

# MFLA Notes

FALL

MARYLAND FOREIGN LANGUAGE ASSOCIATION

2012



Promoting the study of world languages and world language educators across the state of Maryland

## Welcome to a New School Year!

### From the Editor

With the beginning of another academic year upon us, many of us are thinking of the challenges that face us as we return to our classrooms. Along with challenges, there is always an air of excitement surrounding the opening of the new year.

Many of us are veteran educators who will be returning to welcome new students to our world language classrooms, some for the first time. In our rush to get our classes off on the right foot, let's not forget those new world language educators (and potential MFLA members) in our buildings and systems. Please offer these new colleagues all of the personal and professional support

you can. Remember back to your first few years and offer the advice and encouragement that someone gave you (or maybe should have) that made your experience more successful.

Encourage all of the world language educators in your district to become members of MFLA and direct them to the membership application which is available on our website. Don't forget that first year membership is free. Invite them to our annual Fall conference—the information is included in this newsletter. Make a copy and share it or direct them to our website!

MFLA Corresponding Secretary  
MFLA Notes Editor

*MFLANotes is published twice a year. Articles can be submitted at any time for publication. If space does not allow for all articles to be included in an issue of the newsletter, they will be held for the next publication date.*

### Newsletter Submissions

We encourage you to share information and news on a variety of topics: successes and achievements, special programs, best practices, technology tips, educational trips, presentations, conferences.

Email your submission(s) to the MFLANotes editor at:

**[popirusty@comcast.net](mailto:popirusty@comcast.net)**

*Use MFLA Article in the subject line.*



### ACTFL

Nov. 15 - 18, 2012 • Philadelphia, PA

### NECTFL

Mar. 7 - 10, 2013 • Baltimore, MD



### World Languages: Are You Connected?

Join us for the 2012 MFLA Fall Conference Oct. 12-13 at Notre Dame University of MD, Baltimore.



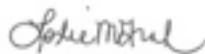
## President's Message

Greetings! I hope that the summer was time for you to relax, reenergize, and rejuvenate as we prepare for the important work we do as World Language educators.

### MFLA Fall Conference October 12-13, 2012

We are currently in full swing in the planning for the MFLA Fall Conference to be held on Friday, October 12 and Saturday, October 13, 2012 at Notre Dame University of Maryland. This year's theme is "World Languages: Are You Connected?" and we are excited about the wide variety of workshops, swap shops, and sessions we have planned, including topics such as the Common Core, integrating technology, lots of language-specific sessions and workshops, and much, much more. Please note that this year's conference is being held on the weekend before the MSEA Convention in Ocean City. **To download the conference flier, register for the conference, or for additional information on the conference, go to [mflamd.org](http://mflamd.org).**

As I complete my second tenure as President of MFLA, I thank you for your loyal membership and collaborative spirit and look forward to many more opportunities for us to learn from each other



Leslie Grahn,  
MFLA President

## Maryland Language Teachers of the Year

- 2008 - **Debby Doyle** - Gerstell Academy
- 2010 - **Souley Dounda** - John Hanson French Immersion (Prince George's)
- 2011 - **Sherri Harkins** - Pittsville Elementary School (Wicomico)
- 2012 - **Jodi Hogan** - Anne Arundel
- 2013 - **TBA**



## 2012 MFLA Fall Conference World Languages: Are You Connected? October 12 - 13, 2012 • Notre Dame University of MD

Join us for the 2012 MFLA Fall Conference Oct. 12-13 at Notre Dame University of Maryland in Baltimore.

### Friday, October 12, 2012

3:30 PM - 4:30 PM Welcome Reception & Registration (Knott Science Center)

4:45 PM - 6:15 PM 90-minute Workshops

French **La Jungle d'Internet: trouver, analyser, didactiser des documents authentiques**  
Marie Catherine Glaser, Embassy of France

German **Märchenwelten: die Plakatausstellung und zehn neue Märchen-Filme vom Goethe-Institut**  
Craig Childers, Goethe Institut, and Amanda Sheffer, Catholic University

Latin **Where are Your Keys?**  
Jason Slanga, Baltimore County

Pedagogy **But I Don't Teach AP! Advanced Level Strategies for Novice Students**  
Jim Ventosa & Jennifer Cornell, Howard County

Spanish **Conectando el presente, pasado y el futuro: La conexión Maya**  
Claudia Dugan, Howard Community College

Technology **Using One Note to Share Resources as a Digital Binder**  
Sandry Sachar, Calvert School

6:30 PM - 7:15 PM Keynote Speaker: Carolina Peña, *Generación Latina*  
Announcement of Maryland Language Teacher of the Year

7:30 PM - 9:00 PM 10th Annual MFLA Banquet (Doyle Formal)

### Saturday, October 13, 2012

8:00 AM - 9:00 AM Registration & Breakfast (Doyle Formal)

8:00 AM - 12:30 PM Exhibitors & Vendors (Doyle Formal)

9:00 AM - 10:00 AM Concurrent Session I

10:15 AM - 11:15 AM Concurrent Session II

11:15 AM - 12:30 PM Lunch (Doyle Hall)

12:45 PM - 1:45 PM Concurrent Session III

2:00 PM - 3:00 PM Concurrent Session IV

3:00 PM - 3:30 PM Prize Drawings

**Pre-register by September 30, 2012 & SAVE!**

# Peace Corps Volunteers Speak at Mount Saint Joseph High School

## Susan Terranova

Do your students see any value in studying a world language? Would they like to use their knowledge of a world language outside of the classroom? Are they aware of service opportunities where being able to speak a world language is a benefit? Have your students ever heard of the Peace Corps?

