

MFLANotes

FALL 2013



Photo courtesy of Microsoft Images

From the Editor

It's coming fast! For some of you, it's already here!

What is it?

THE NEW ACADEMIC YEAR!

For some, it will be back to the same school and the same class but always with different students. For others, it will mean a whole new world—a new position, a new school, a new language! Whichever the case, adventure awaits you and your students! Take your students on trips to faraway lands or nearby neighborhoods through language!

Speaking of new adventures, MFLA would like to congratulate Susan

Terranova who has been named as the new Chair of the Department of Foreign Language at Mount Saint Joseph High School in Baltimore and Claudia Dugan who has been named as the new Chair of the Department of World Languages at Howard County Community College. On addition, Leslie Grahn has been named Acting Coordinator of World Languages for Howard County Public Schools. Congratulations to these MFLA Board members!!

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

Rusty Mumford
MFLA Corresponding Secretary
MFLANotes Editor

SUBMIT Newsletter Articles

Use "MFLANotes Submission" in the Subject Line of the email

Rusty Mumford
popirusty@comcast.net or
jrmumford@mail.worcester.k12.md.us



This is the last newsletter issue!

But, not to worry! We'll still be sharing news, updates, and resources through our new blog format. Sometimes, things happen that we would like to share immediately and not have to wait until the newsletter comes out. The blog facilitates that. Plus, through the blog format, you'll be able to comment and ask questions. Share your insights and experiences on particular topics. Tell us how you use a particular strategy. Reference additional resources or materials. Collaborate and participate in this community of world language educators.

Scan the QR code to check out the Alignment of the National Standards for Learning Languages with the Common Core State Standards



Clipart courtesy of Microsoft Images

President's Message

Greetings MFLA members! As you know, now more than ever it is crucial to keep abreast of what is happening in our field. We must be advocates through our words and our actions for the importance and benefits of linguistic and cultural proficiency in another language (or two or three). I hope that you were able to do something this summer to rekindle your passion for teaching and for language, something that leaves you excited about the promise of a new school year, and eager to bring a 21st century skills edge to what you do.

I know that many of you were able to attend the Northeast Conference on the Teaching of Foreign Languages, which once again took place locally in downtown Baltimore. The Board of Directors was pleased to see so many MFLA members at NECTFL and to be able to reconnect with those of you who stopped by our table to say hello. I would also like to offer congratulations to the two winners of our MFLA raffle: Shara Khon Duncan who won a reimbursement of her NECTFL registration, and David O'Neal who won a Free Combination Registration to our 2013 Fall Conference.

Speaking of our Fall Conference, our colleagues continue to be one of our most valuable and inspirational resources, so don't forget to mark your

calendars! The MFLA Fall Conference will take place on October 11th and 12th at Anne Arundel Community College.

This year's theme is Sharing Thoughts, Educating Minds. Our keynote speaker will be Brian Raygor, Supervisor of Science and STEM in Wicomico County. You also won't want to miss John DeMado's session on the Common Core, and our Friday immersion workshops! Check our website (www.mflamd.org) for the most updated conference information.

As we begin a new school year, with Common Core and Teacher Evaluation as key topics of conversation, keep in mind that our students are the ones people will turn to in the not so distant future when they need someone who can communicate effectively in another language. Proficiency in more than one language is becoming recognized as the essential component of career ready that we know it is. The MFLA Board of Directors and I hope that you will continue to turn to MFLA for professional development opportunities, and remind you to also check out the various awards and scholarships that are additional benefits of your MFLA membership.

Looking forward to seeing you at Anne Arundel Community College on October 11th and 12th!

Kim Shinozaki
MFLA President

AWARD WINNER

Jason Slanga
Best of NECTFL 2013

Each year the Northeast Conference on the Teaching of Foreign Language selects one session from all the presentations at the conference to represent our region at ACTFL as the Best of NECTFL. This year we are proud to announce that the presentation was MFLA's own Jason Slanga and his presentation entitled, "Once Upon a Time: Reading and Writing Stories in World Language Classrooms"! He will be representing our 14 state region in Orlando, Florida when ACTFL has its annual convention in November.

