodology. Therefore, when I learned about P.A.C.E. (Presentation, Attention, Co-construction, Extension) and its principles, I included it in my teaching strategies. P.A.C.E. has reformed how I introduce grammar in class and, thus, how students interact with it.

I tried different methods before P.A.C.E. to teach grammar in context and involve students in the process, but I felt they were not working for my students or me. With P.A.C.E., I have observed that students can make sense of the grammar they are studying, understanding why and how to use the grammatical elements. Also, it is a structural model about which I wrote a research paper to understand more about this methodology created by Richard Donato and Bonnie Adair. Since the method includes student participation, the magnified level of spontaneity in P.A.C.E. makes its implementation complex; however, several studies, including mine, confirm the significant impact this method of instruction has on students' grammar learning through the mediation and guidance of the expert - the teacher - in the co-construction phase.

But what is P.A.C.E.?

P.A.C.E. is a dialogic method that guides students through four stages to discover the meaning and form of a grammatical structure:

**Presentation:** A relevant and meaningful story is presented with cultural elements to arouse the learner's curiosity. The expert can introduce the story in writing, audio, performance, or a combination.

**Attention:** In this stage, the expert guides students to distinguish the meaning of the focused grammar to start identifying and analyzing the patterns in the next step, the co-construction.

**Co-construction:** Predictions and generalizations of the form of the grammar under study are carried out with collaboration and gradual questioning between the expert and the learner. The expert asks questions to lead students to discover and explain information.

**Extension:** Finally, the expert provides opportunities for students to demonstrate their understanding and correctly use the information learned in the three previous stages.

Now, P.A.C.E. is an essential part of my teaching toolbox because it is a tool that encourages interaction and practice of essential modes of communication for the development of target language skills, obtaining answers and solutions to the task (the grammatical structure) that is being solved.
Study:

*Considering the Impact of the Co-Construction Phase of the P.A.C.E. In the Teaching and Implementation of Grammar in Context* was the study I conducted to demonstrate the benefits of dialogic teaching towards proficiency. I know how difficult it is to implement phase three of this model; still, I looked to empower students to take responsibility for their learning and demonstration of knowledge through the correct combination of Comprehensible Input (CI), authentic resources, structured activities, and more. I intended to collect data in this study to confirm that linguistic elements only gain significance and meaning when they are put into context.

I selected two Spanish II honors classes with 18 students each from Lexington High School to do an exploratory study to determine the impact of expert participation on student learning. Group 1 (G1) was oriented to develop a dialogic approach, while in Group 2 (G2), a P.A.C.E. with an inductive approach.

In the class with a dialogic approach (Group 1), students participated in a high level of reflection and interaction with the expert to decode and define explanations of the form and meaning of the grammatical functions for them to have tools to solve tasks under any significant context.

In the class with an inductive approach (Group 2), students analyzed and reached their conclusions on the form and generalizations of the target grammar through structured activities. The lack of assistance during the process of comprehension, analysis, and formation of the grammatical explanation made getting the correct information a little more challenging because they did this process themselves.

Process:

**Step 1.**

I completed all necessary applications and training to collect the study participants' information. For example:

- School approval letter
- Parental Consent Form of Participation in the Research Study
- Child Assent

**Step 2.**

The unit I focused on in this study was *The Future of our Planet (El futuro de nuestro planeta)*. In this unit, the theme is the environment, and the language function targeted is future tense. I administered an initial assessment to identify prior knowledge of the target grammar (See Fig. 1). Right after the evaluation, G1 and G2 started the P.A.C.E. methodology with the interpretation and analysis of a story. The story talked about a futurist “myself,” which informed me about our planet's positive and negative characteristics in the year 2050. On day three, in the third stage, co-construction, G1 received dialogic instruction based on monitoring and adjusting the help students required. On the other hand, inductive instruction was planned for G2. In this experimental group, students received instructions to deduce independently, in teams, the explanations of the grammatical function of the future.
HOW IMPORTANT IS THE CO-CONSTRUCTION PHASE OF PACE FOR TEACHING GRAMMAR?

By Erick Martha-Reynolds

Pre-assessment

This tool will determine what students know about a topic before it is taught. Please know that there is no right or wrong answer. This is not a test, nor will it impact your grade.