Coverdell World Wise Schools is part of the educational branch of the Peace Corps. Returning volunteers from all over the world have made themselves available to speak to students groups about their service experiences. In April, Mount Saint Joseph High School hosted a speaker series of Peace Corps volunteers who explained their projects to French and Spanish classes.

Mr. George Gorayeb, who served in Morocco from 1971 - 1973, spoke of his experiences as a teacher and travels throughout francophone Africa. He also gave his insights on Islam and its influence on the African continent.

Ms. Ilma Rosskopf, a member of the first class of women to serve overseas with the Peace Corps, shared her experiences of health care delivery in

rural Colombia. Ms. Rosskopf delivered her presentation in Spanish and exposed the students not only to the beauty of the Colombian countryside but to the customs and culture of the 60's in the United States.

Mr. Kevin and Mrs. April Cropper, who served in Panamá from 2007 – 2009 also gave presented in Spanish. Their service, on a small island off the coast of Panamá, dealt with reforestation and agricultural projects. By coincidence, our Spanish 3 students were completing a thematic unit on water issues and were able to make connections with the presentation. Several students were so inspired by our speakers that they obtained more information about future service with the Peace Corps.

To request a speaker for your world language classroom, fill out a form found in the link below: [https://www.peacecorps.gov/wvs/speakersmatch/speaker\\_request.cfm](https://www.peacecorps.gov/wvs/speakersmatch/speaker_request.cfm)? The Peace Corps also has many resources for classroom use, including “voices from the field”, folktales and lesson plans. These can be found at [www.peacecorps.gov](http://www.peacecorps.gov)

## Meet the Keynote Speaker of this Year's MFLA Conference



### Monica Abuliak

Montgomery County Public Schools

**Carolina Peña**, a first generation immigrant from Ecuador, is the seven-year host and co-producer of *Generación Latina*, a cable television show for Latino youth in Montgomery County, MD. She contributes to the youth beat of local magazines like *Motivos* and [Revista Buena Gente](#) and has extensive experience working events and media relations with the [Hispanic Heritage Foundation](#). Her experience also includes Hispanic media outreach and production work for live and pre-recorded shows, including the Hispanic Heritage Awards (NBC and Telemundo), Latin Grammys (CBS), and New Year's Eve Live from Times Square (Fox).

Carolina is a graduate of the Montgomery Scholars Program, a highly-selective honors program at Montgomery College. As one of only 25 students selected for the program, she studied at the International Relations summer seminar of the University of Cambridge, England. She has interned for WZDC Telemundo and is currently consulting with various agencies as an independent contractor in marketing, translation, public relations and video production. Carolina received her B.A. in Communication at the University of Maryland. In her spare time she teaches and dances Cuban salsa, travels, bikes through DC-trails, and is a motivational speaker at Latino youth conferences and workshops in the Washington, DC region.

For more information about Carolina and her work, visit <http://generacionlatina.wordpress.com/la-blogger/>



Kevin Cropper (above) explains the role of the Peace Corps and the culture of Panamá



April Cropper (below) explains the art of “the mola”

# NECTFL 2012 Follow-up

**Jennifer Almeida Street**  
Howard County Public Schools



As a teacher and as a professional, it is my responsibility to remain a lifelong learner. As society changes and requires more from our students, my educational practices must also continue to develop and expand; professional development is a fundamental part in the teaching profession. Progress in technology and pedagogy require that, I as a teacher, stay current with new methodology of instruction and produce a more effective and engaging classroom.

I had the benefit of being one of the A&R Scholarship recipients this year, which allowed me to attend the NECTFL conference. Here I was offered an opportunity to develop professionally by attending several workshops such as: *Let the Kids do the Talking*, which helped introduce various activities where students at all levels are able to engage in the target language and *The Teacher of the Year* session where I frantically jotted notes on the many innovative ways to motivate and engage students. I was able to network with professionals in the field of education and share activity ideas and even exchange some troubleshooting suggestions. And finally, I was able to explore additional resources to make learning authentic and communicative by meeting various vendors and publishing representatives, who were more than happy to offer access to a myriad of textbooks, communicative activity books and electronic sources.

As teachers, we tend to become comfortable and repetitive with what we do in our classrooms. Sometimes it takes stepping out and attending a conference such as NECTFL, to refresh and rejuvenate our profession and hone the skills needed to help all our students become global citizens prepared for the 21<sup>st</sup> century.