Jason's session is a fine example of the high quality of work that we have in our state for professional development in the area of language instruction. He is a leader in our state and nation in terms of not only Latin and Classical languages but language instruction in general. A huge congratulations to him with wishes for a great presentation in November.

SAVE THE DATE!

Boston, MA
MAR. 27-29, 2014

NECTFL is headed to New England after three wonderful years in Baltimore, and we want you to join us there!

Janel Lafond-Paquin, the 2014 Conference Chair, invites you to the Marriott Copley Place Hotel in downtown Boston. This year's theme is "Sustaining Communities Through World Languages."

For more information, check the website at www.nectfl.org !



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Interview with Fall 2013 MFLA Conference Keynote Speaker, Brian Raygor

Ruth Malone
Wicomico County Public Schools



In June I conducted an interview with Brian Raygor, Supervisor of Science and STEM for Wicomico County Public Schools. Looking forward toward his keynote address, it was interesting to spend some time with him talking about his own connections to both the world of science and his language experiences.

Describe your professional experiences in science and have any of them involved the need for another language?

I majored in Biology and taught it for 13 years. For the last 6 years I've been the supervisor of science and STEM. While I was teaching biology, I had the opportunity to lead trips for teachers to study in Ecuador. From a science perspective, it was a blend of biology and environmental science, but there was also a strong emphasis in learning about Latin American culture as well. I led three of those trips and found them to be really valuable experiences.

That allowed you to spend extended time in a Spanish-speaking country. Do you speak Spanish?

I took Spanish in high school and I knew I could speak a little, but it was amazing how much came back when I was in situations where I needed the language. Walking by myself, wanting to get something to eat, etc. I had to speak the language. Added to this was that I was leading the group so, they were looking to me. Many of them did not speak Spanish and I often had to be there to help.

You mentioned that the trips were a blend of studying science and Latin American culture. Where do you see the links between science and world languages?

The combination of the two opens up such a wider world for students. We too often look at issues from the perspective of American culture, but it is a wider world. Science is a global subject and if students have a world language, that

perspective widens. If we just look, there are natural connections between the two subject areas.

Could you expand on that just a little. How can we capture and nurture those connections?

This is something I've been thinking about a lot lately. I think it really is up to teachers and it can take just a moment. That was what happened in Ecuador. That one small decision to lead that trip and encourage others to go on it gathered strength and steam. From there, little ideas changed the way instruction was planned and implemented. One of the most important things that I learned was that we can't think just within the confines of our content. We need to remember that students live in 4 or 5 classes a day. One of the ways to make the learning in every class relevant is to make those natural connections. And it isn't just about language teachers connecting to science, but science teachers making connections to world language as well. We looked at that just a bit when I worked with your world language teachers last fall and if instruction really is transdisciplinary, then language teachers aren't left on their own trying to learn and teach science content. It really is about partnerships and working together.

Is this a hint about what you'll focus on in your keynote address?

I think so but I haven't gotten that far in planning it. I know that I'm looking forward to not only speaking with language teachers at the keynote, but also, in presenting a session the next day about the Next Generation Science Standards and the connections that exist.