Answer the following questions using only personal information.

1. Will you ever work as a volunteer? What type of volunteer work interests you?
2. How will you protect the environment around you?
3. Will you be in favor or against technological inventions to protect the environment?
4. What will you do to inform other people about pollution and its impacts?
5. Do you think there will be more or less environmental problems in a few years?
6. Will you study any profession that helps combat/flight against pollution on the planet?

Fig. 1 Pre-assessment, Assessment, and Post-assessment

Step 3.

After implementing the co-construction stage, G1 and G2 completed the assessment one more time (See fig. 1) to compare students' growth. Along with this evaluation, the participants filled

Survey

This tool will determine how students experience the teaching methods during the co-construction phase. Please know that there is no right or wrong answer. This is not a test nor will it impact your grade.

During the co-construction phase of the grammar rules for the future tense, it was beneficial to me:

- [ ] the time to process information
- [ ] the organization of the co-construction phase
- [ ] the opportunities to converse and discuss with peers and teacher
- [ ] the guided questions the teacher provided to help my peers and me to develop the form of the target structure
- [ ] the opportunity I had to share my hypotheses with the class for further discussion and refinement

Fig. 2 Survey.
out a survey with five variables to know which factors they found beneficial to meet the goal of the construction phase (see fig.2)

**Results**

After phase three, co-construction:

First outcomes showed that Group 1 had an increase of 59.3% in the correct use of grammatical form, *future* tense, using the dialogic approach. G2 exhibited a similar growth with 56.5% compared to G1 using the indicative method.

After the end of the unit:

A month after completing all four stages of P.A.C.E. and practicing, the final data of the present study revealed a considerable benefit of the implementation of P.A.C.E. and its elements, including the ongoing mediated learning. G1 ended with an increase of 75.9% usage of the *future* tense. Meanwhile, in G2, the growth was to 78.7%, a little higher as compared to G1 (See fig. 3).

**Fig. 3 Dialogic vs Inductive P.A.C.E**
The survey administered after the co-construction phase demonstrated how students had experienced the process, the strategies I applied, and the impact on their learning. My emphasis was on variables three and four: “the opportunities to converse and discuss with peers and teacher” and “the guided questions the teacher provided to help my peers and me to develop the form of the target structure.” The results for variable three showed that both groups, G1 and G2, perceived similarity in instruction in the co-construction stage (See fig. 4). In G1, 14 out of 17 students agreed that they received opportunities to collaborate with other students and the teacher.

Other relevant results of this survey were variable four, “The guided questions...”. In G1, 70.6% of the participants stated that the teacher’s role in providing guiding questions to support the learning process was beneficial during the co-construction of the future tense. While in G2, it was surprising to see how almost the same number of participants as in G1, 64.7%, thought that they had also received enough support through the teacher’s questions to help them understand the rules and explanations of the grammatical structure. This data confirms how valuable the interaction between the teacher and students is when implementing a P.A.C.E. with dialogic characteristics.

Finding #1

With this exploratory research about the impact of the co-construction phase of the P.A.C.E., it is feasible to conclude the importance and benefit of moderating and guiding the students during the co-construction with the pertinent questions to obtain the desired information or lead them towards it. First, pre-established questions such as, “what patterns do you find in the shape of these words?” serve as a reference but do not ensure their successful or methodological application. The complexity of the co-construction phase derives from the lack of opportunities for the teacher to do revi-
sions and editions during its implementation and the high level of intuitive guidance needed. Nevertheless, I have experienced that this teaching methodology's consistent performance and practice deliver better results. The more students participate in it, the better they become at it.

**Finding #2**
The expert's intervention also positively impacted learning in the experiment carried out on Group 2 with inductive instruction. I inadvertently included some questions with a dialogic approach that supported students to understand better and discover the information better. As a result, both groups had similar or considerably higher percentages according to the evaluations and surveys.

