What does it mean when a record-breaking number of educators gather for professional development in a difficult economic climate from a community whose programs are facing unprecedented challenges and even threats to their very existence?

What it means—as was evidenced at the 2010 ACTFL Annual Convention and World Languages Expo—is that language educators are just as tough as the times, that they are true professionals who are constantly looking for ways to improve their own knowledge and methods, and that the organization that exists for them—ACTFL—is doing something right in terms of creating an annual gathering that meets these educators’ needs.

The more than 7,100 individuals attending the 44th ACTFL Convention held November 19–21 at the Hynes Convention Center in Boston, Massachusetts, created a surge of energy within a language education community that has been challenged recently at both the K–12 and postsecondary levels with budget cuts and competing priorities threatening excellent language programs across the country. While such challenges had not disappeared from the participants’ minds as they were attending the convention—rather than nursing any wounds, the talk was of action plans; advocacy; improving programs and instruction; incorporating the standards and 21st century skills; and generally looking forward as to how to keep, strengthen, and expand language learning.
With more than 650 sessions, workshops, and events, there was something at the convention to meet the needs of every attendee, regardless of their language, level, or length of time in the classroom. Of the total number of registrants—which was a record high for all ACTFL conventions since the first held in 1967—31% were first-time attendees and 10% came from locations outside the United States. Of the international attendees, the top five countries of origin were Canada, Taiwan, Spain, China, and Mexico. Registrants specified a wide variety of languages that they taught, including many less commonly taught languages. The top five languages represented were Spanish (17%), French (15%), Chinese (9%), and English as a second language (6%)—making up slightly less than half of all attendees. Host state Massachusetts had the most individuals attending, with the next largest groups coming from the following four states respectively: New York, California, Connecticut, and Pennsylvania.

Not only did convention participants benefit from the educational sessions and many opportunities to network and share ideas and experiences with their colleagues, but they also were able to attend the one-of-a-kind World Languages Expo, with more than 400 exhibit booths from 250 companies and organizations. The Expo, the premier showcase of products and services available for today’s language educators and their classrooms, gave attendees the opportunity to learn about cutting-edge products, browse the latest publications, and network with industry leaders. Also featured were 75 special exhibitor workshops offered during the Expo in the exhibit hall.

TIME FOR OUR PROFESSION TO COME TOGETHER

As the official kick-off for the convention, the Opening General Session featured an address by ACTFL President Eileen Glisan, as well as a keynote speech by Dr. Richard Haass, president of the Council on Foreign Relations. Clarissa Adams Fletcher was also chosen as the ACTFL National Language Teacher of the Year for 2011, from among the five regional finalists [see sidebar on p. 37].

When speaking to the thousands of language educators gathered at the Opening General Session, Glisan took the opportunity to offer her perspective on the state of the language education profession and to reflect on how we might move forward.

“Some might say that we are currently in a crisis in world language education, given the increasing number of language programs that have been closed at K–16 levels,” said Glisan, “and—in many cases, the use of technology to replace the face-to-face contact and support provided by a teacher.” She noted that language educators struggled to understand how such little value could be placed upon the role of language education, given that we live in a global society that depends on communication between and among diverse groups of people from around the world.

“How can our government and citizens continue to ignore the large body of research that clearly confirms the need to begin language study in the elementary grades and continue through the postsecondary level in an uninterrupted fashion?” she asked. “Our nation still seems to be not convinced that language study is critical to every student’s education in the 21st century.” However, in reflecting on this potential crisis, she pointed out that the Chinese word for crisis is translated as danger and opportunity. “This danger brings with it a wake-up call and an opportunity to reconsider what we must do to move forward as a profession,” Glisan said. She noted three main areas in which language educators must put greater efforts:

1. Do a better job of bridging research in the field with classroom practice, in order to prepare students who are equipped to communicate in target language communities. “We have to deliver results to the American public to prove that the unique classroom language learning experience prepares our learners to acquire language and cultural understanding—not a Social Studies class or a commercial technology program in the absence of a teacher.”
2. Foster greater professional unity and a collective voice so as to stand as a united front and send out one powerful message to our fellow citizens regarding the value of and need for language learning. “We must put aside our individual turfs and pull together our strengths, ideas, and resources, and design new ways to enable our students to be successful language learners. If we are going to have an impact that is pivotal at this time, we cannot afford to be a divided profession.”

3. Take personal responsibility as individual language professionals to advance and promote language study through efforts such as modeling up-to-date teaching practices that reflect current research in our field; engaging in at least one partnership with fellow educators at a different level of instruction or with professionals outside of our field; sharing and discussing new ideas with colleagues; mentoring teaching candidates and beginning teachers; educating our administrators about current language teaching practices and research about language learning; disseminating information about the value of language study to our colleagues in other subject areas; and advocating for language programs by communicating with legislators, school boards, and university boards of trustees. “How do each of you assume personal responsibility for promoting language study that is of high quality?”