# Mark Your Calendar Now!



*NECTFL is back in Baltimore in March 2013!*

**Ruth Malone**  
NECTFL Board of Directors

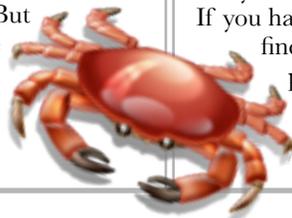
Even though we hearing Back to School ads and you're getting ready to welcome another new class of students, March will be here before you know it. As we welcome the early spring, we'll also be welcoming back the Northeast Conference on the Teaching of Foreign Languages in our backyard March 7-10, 2013! NECTFL will be hosting over 200 hundred sessions and workshops along with over 100 vendors – all with world language teachers in mind. There will be immersion workshops, technology sessions, panel discussions, best practice explanations, plenty of resources, and LOTS more to allow you to reaffirm, reenergize, and renew your teaching and your classroom. And there are still more reasons to mark your calendars now! The hotel rooms at the Marriott are going to be 20% lower this year and Wi Fi will be available in all the hotel rooms FOR FREE this year! But most importantly, the 2013 Conference Chair is none other than our own Dr. Arlene White. So, a

conference in Maryland has a Maryland chair; let's continue to show everyone how strong language instruction is in our state by having a huge contingent present.

As always, there will be excellent representation from our MFLA ranks as presenters, but there will also be lots of others from a variety of school districts across the region including perennial favorites such as Greg Duncan, Paul Sandroock, and John DeMado to name but a few. Simply put, this is an event you don't want to miss!

The conference is moving back to the more traditional Thursday to Sunday experience. However, our teaching labs were very popular last year and they will be offered again this year. Additionally we're planning to expand the conference experience to include both pre and post webinars. Look for more details in the next newsletter. So, plan now to spend the weekend in a gorgeous hotel with fabulous world language enthusiasts like yourself.

If you have questions or would like to find additional information please check out the NECTFL website ([www.nectfl.org](http://www.nectfl.org)).



# Back to Basics

Melissa Frye  
Howard County Public Schools

## Teaching is like riding a bike,

whether one trains or not, doesn't impede one's knowledge. My husband rides in the Sea Gull century every year. Even with 100 miles on a bike every October, I believe his bike averages about 150 miles a year. Would you call him an avid biker? No. But he accomplishes the same goal others spend months training for...

Sometimes I feel it's the same in education. Some train and work hard to get better, more efficient. Others pick up their lessons once a year, on the day that they teach each particular one without any training or preparation. They may achieve a similar goal, however, they've missed the point of the ride. It's not just to do it, but rather to do it well and with purpose, making each year better than the prior.

That is why I wanted to attend NECTFL. While I was there, I was reminded to get back to the basics. After being a teacher for 6 years, I'm well versed in a variety of activities. I definitely lean towards the strategies with which I feel most comfortable. Often, however, I find myself planning to accomplish small goals. I teach a concept, practice it, play games with it, and then quiz on it. Afterwards, we move on to the next, integrating past concepts when possible, but nonetheless trucking through the curriculum.

At the conference I had the privilege of attending a session where the current ACTFL teacher of the year, Yo Azama, gave a presentation on how he plans units. Mr. Azama was a charismatic, exciting teacher. It is clear that education was not only a calling, but also a place where he belongs and is a very gifted teacher. We all may not be as charismatic as Yo, but there were steps that he presented which made me stop and consider "am I really looking at the big picture?" The following are Mr. Azama's steps for developing a unit of study.

## Step 1: Create a Thematic Focus (Azama, 2012)

First, determine is the THEME of the unit. Is it the house or shopping in the city? Maybe it's movies or travel. Don't stop there! Share essential questions with the students. These questions will be what drive the unit forward. Perhaps in the house unit, a question could be, "what makes a house desirable to live in?" "How do you present a house to sell to buyers in this market?" Remember to keep these questions age and level appropriate.

## Step 2: Choose Cultural Products, Practices & Perspectives (Azama, 2012)

Within the theme of the unit, keeping in mind the essential questions, choose several products, practices, and/or perspectives from the target culture to present to the students. Within the house unit, maybe you could talk about how bidets are found in 95% of Italian households ("Useful items" 2012), or how the real estate market in Costa Rica is one of the best in Central America ("Costa Rica's estate," 2011).

## Step 3: Determine Performance Task (Azama, 2012)

Decide early on what you want your students to accomplish. Is it to give a tour to sell a house? Maybe you want them to film an episode of MTV's Crips. Whatever it is, give yourself something to teach towards and it also gives the students purpose for what they are learning. Don't make this a surprise. Let them know what the summative assessment will be early on in the unit.

## Step 4: Create an Instructional Plan (Azama, 2012)

The final step is where the daily lessons, the material presentation, the practice, the games all fit in. You teach, they learn and practice. You give a variety of assessments throughout to ensure the students are equipped with the skills in order to meet the guidelines of the performance task.



This 4 Step process is nothing new. It's not breaking the mold. It's going back to the basics of teaching. Something that I think all of us need to do once in a while. I will be the first to admit, that although I have been meeting objectives and reaching desired outcomes, I am not always doing so with an end-goal in mind. What's the point in teaching the material if the student is not prepared to use it in context?