**Finding #3**
I observed how students exhibited the U-shaped learning process after I finished the extension stage and continued the learning process throughout the unit. I noticed how the participants made mistakes using the *future tense* during the communicative activities as expected according to the U-shaped Learning principle in which students are more correct with the form at first, make mistakes as they implement and then become more correct with it after time. In evaluation two and the final evaluation, I considered answers with the use of the *future* with errors in conjugation. But, I did not take answers with structural mistakes such as using two verbs; for instance, "puedo hará." As Glisan and Donato mention on pages 93 and 94 of their book *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*, "... in some cases what appears to be a mistake is actually evidence of the learner's progress toward restructuring and an emerging conceptual understanding of the formal properties of language" (Donato & Glisan, 2017; Glisan & Shrum, 2015).

**Conclusion**
The results obtained in the two Spanish II honors classes at Lexington High School showed a minimal difference of only 3% when using an inductive co-construction and a dialogical mode in the P.A.C.E. model. At first glance, this could not represent the convenient effectiveness of P.A.C.E.; however, in this study, hypotheses were presented as a result of the observations obtained that confirm the positive impacts on grammar learning through the mediation and guidance of the expert in the co-construction phase. As part of this grammar teaching methodology, the scaffolding and flexible learning process help me to accommodate and individualize learning according to students' knowledge and participation to assist them in being active learners making the necessary effort to meet the intended goal.

Thank you to my professor Dr. Nicole Sherf for the guidance and support throughout my master's program!
When I had to choose a research topic for my Clinical Action Research course at Salem State University, I quickly landed on feedback. I am a Spanish teacher at Cunniff Elementary School in Watertown. For the past five years, a team of four other Spanish teachers and I, along with the World Language head, have been developing a new elementary Spanish program with a focus on oral proficiency. Each year we add one more grade to the program and last year we successfully onboarded fifth grade. Since we have had a lot on our plate, our focus has been creating the curriculum, materials and lessons for our young learners. Consequently, providing feedback has sometimes been put on the back burner. The data we do collect on student progress is intended to assign grades, but we do not share it with students.

I have always given students feedback, but often it has been too superficial, with a lot of muy bienes and excelentes which was not always recognized as feedback by my students. Like the American Council of Teaching of Foreign Languages (ACTFL) states, “the role of feedback is critical in advancing language proficiency. Giving appropriate feedback promotes student ownership and builds confidence as learners can identify those areas of strength and those areas of needed improvement.” So, I realized my students could benefit greatly from more purposeful and direct feedback. It would be a “learning episode” for them and for me, as Susan Brookhart calls it in her book How to Give Effective Feedback to Your Students. I would prioritize evaluating each of my students’ progress and how I could help them best in their language learning journey. Through my study, I wanted to see what type of feedback would help my students progress in their Spanish speaking proficiency and also, what other effects providing more consistent feedback would have on them.

Want to read more on feedback and the best ways to give it to your students? These three resources are extremely informative:

How to Give Effective Feedback to Your Students by Susan Brookhart

How to Provide Positive, Meaningful feedback to Your Foreign Language Students by Johnathan Ludwig

For my study, I chose one of my fourth grade classes where sixteen students participated. I provided them three different types of written feedback over the course of about nine weeks. Each type was given twice, at the beginning and at the end of three periods, each approximately three weeks in length. This allowed students to implement and refer back to the feedback they received during each period.

The first type of feedback was based on two rubrics my team and I created for our Standards Based Report Cards relating to comprehension and participation in class. The second type was directed toward a student’s ability to have a conversation through the T.A.L.K. rubric, created by well known world language professors Eileen Glisan y Judith L.Shrum. Each letter stands
for a requirement or goal for students in a conversation. The third type of feedback was another rubric that my team and I created, but had not used frequently, for when our students were giving presentations. I tailored these rubrics to the unit we were working on, the house. Students filled out surveys at the end of each of the feedback periods. In addition, they completed a survey at the start of the study regarding their experience with feedback in the classroom up to that point and then another at the end sharing their experience with feedback throughout the study.

In the initial survey, students indicated that they thought feedback was important but they did not know exactly what types of feedback they had received at school. So, my study started with an introduction to explaining what feedback was, its purpose and significance to their learning and which different types of feedback that they received in my class and elsewhere. This proved to be an interesting and valuable conversation for them that I will implement with other student groups in the future.