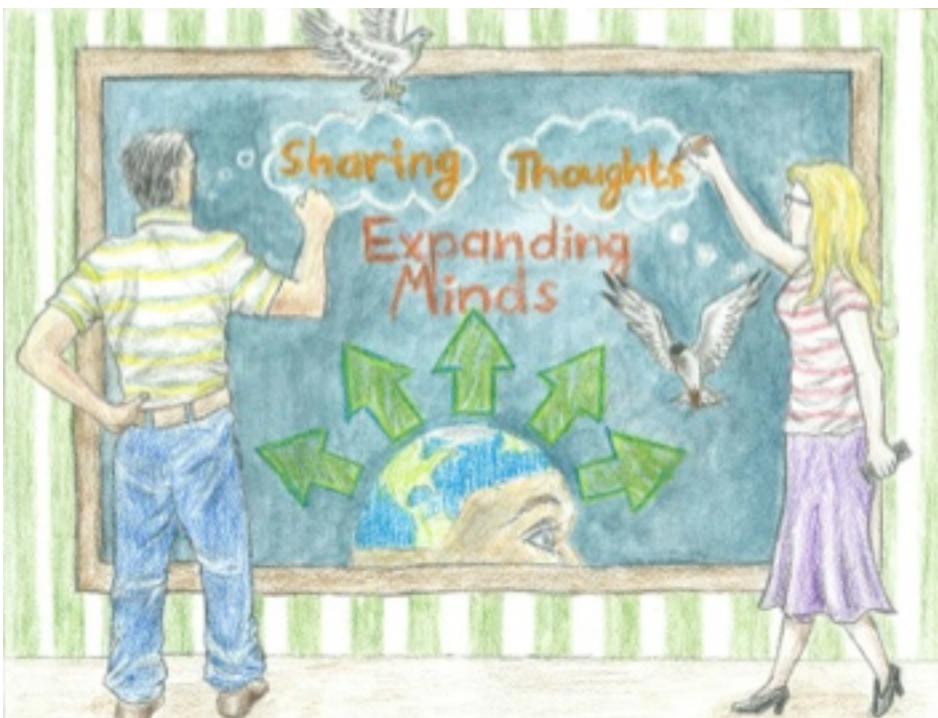
Brian Raygor's introduction to Wicomico's World Language Professional Learning Community.

And added to that, Arlene White and I will be doing a session that links in part to your session. We're taking a look at ways to plan and implement transdisciplinary lessons. We've chosen the science topic of Biodiversity.

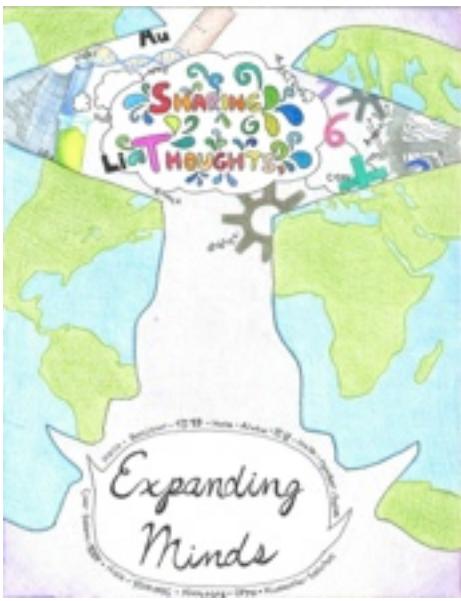
That brings this full circle because that is exactly the type of instruction that experiences like the one I had in Ecuador really help to frame. I'm really excited about the partnership in the fall.

Thank you for the time for this interview.

Thank you and we'll see you in October at the conference.



Visual Arts Overall & High School Winner: Angela Zhu (Marriotts Ridge HS, Howard County)



Visual Arts Middle School Winner: Veronica Chen (Ridgely MS, Baltimore County)

Maryland German Students Win AATG Cash Awards

Maureen Helinski
Anne Arundel Community College

The Maryland/DC Metro Chapter of the AATG presented awards to area German students on May 5, 2013 at the Zion Church Adlersaal in Baltimore. At this ceremony 63 high school students won

cash awards of \$50-\$100 each for their performance on the National German AATG Test. In addition to this two college students won AATG Chapter Summer Study Awards of \$300.00 each. These students were Katherine Shannon of Catholic University and Kira Schwartz of St. Mary's College.

The German Society of Maryland presented awards of \$800.00 each to three selected Maryland college students who are majoring in German. These awards went to Ben Austin, Anna Yuwen and Jennifer Wivell of the University of Maryland. Stanley Rapiey of McDaniel College received a similar award from the Baltimore Kickers Club.