Don't just pick up your bike on race day. Prepare and train for the race ensuring that you are well equipped for the ride. Teach your students to do the same by using this transparent, purposeful approach to language education. It will not only help you to achieve the goals of the curriculum, but it will provide your students with a sense of accomplishment. There is nothing greater than a student who feels as though he or she has worked hard and accomplished a goal in your class.

### Resources:

Azama, Y. (2012, April). *Central states powerpoint*. Retrieved from [www.actfl.org/i4a/pages/index.cfm?pageid=1](http://www.actfl.org/i4a/pages/index.cfm?pageid=1)

*Useful items for your home*. (2012). Retrieved from [www.totallifestylebuilders.com.au/2012/04/really-useful-items-for-your-home-the-bidet/](http://www.totallifestylebuilders.com.au/2012/04/really-useful-items-for-your-home-the-bidet/)

*Costa Rica's estate market slowly recovers*. (2011, June 7). Retrieved from [www.globalpropertyguide.com/Latin-America/Costa-Rica](http://www.globalpropertyguide.com/Latin-America/Costa-Rica)

# Zero Prep

**Dr. Arlene White**  
Salisbury University  
Wicomico County Public Schools

Sometimes, we just need to do something quick and different to re-energize our students during the middle of class. Sometimes, we have those precious few minutes left at the end of class that we do not want to waste. Even as students are packing up to go, we want to continue to provide them with language learning opportunities.

Some of the following activities come from Zero Prep by Pollar and Hess. They may be slightly geared up or down depending on the level and content that you are teaching. Put the activities on index cards in order to have ready access to them whenever they are needed. The first group really has no preparation involved for you at all! The second group has minimal preparation. Most activities can be done in pairs, in groups or as a full class.



## No preparation

1. Ask students to brainstorm adjectives as you write them on the board or overhead. Ask students which ones apply to them and why.
2. Ask students what is their favorite food and why. Ask them when was the last time they ate it or when they want / can eat it again.
3. Ask students to brainstorm machines that they know as you write them on the board or overhead. Ask students to discuss why each machine is important. Ask students to pick the machine that most closely resembles them and discuss why.
4. Line up – Ask students to line up in a particular order based on their age, the number of people in their immediate family, the number of pets they have, who went to bed the latest the night before etc. All discussion to determine placement must be in the target language. Indicate where the beginning and then end of the line should be.
5. Living statues – Ask for 2 volunteers to be seated in front of the class in chairs that are back to back. Ask for 2 additional volunteers to artfully “arrange” one of the students in a particular pose. Have the class give directions to the second student as to how to pose his body to replicate the position of the first student.



## Minimal preparation

1. Review the elements of a well known story or event. Retell the story orally with errors, asking students to write what they are and share.
2. Write a sentence on the board or overhead that will produce a variety of opinions. Provide a continuum of AGREE to DISAGREE on the board or floor or wall. Have students write their name on a post-it and place it on the continuum or stand at a particular spot. Ask students to explain why they chose the place on the continuum that they did.
3. Write 3 unrelated words on the board or overhead. Ask students to write a paragraph (number of sentences to be determined by level and time for activity). Ask students to share what they have written.
4. Place students in groups. Have 1 person from each group pick two pictures from a pile. Have the group list the similarities and differences – orally or in writing.
5. Truth, Truth, Lie – Write 3 sentences on the board about yourself; 2 are true and 1 is false but believable. Ask students to write 3 questions that they can ask you that might help them determine which sentence is untrue. Allow students to peer edit questions. Call on students to ask a question but do not answer any that contain grammatical or vocabulary errors. After a specified amount of time, ask students to vote on which sentence was not true. Further discussion can allow students to state why they selected the sentence that they did.

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Check out the website.

**MFLA**

MARYLAND FOREIGN LANGUAGE ASSOCIATION

[mflamd.org](http://mflamd.org)

# MFLA

## Awards & Scholarships

### Sans, Inc / MEAD Fellowship

Selected fellows attend the NECTFL conference (March 7-10, 2013 in Baltimore) to develop a leadership project with mentor support. **Applications due to MFLA Nov. 27, 2012.**

### A & R Productions Scholarship

Provides free registration to support a teacher's attendance at the NECTFL conference March 7-10, 2013 in Baltimore. **Applications due Jan. 28, 2013.**

**Applications due Apr. 20, 2013 for the following awards/scholarships.**

### Ann Beusch Scholarship

For a graduating high school senior who intends to pursue a major in a world language and become a world languages teacher.

### Celeste Carr Travel Study Abroad Scholarship

Awarded to a teacher in support of professional development through a study abroad program.

### Dora Kennedy Scholarship for Latin

Awarded to a Latin teacher to pursue professional development in the teaching of Latin.

### Escola Teacher Incentive Grant

Awarded to a world language teacher to support a curricular project.

### Maryland Language Teacher of the Year

MFLA begins its search for the Maryland LTOY each Spring and celebrates the winner at the Fall Conference Banquet in October. Are you or someone you know the 2014 MD Language Teacher of the Year?