This initial survey also made it clear that the majority of students could name at least one thing they should be doing in class to be successful, while some could not. During the first few days of school, we had talked about how to best learn a language in and outside of class and I realized this was a conversation that would be helpful to have regularly. There was also a need to model and explicitly show students how to improve their learning throughout the school year. Having these conversations would help students become more active in their language learning process and increase proficiency.

All of the feedback and survey discussion throughout the study were in English or “Spanglish” because most of my students are novice Spanish speakers. My hope for the future is to introduce these topics and give my students explicit feedback in younger grades, so that it becomes another routine in my class. Then, the target language can be used more exclusively in older grades since they will already be familiar with the information in English.

Results from the surveys revealed that 100% of students thought receiving more consistent feedback was helpful to them and that they would like to continue receiving it. Surprisingly, when asked which type of feedback was most helpful for their Spanish learning, 67% of students voiced all types of feedback were equally helpful. 20% said the rubric for the final unit project was the most helpful and the remainder were divided evenly between the other two types.

From what I observed, the three types of feedback I offered helped students increase their proficiency because each targeted important skills and motivated them to be active participants. It is worth pointing out that students seemed to best understand the requirements of the T.A.L.K. rubric because they were specific, memorable and used words more suited for young learners.
was also the first time they were made aware of some of the common mistakes they were making while speaking and helped them to correct them. Based on students’ survey responses, this feedback helped them to have better conversations using full sentences nearly exclusively and to use new words correctly.

In the end, this research study proved to be a valuable experience for my students and for myself. It helped my students believe in themselves, feel more in control of their own learning and boosted their participation. Giving students the opportunity and practice of reflecting on their learning is a crucial part of the feedback cycle. I wish there had been even more time for them to do so! I plan to continue working on my feedback skills and I encourage other world language educators to do the same or to try a new way of providing it. It will help their students immensely. I have included below some of the responses my students gave as to how receiving feedback made them feel. This is the best indicator of the success of this study and I hope it serves to assist other educators in their efforts to provide the best possible environment for learners of all ages.

<table>
<thead>
<tr>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>It made me feel better knowing what to work on</td>
</tr>
<tr>
<td>I felt more complex like something was coming that would be hard.</td>
</tr>
<tr>
<td>It made me feel proud in myself, since I got good feedback. It also made me feel happy because just knowing I get good grades makes me feel good.</td>
</tr>
<tr>
<td>Made me feel a little nervous at first but I think I did pretty good.</td>
</tr>
<tr>
<td>A little better because I know what I need to work on and what I am already good at.</td>
</tr>
<tr>
<td>It made me feel abit norvis but wene i read it it made me fell better</td>
</tr>
<tr>
<td>Good in some ways</td>
</tr>
<tr>
<td>Receiving feedback I felt good and exited to see what I got on my feedback I also felt i little nervos</td>
</tr>
<tr>
<td>I feel proud to myself</td>
</tr>
</tbody>
</table>

By Maruchi Koehler
Although I spent most of my teaching career as a French as a foreign language teacher (FFL), I also had the privilege of being an English as a second language teacher (ESL) on a part-time basis. The ESL experience helped me to recognize the importance of including the practical everyday aspects of language in my FFL classroom. I also learned to appreciate that the foreign language student’s task is a bit more difficult than that of the second language student because the latter is immersed in the language environment that they are learning. This allows them to use the language as soon as they step out of the classroom which is not the case for the FFL student.

ESL is a term used for teaching English to non-natives in an English speaking country whereas EFL is a term used for teaching English to non-natives in a non-English speaking country. The key difference between second language and foreign language is that while both second language and foreign language is that while both second language and foreign language are languages other than the mother tongue of the speaker, second language refers to a language that is used for public communication of that country whereas foreign language refers to a language that is not widely used by the people of that country. The ESL task is easier because of the immediate availability of realia and materials.

As a French as a foreign language teacher, my immediate goal was teaching my students to learn the vocabulary of numbers, but my second language experience has taught me that the more important goal is to help the students apply that vocabulary to everyday situations.

This article will illustrate the practical uses of numbers in our lives. Although intended for ESL, the topics and the activities below are easily transferable to foreign language classes as illustrated below for French as a Foreign Language (FFL).