The German Society awarded the 2013 Gerhard Meinzer Summer Study Trip Award to Brittany Whiteside of Linganore High School. This award covers the full cost of transportation and a four week study program in Germany. The student must be nominated by a member of the German Society of Maryland. For more information on these awards see the websites of the AATG chapter: www.marylandnovadc.aatg.org and the German Society of Maryland : www.germansociety-md.com



MFLA AWARD WINNERS

Look at who won our awards & scholarships!

Deborah McGee Mifflin
Awards Committee Chair

2013 Sans, Inc. / MEAD (NECTFL)
Registration & Lodging NECTFL
Crystal Dunkin
St. Mary's Rykin HS (Leonardtown)

2013 A & R Scholarship
Registration NECTFL
Robert Glass
Queen Anne County

Kristin Malone
Howard County
Caroline Mark
Wicomico County

Jennifer Terrell
Wicomico County

2013 Celeste Carr Study Abroad
\$1,000
Dan Desmond (Germany)
Howard County

Lindsay Iadeyaia (Spain)
Baltimore County

2013 Anne Beusch Scholarship
\$500
Joseph Nickalo (German & Spanish)
Anne Arundel County
Teachers: Cora Hofstetter & Karina Griffin

2013 Visual Arts Awards
\$50
Veronica Chen (Middle School)
Baltimore County
Teacher: Mounia Boubcil

\$150 & MFLA Membership for Teacher
Angela Zhu (High School & Overall)
Howard County
Teacher: Joan McCabe

2014 AWARD APPLICATIONS
Check the [MFLA website](#) for forms

Conversations

1. For pictures which have more than 1 person or animal, ask students to select a person or animal and create spontaneous conversations as a role play.
2. Ask students to work with partners or groups and discuss what they think happened THE MINUTE BEFORE this picture was taken.
3. Ask students to work with partners or groups and discuss what they think happened THE MINUTE AFTER this picture was taken.
4. Ask students to say what they would have done if they had been in the picture / situation at the time.



Photo courtesy of Microsoft Images

A PICTURE IS WORTH A THOUSAND WORDS



Photo courtesy of Microsoft Images

Dr. Arlene White

Department of Education Specialties at Salisbury University

A friend recently sent me a series of pictures from the internet. This is such a great source for authentic materials and other illustrations of life. It prompted me to stretch the title of "One Word Essays" to a variety of activities to use with pictures in your classroom. These activities may be used in all levels with some tweaking depending on the task and level selected.

One Word Essays

1. Post a series of pictures around the classroom. ROUND 1 - Give students post-it notes and have them select one word that summarizes the content of the picture. Decide if any word is possible or if you want to focus on nouns, adjectives or verbs. Decide if students must go to every picture or just a certain number. ROUND 2 - ask students to get into groups of 3 or 4 and walk around the room, deciding which is the BEST word of the words given to describe the picture and be ready to explain to the class their choice. This can be done in rounds, having a group remove 1 word as it passes OR assign certain pictures to certain groups. ROUND 3 - Remove all post-its except for the one selected for each picture. Ask students to select 1 or several pictures and develop a TITLE for the picture, based on the word and picture. ROUND 4 - Remove all post-its except for the one selected for each picture. Using THAT word, ask students to develop an essay about the word, using the visual support from the picture ("Essay" here could be as little as 3 sentences or much longer).
2. Post a series of pictures around the classroom. Provide a word with each picture. ROUND 1 - Give students small post-it notes and have them, using "+" or "-", indicate if they agree that the word aptly describes the picture or not. ROUND 2 - Based on the votes, move all the "accurately" described pictures to one part of the room and the "inaccurately" described ones to another part of the room. Put students in groups of 3 or 4 and ask them to pick ONE picture from each group and discuss why or why not they feel that the word is accurate or inaccurate. ROUND 3 - Have students find a partner from another group and report the findings from their first group's discussion. ROUND 4 - Individually, ask students to select 1 picture from each group. For the word that accurately describes the picture, have them select a SYNONYM and explain their selection. For the word that does not accurately describe the picture, have them select another word and explain their choice.