### Visual Arts Contest

Students from elementary school through higher ed are eligible to participate as long as their teacher is a MFLA member. The overall winner's design is displayed on the cover of the Fall Conference Program.

Full details at [www.mflamd.org](http://www.mflamd.org)

# Visual Arts Contest: Are You Connected?



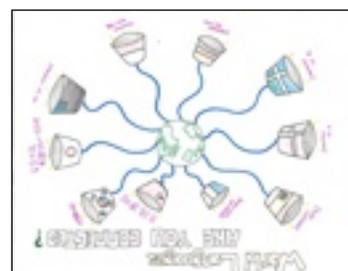
Middle School Category II Winner  
McKenzie Kirby  
Mother Seton School  
Teacher: Sherrin Wahlgren



High School Category II Winner  
Jamie Smith  
Hammond High School  
Teacher: Jennifer Hopping



Higher Ed Category I Winner  
Dominique Watts  
Morgan State University  
Professor: Beltrand Tchoumi



High School Category I Winner  
Eunbyul Park  
West Nottingham Academy  
Teacher: Ilse Lopez-Trigo

### Deborah McGee Mifflin Johns Hopkins University

Each year, the Maryland Foreign Language Association (MFLA) promotes the theme of the Fall Conference through its Visual Arts Contest. World language students in all grades, whose teachers are members of the MFLA, are invited to visualize the theme either on paper or in digital format and submit their creation to the contest. Winners take home a monetary prize and are honored at the Fall Conference.

The 2012 theme, "World Languages: Are You Connected?," elicited images of new media connecting learners and cultures across the globe. This year, twelve MFLA member teachers in eight schools involved their students and sent in entries!

Check out the winning entries of the 2012 contest. All contest winners received their certificates and

monetary awards in ceremonies at their respective schools. The students will also be honored along with their teachers at the Fall Conference on Saturday, October 13, 2012.

As you plan your curriculum for the year, be sure to put the 2013 MFLA Visual Arts Contest on the calendar for **APRIL 2013**. The deadline for entries is always in the last week of April.



Overall Winner / Middle School Winner  
Nicholas Martineau  
Dunloggin Middle School  
Teacher: Gergianne McNeirney-ReWalt

# Old Latin vs. the New

**Tom Arentz**

**Baltimore County Public Schools**

*Agricola, agricolae, agricolae, agricolam ...* Having seen Dead Poet's Society in its initial theatrical run, I recall my giddiness during the scene of the Latin teacher on the first day of school, declaiming the word for "farmer," and the students repeating after him, form by form. I knew this word; I knew these forms. I found comfort in the repetition, and seeing the grammatical forms on the blackboard. I could tell you what he was saying, and I could understand what was on the board. Here was Latin, in a major motion picture. It was heard, it was seen: How exciting!

... *agricolas, agricolis* ... again.

Years later, I found myself in the role of the Latin teacher, using good old *Latin for Americans* (and later, *Ecce Romani*), and going through form by form with my students. How exciting! However, for years (let's not lie: for decades) I told myself Latin was fantastic *because no one had to speak it*. My students and I could conjugate verbs, decline nouns and adjectives, and solve the verbal puzzle that was Latin. To what end? Why, to read and to write, and to say we covered the material. I had no fear, for I knew my forms and my rules. I could very nearly solve any Latin puzzle sent my way.

I did like oral Latin: if I did not exactly parrot the teacher from Dead Poet's Society, I definitely was into that kind of repetition. *Farmer, of the farmer, for the farmer ...* I did like to hear the Latin stories and sentences we studied to be read aloud, but instruction was given in English, and the students spoke ... English, with a smattering of Latin. Down the hall and in other parts of the school, I could hear friends and students, speaking and communicating in Spanish, French, and even German. I could hear them through walls, in

doorways and down the halls. They were communicating, they were interacting and they were operating on a more fundamental level than we were in Latin.

This lack of communication did not bother me overly, but I found myself stagnating in instruction: here is the first declension, here is the first conjugation. *Farmers, with the farmers* ... The students were not connecting with the material, because both they (and the teacher) were at arm's length from the subject. Then, not too long ago, I was invited to participate in Best Practices in Latin seminars, headed by fellow Latin teachers in Baltimore County, who feel that because Latin is a language, it should be treated as such. Leaving the first seminar, I felt a variety of emotions: reluctance, fear, uncertainty, but also that giddiness again. Somewhere in that first meeting, I had spoken Latin for a sustained amount of time, and it felt ... right. I had communicated with others, using Latin as it was meant to be used: as a language. As I continued to participate, I felt this was the way to go: speaking, listening, and writing in Latin.

I used to be nervous at the beginning of each school year, but would settle in comfortably, knowing I had my routine and comfortable forms. Now, I get nervous before each and every class, and take more risks. I do worry if my pronunciation is off, or I say a wrong form, or make a mistake. However, I feel the consequences of NOT treating Latin as language are far worse than any small mistakes I may make in a classroom. If you were to ask my wife, she would happily tell you how averse I am to change. This is a change that I believe very much in, and over the past year-and-a-half, I have tried to cultivate a new approach to language instruction. Latin is a language, and should be treated as such.