**Teaching Numbers**

Numbers play an important role for my ESL students and so I teach them to understand and to produce numbers from 0 to 1 billion according to the following steps:

- Learn to count from 0 to 19.
- Count by tens from 10 to 90.
- Teach the word hundred and practice counting in the hundreds.
- Teach the word thousand and practice counting in the thousands.
- Teach the word million and practice counting in the millions.
- Teach the word billion and practice counting in the billions.

To practice numbers, students are asked to write the numbers that they hear and to say the numbers that they see on the chart below:

Step 1: I say the numbers and the students write them out.

<table>
<thead>
<tr>
<th>1</th>
<th>12</th>
<th>123</th>
<th>1,234</th>
<th>12,345</th>
<th>123,456</th>
<th>1,234,567</th>
<th>12,345,678</th>
<th>123,456,789</th>
<th>1,234,567,890</th>
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</thead>
<tbody>
<tr>
<td>2</td>
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<td>292</td>
<td>2,934</td>
<td>29,834</td>
<td>298,345</td>
<td>2,987,123</td>
<td>29,384,756</td>
<td>231,547,698</td>
<td>2,761,980,056</td>
</tr>
<tr>
<td>3</td>
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<td>321</td>
<td>3,214</td>
<td>32,145</td>
<td>324,516</td>
<td>3,265,471</td>
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<td>321,459,076</td>
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</tr>
<tr>
<td>4</td>
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<td>456</td>
<td>4,567</td>
<td>45,678</td>
<td>456,789</td>
<td>4,567,890</td>
<td>45,678,901</td>
<td>456,789,012</td>
<td>4,567,890,123</td>
</tr>
<tr>
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<td>7</td>
<td>78</td>
<td>789</td>
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<td>789,012</td>
<td>7,890,123</td>
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</tr>
<tr>
<td>8</td>
<td>88</td>
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</tr>
<tr>
<td>9</td>
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<td>9,876</td>
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<td>987,654</td>
<td>9,876,543</td>
<td>98,765,432</td>
<td>987,654,321</td>
<td>9,876,543,210</td>
</tr>
</tbody>
</table>
FFL: In addition to the numbers, teach cent, mille, million, and milliard. The French also use a decimal point instead of a comma in separating the numbers into thousands, etc. As daunting a task as the above activity may seem, the students become quite proficient because they practice every time we meet. The next more important step is to be able to use numbers in everyday life as illustrated in the areas listed below.

Using Numbers

1. Money
   Learning the currency system of the United States is critical for the survival of my students who come from various nations of the world. As a frequent visitor to other nations, I fully appreciate the difficulty of judging the value of foreign currency. I begin by showing them actual coins and bills of American money and their worth:

   Coins: penny: 1 cent, $.01; nickel: 5 cents, $0.05; dime: 10 cents, $.10; quarter: 25 cents, $.25; half dollar: 50 cents, $.50
   Bills: one dollar, $1.00; five dollars, $5.00; ten dollars, $10.00; twenty dollars, $20.00; fifty dollars, $50.00; one hundred dollars, $100.

   To practice using money, the students engage in activities such as:
   - taking out their money, identifying each coin and bill and giving me the total worth of their money;
   - telling me what amounts coins and bills add up to such as $3.46, $4.60, or $38.16;
   - telling me what 1 dollar + 1 dime + 3 nickels + 6 pennies or 2 quarters + 4 pennies + 2 dimes + 2 nickels are worth;
   - telling me which coins and bills are needed to make change from $10.00 for a $6.99 item.

   FFL: Students need to become familiar with the euro currency and to practice converting dollars into euros and cents into centimes. It would help immensely, if they could see and use actual euros and centimes. They also need to know that the French use the comma instead of the decimal point. Although the American dollar sign always comes before, the position of the euro sign can be expressed as 2€50 or as 2, 50€.

2. Arithmetic
   In order to add, subtract, multiply, and divide, the following math terminology is essential: plus, minus, times, divided by, equals.

   To practice those functions, students
   - write down the math problems that I say: 7x4-3+5÷6=? 22-4÷3x6+4=? etc.
   - read aloud the math problems that they see: 3x8÷6-2+6x10+20=? etc.