Here are some sources of free, copyright-free or Creative Commons images:

- All Free Download - <http://all-free-download.com/>
- Classroom Clipart - <http://classroomclipart.com/>
- Creative Commons Search - <http://search.creativecommons.org/>
- Free Digital Photos - <http://www.freedigitalphotos.net/>
- Microsoft Images - <http://office.microsoft.com/en-us/clipart/default.aspx>
- Morgue File - <http://www.morguefile.com/>
- Teacher Files - http://www.teacherfiles.com/clip_art.htm



Photo courtesy of D. Espitia

What's Your Story?

Leslie Grahn
Howard County Public Schools

STORYTELLING

Sonic Pics - \$2.99

iPad app

A narrated slideshow of your images. Add images from your library or take photos in app. Arrange images as you like and then record a voiceover to narrate your story as you swipe through your images.

<http://itunes.apple.com/au/app/sonicpics/id345295488?mt=8#>

StoryPatch - \$2.99

iPad and iPhone app

Designed for children to create their own picture books. Has hundreds of images in its library as well as the ability to import photos. Create fun and engaging stories almost immediately.

<http://itunes.apple.com/au/app/story-patch/id388613157?mt=8#>

Zoo Burst - Free

Create 3D pop up books

<http://www.zooburst.com/>

COMICS

Strip Designer - \$2.99

iPad and iPhone app

<http://itunes.apple.com/us/app/strip-designer/id314780738?mt=8#>

Comic Creator - \$1.99

iPad and iPhone app

<http://itunes.apple.com/app/comics-creator/id430194989?mt=8>

Toon Doo - Free

<http://www.toondoo.com/>

Make Beliefs Comix - Free

in English and Spanish

<http://www.makebeliefscomix.com/>

Websites & Apps for Creating Stories

Who doesn't love a great story? And writing them can be just as fun. Our 21st century learners are regularly authoring content in creative ways using technology. As writing is one of the four focus skills for World Languages, used for both the interpersonal and presentational modes of communication, and with the adoption of the Common Core Literacy Standards, an even brighter spotlight has been focused on writing in all classrooms (to check out a chart that aligns the ACTFL Standards for Language Learning with the Common Core Literacy Standards, click [here](#)).

Our students must develop skills in the areas of argument writing, explanatory writing, narrative writing and research writing to meet the standards and graduate college and career ready. Through writing stories, students make connections with their own lives and

experiences, tap into their creative sides, and have a way to express their voice. In addition, a writing product can also be used to improve students' speaking, reading, and listening skills and can serve as an artifact to demonstrate student growth.

There are a host of web 2.0 applications and apps that are available at no cost or low cost which combine the use of technology with writing skills. Many have capability to accommodate multiple languages.



Photo courtesy of D. Espitia

For more Web 2.0 story writing applications and apps check out these links:

<http://cooltoolsforschools.wikispaces.com/Writing+Tools>

<http://pinterest.com/dkapuler/digital-storytelling-apps-sites/>



Photos courtesy of Baltimore Polytechnic Institute, Baltimore, MD

Baltimore Polytechnic Institute Students Celebrated for Leadership & Excellence in French & Spanish

Bertrand Tchoumi
Baltimore Polytechnic Institute

Last school year, history was made at Baltimore Polytechnic Institute, a Blue Ribbon STEM school in Baltimore, Maryland. For the first time in its 125 years of existence, about sixteen students were inducted into the French and Spanish National Honor Society, and many other French students received various awards, bronze medals and certificate as rewards for achieving academic excellence and leadership in foreign language.