**2012 MFLA Fall Conference  
World Languages:  
Are You Connected?  
October 12 - 13, 2012  
Notre Dame University of MD**

Join us for this excellent opportunity:

- Grow professionally
- Enhance your teaching
- Network with colleagues
- Visit vendors
- Get connected!

Friday Conference Events:

- Welcome reception
- 90-minute workshop
- Keynote speaker
- 10th Annual MFLA Banquet
- MD Language Teacher of the Year

Saturday registration includes:

- Continental breakfast
- 4 concurrent sessions
- Catered lunch
- Prize give-aways
- MFLA Membership for the 2012-13 school year

Concurrent Session Topics:

- Advocacy
- Chinese Language & Culture
- Common Core State Standards
- French Language & Culture
- German Language & Culture
- Grammar & Language Structures
- Higher Ed Focus
- Latin Language & Culture
- Pedagogy
- Professional Development
- Reading Instruction
- Real-World Connections
- Spanish Language & Culture
- Speaking
- Student Engagement
- Technology
- Writing

**Pre-register by Sept. 30th &  
SAVE!**



# The Search for the Perfect Shoes . . . Oops! I Mean Advocacy: Finding Your Size

**Sherri Harkins**

**Wicomico County Public Schools**

My students will tell you that I am passionate about two things – shoe shopping and advocacy for world language education. People are always surprised when I say how similar my two passions are, but finding your “voice” as an advocate is very similar to shopping for the perfect shoes. It’s all about finding the right fit.

Most of us consider advocacy the job of an ACTFL, NECTFL or MFLA committee. We think that advocacy is all about speaking to policy makers and pounding on the desks of power players from school boards to Congress. While these committees and their desk pounding sessions are important, they are but a small part of being a world language advocate. For me this advocacy role is like my fabulous black patent kitten heels that I only wear for special occasions and never for very long. Although not the advocacy role that I am most comfortable with, I am prepared to speak to these audiences. After much personal trepidation and research, I created my own quick five speaking points on the value of second language learning. Just like the time I spent picking the perfect pair of special occasion shoes, I’ve put a great deal of thought into these. After all, I want to be comfortable.



**My Quick 5** (I keep these resources on an index card ready to go.)

**1. Students need to learn a second language in order to participate in a 21<sup>st</sup> century global society and marketplace.**

“As globalization and mobility and communications are bringing the world ever closer together, even more urgent is the need for global citizens to be competent in other languages. The United States is the *only* industrialized country that routinely graduates students from high school who lack knowledge of a foreign language. Whereas 52.7% of Europeans are fluent in both their native tongue and at least one other language, only 9.3% of Americans are fluent in both their native tongue and another language. This statistic does not bode well for the future of America in a global society. The upward trend in language learning must accelerate if the U.S. is to continue to be a major participant on the international stage.” [http://www.vistawide.com/languages/why\\_languages.htm](http://www.vistawide.com/languages/why_languages.htm)

**2. Students need to learn a second language in order to participate in a 21<sup>st</sup> century global society and marketplace.**

(Can you tell I really like this one?!) In 2010, CIA Director Leon E. Panetta “...urged schools and universities to reach beyond reading, writing, and arithmetic to “the fourth R”: the reality of the world we live in. Language skills are vital to success in an interconnected world, he said, and they are fundamental to US competitiveness and security. ‘Language is the window through which we come to know other peoples and cultures,’ Director Panetta said. ‘Mastery of a second language allows you to capture the nuances that are essential to true understanding...This is not about learning something that is helpful or simply nice to have. It is crucial to CIA’s mission.” <https://www.cia.gov/news-information/press-releases-statements/press-release-2010/foreign-language-summit.html>

**3. Learning a second language makes your brain work better.**

“Through this fine-tuning of the nervous system, people who can master more than one language are building a more resilient brain, one more proficient at multitasking, setting priorities, and, perhaps, better able to withstand the ravages of age, a range of recent studies suggest.” [http://blogs.wsj.com/health/2012/04/30/the-bilingual-brain-is-sharper-and-more-focused-study-says/?mod=dist\\_smartbrief](http://blogs.wsj.com/health/2012/04/30/the-bilingual-brain-is-sharper-and-more-focused-study-says/?mod=dist_smartbrief)

**4. Second language learning is helping to close the achievement gap.**

“Children of color, children from economically disadvantaged backgrounds, and English Language Learners make the greatest proportionate achievement gains from foreign language study. Early foreign language study is less dependent on previous verbal learning than most other elements of the elementary school curriculum and this allows some students to succeed who have otherwise experienced repeated failure in school.” (*Languages and Children: Making the Match: New Languages for Young Learners, Grades K-8*. Third Edition, Curtain & Dahlberg 2004)

**5. Studying a second language helps with getting into college.**

“Research has shown that math and verbal SAT scores climb higher with each additional year of foreign language study, which means that the longer you study a foreign language, the stronger your skills become to succeed in school. Studying a foreign language can improve your analytic and interpretive capacities.” <http://www.forlang.wsu.edu/top10.asp>