   FFL: The following terminology is essential + et, - moins, x fois, ÷ divisé par, = fait/font.

3. Fractions and percentages
   To understand and produce fractions, students need to know half (½) third (⅓) and the ordinal numbers suffix th. For percentages, the words percent and point are sufficient.

   To practice fractions and percentages, students
   - write the fractions that they hear: ½, ⅓, ¼, ⅔, ¾, ⅚, ⅞, ⅒, etc.
   - read aloud the fractions that they see: ½, ⅓, ¼, ⅔, ¾, ⅚, ⅞, ⅒, etc.
   - write the percentages that they hear: 5%, 8%, 15.6%, 25%, 100%, etc.
   - read aloud the percentages that they see: 1%, 4⅞%, 12%, 20.5%, 42%, 150%, etc.
Practicing Using Numbers in an L2 Classroom

Marcel LaVergne Ed.D.

FFL: Students need to know the following vocabulary: demi (½), tiers (⅓), quart (¼), and the ordinal numbers suffix ième.

4. Calendar
The American calendar uses ordinal numbers to indicate the date: January 1st, May 2nd, June 3rd, April 5th, August 21st, December 25th, etc. To express the date numerically, we state the month, the day, the year as follows: 2/14/20, 11/3/56, etc. This is confusing for many of my ESL students, because they are used to stating the day, the month, and the year so that the dates listed above would be rendered as 14/2/20 and 3/11/56.

To practice the calendar, students
• are given a blank calendar, i.e., January 2022, and after listening to information such as the following they write in the date with the activity:
  • Friday the 21st: grocery shopping
  • Wednesday the 5th: dentist
  • Saturday the 15th: lunch with Jane
  • Monday the 3rd: movies with Bill, etc
• interpret the following dates: 11/4/97 4/1/37 6/22/20 9/2/83 etc.
• state their birthdates and those of their family members

FFL: The French use the ordinal number for the 1st day of the month and cardinal numbers for all the others: 1/4/20 (le premier avril), 12/11/20 (le douze novembre) etc.

5. Telling time
Students need to know quarter past (3:15), half past (3:30), and quarter of or quarter to (3:45), noon, midnight.

To practice telling time, the students
• are given copies of both analog and digital clocks and are told to tell the time that they see, such as:
  a)
  b)
  c)

a) It’s nine thirty, it’s thirty minutes past nine, it’s half past nine
b) It’s ten minutes past ten, it’s ten ten, it’s ten after ten
c) It’s twelve thirty-four, it’s thirty-four minutes past twelve, it’s twenty-six minutes to one
• are asked questions such as what time did you get up this morning, go to bed last night, leave the house this morning, will have dinner tonight, etc.
• are given a blank calendar, e.g., January 2022 on which they listen and then write in the date with the activity and the time:
  • Friday the 21st: 11:00 am, grocery shopping
  • Wednesday the 5th: 2:15 pm, dentist
  • Saturday the 15th: 12:45 pm, lunch with Jane
  • Monday the 3rd: 7:45 pm, movies with Bill, etc

FFL: Students need to know et quart, et demi, moins le quart, midi, minuit. In addition, they need to know that France uses the 24 hour telling time system so that Il est 22 heures corresponds to It’s 10 pm.
6. Measurements: Weight, Height, Distance, Speed, Volume
Most ESL students use the metric system. They need to know the American system in order to survive as follows:
- **Weight**: ounce/oz.; pound/lb, lbs;
- **Height**: inch/in; foot/ft; yard/yd;
- **Length**: inch/in; foot/ft; yard/yd; mile/mi,
- **Speed**: miles per hour/mph;

To practice measurements students
- say how much they weigh
- say how tall they are
- indicate the distance between city A and city B
- indicate the speed limit on the city/town roads, on the highway
- indicate the price of a dozen eggs, a gallon of milk, a pound of butter at the supermarket, etc.

FFL students need to be able to convert the American system into the metric system as follows:
- **Weight**: kilogram/kg;
- **Height**: meter, centimeters/cm;
- **Length**: meter, kilometers/km;
- **Speed**: kilometers per hour/kph;
- **Volume**: liter.