The school year 2012 / 2013 ended in cheers and applause as students, faculty, administrators and parents gathered in the library on June 5th, for the first Poly French Awards Night engineered by Bertrand Tchoumi, French teacher and Sponsor of the National French Honor Society. The ceremony was presided over by Renay Legget-Greene, Assistant Principal and the keynote address was delivered by Dr. Thomas Edison, Vice-President of the Maryland Foreign language Association (MFLA) and chair of the Department of World Languages at Anne Arundel Community College. Other distinguished guests included John Neubauer, World Languages Coordinator in Baltimore City Public Schools, and Adrian Palazzi, class of 1970 and a Baltimore Polytechnic Institute Foundation and Alumni association board member.

During that historic event, more than thirty students received various awards, medals and certificates for their scholarship and leadership, and seven other students were also inducted into the National French Honor Society, therefore becoming the founding members of the Toussaint Louverture Chapter of the National French Honor Society at the Baltimore Polytechnic Institute. The choice of Toussaint Louverture signals their commitment to leadership and service. Toussaint Louverture was the Haitian leader who organized the revolution that defeated the French army and led to the independence of Haiti in 1804. The importance of service was also emphasized by Adrian Palazzi in a speech in which he reminded the new inductees about the importance leadership, character and scholarship as core values of the National Honor Societies.

In fact, it was all about scholarship and academic excellence that night. Students who received certificates and awards did not get there by chance. They had distinguished themselves among many. Many thousands of students participate in the French National contest every year, but only a few are worthy of medals and certificates based on their scores. Last school

year, eight French students were bronze medalists and twenty-seven received at least a certificate of success.

Those who were also celebrated were students who created a video titled "Moving Forward", an award winning video on the presidential elections in the United States in 2012. That video was created as their submission for their participation in the "Projet Regards Transatlantiques", marking the rare occurrence of presidential elections in France and in the United States the same year. Under the coordination of Bertrand Tchoumi, a group of students submitted the video that won the second place for the English submissions. Finally, two students received certificates of participation for submitting entries for the MFLA annual Visual Arts Contest. Although they did win, acknowledging their participation publicly was necessary to motivate others to participate in the future and advertise the contest on behalf of MFLA.

It is important to note that the first Poly French Awards Night was the second of two historic events organized by the Department of World Languages at Baltimore Polytechnic Institute. Three months early, on March 5th, nine students were inducted into the Spanish National Honor Society sponsored by Regina O'Neal, Spanish teacher. That event was presided over by Jacqueline Williams, Director of the school, who acknowledged its historic nature and encouraged newly inducted members to serve as role models and tutors to their peers. The Spanish National Honor Society chapter at Poly was named after Cuauhtemoc, the last Aztec emperor before the fall of the empire in 1521. According to Señora O'Neal, that name was chosen because Cuauhtemoc "embodies strength, courage, and resolve of the people of Mexico".

Now that history has been made, it is the responsibility of students and teachers to make the newly created French and Spanish societies a tradition. And that will require more than cheers and applause, but real commitment and dedication for everyone involved.

Pictures on the event can be found on the following website:
[http://www.bpi.edu/apps/news/show_news.jsp?
REC_ID=275871&id=4](http://www.bpi.edu/apps/news/show_news.jsp?REC_ID=275871&id=4)



Getting in Shape

Ann Rader

Notre Dame of Maryland University

We call it Boot Camp. Sure, the administration first tried to name it something a bit more serious or elegant, but in the end, Boot Camp is what stuck, especially among its participants. For one week—the last week of summer vacation—students are invited to participate in a 3-hour-a-day intensive review of first semester college Spanish. Many have taken several years of Spanish in high school, but their placement test results indicate they may benefit from a review of the basics. So we make the offer to the subset of incoming first-year students: participate in Boot Camp and you'll enroll in second semester Spanish; otherwise, sign up for first semester.