# The Search for the Perfect Shoes

(continued) - **Sherri Harkins**

A large part of my role as a world language advocate comes in those innocuous places like the checkout line at WalMart. Even amidst all the disdain many in our society have for education and teachers, I am proud to talk to people about the fact that I am a French teacher. Most often these conversations include one of two comments: “everyone should learn Spanish” or “I took four years of French but I can’t remember a thing.” Either of these offers me the perfect introduction to talk about how differently we teach now and how the “shrinking” of our world is ensuring that our students need to have the opportunities to learn a variety of languages. It’s these conversations that remind me of what happens when I wear my authentic black cowboy boots. Everyone notices my boots and total strangers have conversations with me about where I found them. I truly enjoy telling about the great store in Denver where I purchased them and how comfortable they are. Sharing our pride in world languages and particularly in being a world language teacher is an important way to advocate to the general public about what takes place in our classrooms. It’s a brief conversation that can have an infinite ripple effect.



Every educator I know has a pair of “teacher shoes” – you know the professional looking comfortable shoes that are perfect for long days on our feet. Mine are a pair of

black mules on a stacked, lug, two inch heel. I always seem to pick these shoes on days when I am faculty meetings or advisory meetings. You might be surprised to realize that just like you have your “teacher shoes” that you slip on without thought, each of you has an advocacy role that you take on just as easily. Think of all those faculty meetings and professional development sessions where you think to yourself “we do that in (insert your world language here) class.” Do you ever stop to offer your expertise? When new initiatives are being planned for your school, do you offer to be part? Each of us knows that world language learning is an extremely important piece of preparing our students to be 21<sup>st</sup> century global citizens but do the people we work with view us as such. Being a world language advocate is as easy as becoming an integral part of your school’s instructional leadership team. We are a “core” experience for students and if world language teachers aren’t willing to express that to our colleagues who will?!

You probably have not thought about the fact that you are advocating for world language learning everyday in your classroom. You are also training a room full of potential advocates. When I think about my classroom, one thing I know for certain is that my students (even my 3<sup>rd</sup> graders) can tell you how important it is that they are learning another language. Every lesson has some small piece of how this language learning experience is going to benefit them. When we teach using the five C’s (The ACTFL National Standards for Foreign Language Education) we make sure that students are able to connect and compare. Reflect on all the ways you connect learning language to real world experiences. We know that being a second language speaker is so much more than conjugating verbs and we work hard every day to make sure that our students are able to communicate in the target language. This comes naturally to us as teachers and reminds me of how comfortable my running shoes are. It took me a while to break them in but there’s just something about how they feel when I put them on. Start looking at your classroom in terms of advocacy. It’s a place that’s as comfortable as your

athletic shoes and can be your training grounds to grow as a world language education advocate.



By now you have probably realized that I pay a lot of attention to shoes and I’m amazed at how rarely I have seen the same pair on two different people. This is EXACTLY like advocacy. Each of us has a different comfort level with to whom, how and where we are willing to advocate. If we could see into each other’s closets we would see that we all have very different shoes. Our styles vary as much as we do. What doesn’t vary is the fact that each and every one of us must advocate for world language education. Whether you are more comfortable in formal, fancy dress shoes or if a beat up pair of high top sneakers is more your style, the time has come to start looking for the perfect fit. Put on a pair and talk a walk as a world language advocate. You won’t regret it!

Still searching for the perfect fit (or want to go shoe shopping), feel free to contact me at [sharkins@wcboe.org](mailto:sharkins@wcboe.org).



# The Global Distinction Program at Howard Community College

Jean Svacina  
Mary Beth Furst  
Stacy Korbelak  
Sarah Saxer  
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## The Rationale for Global Distinction

Global Distinction emerged from a joint faculty learning community between two Maryland community colleges with different strengths. The Community College of Baltimore County's data demonstrated that students needed a broader world view to satisfy the needs of employers. Howard Community College's globalized campus focused on "flags, food and festivals" and needed to move into a more substantially academic realm. As faculty we came together and created an innovative and sustainable academic enrichment program open to all students with any major and any GPA.

## The Construct of Global Distinction

Student must complete three major components to earn Global Distinction: globally intensive coursework, study abroad or domestic intercultural experience, and college community involvement. They summarize their experiences in an e-portfolio which is evaluated by the program coordinator.

The globalized curriculum focuses on general education courses that meet the requirements of every area of study on both campuses. Globalized courses either have (a) global elements that are integrated throughout the course or (b) an entire global orientation. Students complete 15 credits of globally intensive coursework including a world language. Courses as diverse as English composition, sociology, business and college algebra meet these standards. Faculty have embraced the opportunity to integrate a global perspective into their curriculum. The perspective of students is often that since they must take these general education courses, why not take something that offers a broader view of the world.

On campus activities draw the community together to share experiences. Students can live vicariously through a recent study abroad slide show or discover tastes from different cultures. They participate in theater, dances and music exposing them to world through the arts. They can hear from leading thinkers in the realm of global influences on the various disciplines of business, sociology and politics. Attending the events is not sufficient. Students must reflect on their experiences in a 250 word essay. They are encouraged to share what they learned about the featured culture or country and perhaps how the activity provided a more global perspective. Throughout their participation in Global Distinction, one event per semester is required. The reflections are assembled in the e-portfolio for final consideration.