7. Temperature
ESL students need to convert Celsius to Fahrenheit and FFL students need to convert Fahrenheit to Celsius.

To practice temperature
- ESL students are asked to convert the following temperatures into Fahrenheit: 10°C, 16°C, 0°C, 25°C, 35°C, etc.
- FFL students are asked to convert the following temperatures into Celsius: 50°F, 60.80°F, 32°F, 75°F, 95°F, etc.

8. Population
To provide this information, students need to be able to understand and to produce large numbers up to the billions.

To practice large numbers
- ESL and FFL students are asked to write down the population numbers that they hear, i.e., the population of the town, the city, the state, or the country indicated.
- ESL and FFL students are asked to say aloud the population numbers of the town, the city, state, or country indicated.
9. Banking
When writing a check, students need to know how to spell the numbers in writing.

- To practice, I give them a copy of a check and then a blank to practice on as follows:

```
PAY TO THE
ORDER OF

DOLLARS

DATE

101
```

FFL: I give them a copy of a French check and blanks to practice on. They will notice the use of the comma instead of the decimal point in separating the euros from the centimes.

10. Telephone numbers
Most Americans say or read telephone numbers one digit at a time.

To practice telephone numbers, the students
- write down the telephone numbers that they hear: 508-555-1498, 1-800-838-2219
- read aloud the telephone numbers that they see: 617-309-3567, 1-800-530-2659

FFL: The French say their telephone numbers by grouping the numbers in pairs: 06 12 34 56 78

Final Task: Read/write the following aloud: ESL in English, FFL in French

1. \(\frac{1}{3}\), \(\frac{1}{2}\), \(\frac{2}{3}\), \(\frac{3}{4}\)
2. 4\(\frac{1}{2}\), 7\(\frac{1}{4}\), 10\(\frac{1}{2}\), 12\(\frac{1}{2}\), 6\(\frac{1}{2}\)
3. 3x7=21, 8+4=2, 16-5=11, 25+5=30
4. $45.21, $8.75, $16.80, $174.03, $.50, FFL 35, 23€ or 35€23, 90€, 110€, 90, 238,020€
5. 12%, 75%, 100%, 66%, 33%
6. 88¢ lb., $1.77 ea, 2/$5, $3.29 5oz.PKG, $1.99 doz., 2.35 qt., $4.59 gal.
7. 2:30 pm, 12:00 am, 7:15 pm, 6:45 am, 10:00 pm, 4:10 pm, 11:52 am, FFL 12h30, 7h15, 6h45, 22h01, 16h10
9. 508-611-3845, 617-735-9023, 1-800-555-7620, 1-508-743-2047, FFL 1 42 81 49 23
Practicing Using Numbers in an L2 Classroom

Marcel LaVergne Ed.D.

06 14 25 18 72   23 35 18 58 90
10. 78    901    23,456    321,654    4,602,487    32,058,250    2,439,196,003

Conclusion

In both ESL and FFL classes, after being able to count up to a certain number, students need to be able to use numbers as they are used in the country they are in (ESL) or in the country whose language they are learning (FFL). Foreign language teachers can learn a lot from their ESL colleagues whose main objective is to prepare their students to survive in their new country. Although more difficult to achieve in foreign language classes than in second language classes, teaching L2 as a life skill should be the goal of both.

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.
KATHLEEN RIORDAN

Kathleen M. “Kathy” Riordan was the Supervisor of Foreign Languages in the Springfield Public Schools and was a dedicated professional. She started the Foreign Language Teachers of Western Massachusetts Collaborative, served as MaFLA President 1985, and President of ACTFL in 1995. She was a humble, dedicated professional and advocate for world languages. She was also a very dear friend, role model, and kind woman to so many in our organization. She will be missed.

Obituary
We were deeply saddened by the untimely passing of Ms. Chinhuei Yeh. Ms. Yeh dedicated her life selflessly in teaching and sharing knowledge with others through various professional development platforms from serving on the MaFLA Board, presenting both local workshops through to the national ACTFL Convention. In celebration of her amazing life, and to create a long-lasting legacy for her, CLASS has established a Chinhuei Yeh Memorial Scholarship that will annually fund a first-time attendee to the ACTFL Convention.

Obituary