Our first year, seven students participated. Last year, for the third offering, we exceeded the ceiling of 12 by one student; this year we need to hold firm on the ceiling. Although the “experience” is designed for incoming students—both recent high school graduates and transfer students—continuing students (who have not performed well in the first semester course) have been permitted to attend.

Since the university’s general education requirement calls for completion of a third semester of language, it is important to look at how well the participants perform at the end of the third semester. In general, the Boot Camp students finish their third semester in the top third of their class. They are represented well in the few A’s earned by the class. As a side note, the only students who have not shown significant benefit from the experience have been those already enrolled (previously) in the university.

In devising the plan, we made some smart choices and some lucky ones; we also made a couple of not-so-smart choices. Cost and timing were paramount concerns—Boot Camp had to be free. There are no fees, no books, no credit offered, no required homework. The exception is cost for room and board if needed. There is a pre-test and a post-test that’s just used to gauge change. Although there is no homework, there are ample online practice activities that students are urged to access outside class.

Timing is also critical. Three hours in the morning allows for all the rest of the day free. Some students are winding up summer jobs or want to spend time with their friends so early in the day usually works well. Even though the students will begin the second semester course with a week of review, that review only lasts for three 50-minute classes. The week allows for more time to pinpoint problems and practice. And the week before real classes start truly gives the students a head start and puts them in the right frame of mind to start college.

Our regular second-semester classes usually see 20 students, and it’s easy for some students to “hide”—something a few participants admitted to having done throughout high school. We were smart in limiting the size to 12 and smart, too, in having the face at the front of the room be the same one the students would see in their fall semester course. We didn’t realize how lucky we were just having new students the first summer—until the following summer, when some continuing students decided they needed a refresher and asked to attend.



Their sporadic attendance, and lack of attention, had a negative effect on the class; fortunately, they made a final mid-week exit.

Bias is inevitable and grades are subjective, so objectively quantifying success is difficult. Pre- and post-test scores show growth and grades are above the norm (in succeeding regular classes), but the most interesting observation is student engagement. Once the regular semester classes begin, most Boot Camp participants choose seats in the front row. They are eager to attempt answers and ask questions during class, sometimes prefacing responses with a comment such as “I’m not sure, but may I try?”

A memorable line from the movie, “Field of Dreams,” comes to mind: “If you build it, they will come.” They won’t all come, although in retrospect, some admit that they should have. Yes, there is investment, but in my opinion, one of the most important aspects of the endeavor is that no money changes hands (although the college chose to pay me for the initial concept development). Students can’t claim that they didn’t get their money’s worth; facilities weren’t being used by anyone else, hence there is no loss of revenue; instructor donates time—and in the long run benefits tremendously from having better-prepared students during the ensuing semesters. It’s a commitment, and one I feel is well worth exploring.

Maryland’s Competitive Edge Continues in World Languages

Bonnie Pechulis

MSDE

As a continuation of Maryland’s *Race to the Top World Languages Pipeline* project, a consortium of nationally-recognized consultants, Maryland STEM and world language teachers, and Maryland State Department of Education (MSDE) staff recently convened to create the frameworks for new curriculum modules at the elementary level.

Dr. Shuhan Wang, Dr. Carol Ann Dahlberg, and Dr. Donna Clementi joined the following MSDE specialists and teachers for the two-day workshop:

MSDE World Language Specialists, Ruby Costea and Bonnie Pechulis, Instructional Science Coach, Traci Walkup-Belton, and teachers, Jonathan Browning, Julie Chang, Iris Chao, LeeAmm Franco-Colon, Keith Janelli, Allison Purcell, Nicole Rosewag, Kristen Strickler, and Tammy Zino-Seergae. The two-day workshop was held July 10th and 11th at Folly Quarter Middle School in Howard County.

The five modules, aligned to the 5 C’s, the Next Generation Science Standards, and the STEM Standards of Practice, will be available later this year for ESOL, Spanish, Chinese, and Arabic classes in Grades 4-5. The modules will complete the collection currently available for Grades K-3 on the [MSDE website](#).