Ideally, Global Distinction students will have the opportunity to study abroad. The experience offers students to the chance to leave their comfort zone and become "the other." Because community college students sometimes find the cost and duration of study abroad a barrier, Global Distinction offers domestic intercultural immersion. Thus, opportunities like internships with the English Language Institute at Howard Community College offer a unique experience. The domestic experiences are no less rigorous. Students are woven into the fabric-- the language, thoughts and concerns--of another culture.

To be recognized as Globally Distinct at graduation or transfer, students must complete the 15 credits of globally intensive course work (including a world language) with a C or better as well as meet the other Global Distinction requirements. Currently, in the first full year post-pilot, the two colleges have 35 students participating in the program. The first Globally Distinct students graduated from Howard Community College in May, 2012.



*Global Distinction is an academic enrichment program that strives to improve the global competency of students through a three-pronged approach: the globalization of the General Education curriculum, Cultural Immersion and Campus Events. The product of a joint effort between Howard Community College and the Community College of Baltimore County, the mission of Global Distinction is to provide the framework to ensure that students become global citizens and are prepared for both academic and professional endeavors in the interconnected and interdependent world of the 21st century.*

## The Language Connection

The Global Distinction Program's emphasis in the completion of world languages credits provides students with the opportunity to apply the World Languages 5 C's: Communication, Cultures, Connections, Comparisons and Communities. Students make connections across disciplines through the target language studied and recognize the unique viewpoints that are only available through the world language and its culture. The connections are an integral part of the framework to ensure that students become global citizens and are prepared for both academic and professional endeavors in the interconnected and interdependent world of the 21st century.



# 2012 MFLA Fall Conference

## World Languages: Are You Connected?



**Friday, October 12, and Saturday, October 13, 2012**  
**Notre Dame of Maryland University, Baltimore, MD**

LAST NAME	FIRST NAME	PHONE
STREET ADDRESS	CITY	STATE      ZIP CODE
COUNTY OF RESIDENCE	E-MAIL ADDRESS	
SCHOOL / INSTITUTION / AFFILIATION (for badge)	DISTRICT (if applicable)	

**LANGUAGES (circle all that apply):**

**ARABIC   CHINESE   FRENCH   GERMAN   ITALIAN   JAPANESE   LATIN   RUSSIAN   SPANISH   OTHER**

**LEVEL: (circle all that apply)      ELEMENTARY      MIDDLE      HIGH      HIGHER ED      OTHER: \_\_\_\_\_**

	EVENT	WHEN	COST
REGISTRATION INFORMATION	Pre-Conference (Friday, October 12, 2012)		
	Pre-registration only by September 30, 2012 – no on-site registration (Includes welcome reception and pre-conference workshop; <b>does not include membership for 2012-13 school year</b> ) 90-minute Pre-conference Workshops (check choice): <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Latin <input type="checkbox"/> Spanish <input type="checkbox"/> Pedagogy <input type="checkbox"/> Technology	3:30 – 6:15 p.m.	\$25
	10 <sup>th</sup> Annual MFLA Banquet & Keynote speaker Pre-registration only by September 30, 2012 – no on-site reservation	6:30 – 9:00 p.m.	\$45
	<b>COMBINATION REGISTRATION (a savings of \$10)</b> (Includes welcome reception, pre-conference workshop, keynote speaker, and banquet reservation)	3:30 - 9:00 p.m.	\$60
	<b>MFLA Membership for 2012-2013 school year</b> ( <i>for members who only attend Friday pre-conference</i> )		\$20*
	Conference (Saturday, October 13, 2012)		
	<b>Pre-registration Deadline: September 30, 2012</b> (includes concurrent sessions, access to vendors, continental breakfast, lunch, and <b>free MFLA membership for the 2012-2013 school year</b> )	8 a.m. – 3:30 p.m.	\$65
	<b>Student Teacher Rate for Saturday conference only</b> - must provide photocopy of student ID and signature of supervising teacher (includes concurrent sessions, access to vendors, continental breakfast, lunch, and <b>free MFLA membership for the 2012-2013 school year</b> )	8 a.m. – 3:30 p.m.	\$25
	<b>COMBINATION REGISTRATION (a savings of \$25)</b> (Includes welcome reception, Friday pre-conference workshop, keynote speaker, banquet reservation, Saturday conference registration, and <b>free MFLA membership for the 2012-2013 school year</b> ) <i>Offer good for Pre-registration Only: Deadline – September 30, 2012</i>	Friday, October 12 4:00 p.m. – 9:00 p.m. Saturday, October 13 8 a.m. – 3:30 p.m.	\$100
	<b>TOTAL AMOUNT ENCLOSED</b>		

Please make checks payable to **MFLA** and send completed registration form and payment to **MFLA, Leslie Grahn, 6408 Warm Sunshine Path, Clarksville, MD 21029**. Confirmations will be sent out after October 1, 2012.