Glisan concluded her remarks by saying that this was a pivotal moment in language education in the United States. “Rather than throw our hands up in despair,” she said, “we will embrace the opportunity that accompanies the danger.”

Foreign policy expert and keynote speaker Haass presented the Opening General Session crowd with his perspective on potential upcoming trends in foreign relations and global geopolitics. He discussed the beginning of the 21st century and some ideas about “how it is likely to unfold over the next few decades, and what are likely to be the biggest drivers or determinants of this coming history.” Haass said that he wished to explore this issue with the gathering of language educators because “language teaching in the United States does not and cannot take place in a vacuum. To the contrary, it takes place in a context and I believe it needs to relate to this context.”

Among the trends that he noted was the shift toward emerging markets and the relative decline of the United States in economic power. This diffusion of power among a greater number of countries and also non-state coalitions, companies, and organizations—or what he called a “non-polarity” with dozens of actors on the global stage—can have an impact on language instruction.

“If more actors will make a difference and if language is one of the central keys for understanding these many more actors, the fact that we are moving towards a non-polar world has real consequences for you and others in your profession.”

As he went through the various areas of the globe and discussed major issues that may arise in Europe, Asia, the Middle East, Latin America, and Africa, Haass continually stressed that in “the ability to understand what is going on in those places, in those communities or societies, [and] the ability to make sure that certain ideas or voices are heard and circulated, language will be central.”

In turning to U.S. domestic issues, he highlighted the problem of the growing deficit, the need for reducing discretionary spending in the budget, and how that might affect education. “We’re already
seeing pressure on our public state institutions, particularly our universities, as state legislatures feel budget pressures and I believe this will happen more broadly, K–12, across the country.”

“What does this all mean for language?” Haass asked. While he mentioned the importance of increasing instruction in critical need languages such as Chinese and Arabic, he stated clearly that: “There is no single language that is ‘the’ language . . . If we are moving into a world that is truly non-polar, in which power is being diffused, then it suggests we don’t have the luxury of focusing on one language—Chinese or anything else—but rather that there are lots of languages going to be relevant.”

HIGHLIGHTS OF A GREAT CONVENTION

Besides the Opening General Session and the numerous excellent sessions and workshops, there were many other exciting events at the convention that kept participants busily moving from one room to the next all day—and sometimes into the evening. On Friday night, there was a special ceremony honoring all the ACTFL award winners (see p. 40 for more about these awards). There were also luncheons sponsored by the Embassy of France and the Embassy of Spain. The American Association of Teachers of German held their luncheon and awards ceremony as well.

In addition to the always well-received poster display presentations, this year also featured electronic poster presentations which were presented on laptop computers. President-Elect David McAlpine also led new roundtable sessions on Saturday afternoon, which were very popular and focused on topics ranging from parental involvement and immersion education to virtual collaboration across continents.

As always, “ACTFL Central” was set up in a convenient location, across from Registration, so that attendees could browse and buy the latest publications and Discover Languages products from ACTFL, and easily get any information they needed to make their convention experience a successful one.

In sum, the 2010 ACTFL Annual Convention and World Languages Expo in Boston was not only a record-breaker in terms of participants, but also a great success in terms of professional development experiences, as the convention survey comments have already begun to show. Even in tough times, language educators are clearly energized by coming together at this annual gathering and they seem to leave ready to face upcoming challenges as a united community. Be sure to join us November 18–21, 2011 in Denver!
As in years past, ACTFL sponsored and presented a number of special plenary sessions at the convention to draw attention to some of the most important topics facing the language education community today. These plenaries brought together panels of esteemed language experts to each focus on a specific aspect of the topic and then included opportunities for the audience to ask questions and share their own ideas and comments, thus creating a productive conversation among the attendees and panelists.

This year for the first time, there was an additional component to these plenaries. On Friday and Saturday, following the main plenary session, there were several follow-up sessions held in the same room at different times throughout the day. These follow-ups were led by the same panelists from the plenary and were an opportunity to delve deeper into their specific portion of the larger topic. For example, during the Saturday plenary session on research priorities, Dr. Joan Kelly Hall spoke about building communities of inquiry in the classroom. Later that afternoon, she held an expanded follow-up session entitled, “The Development of Interactive Competence Through Classroom Interaction,” which examined interactions typical of classrooms, discussed possibilities and limitations, and then considered alternative interactional practices.

Feedback for this new schedule was quite positive, as shown by strong attendance at these follow-up sessions and many comments by participants saying they enjoyed having the topics expanded upon in greater depth.

The Lost “C”: The Communities Goal Area

Although perhaps the most visionary goal area of the Standards for Foreign Language Learning in the 21st Century, Communities is reportedly one of the most challenging to teach and often receives the least attention in language programs and teacher education. This important topic was the subject of a plenary session on Friday, November 19, featuring a panel of language experts, including June K. Phillips, Weber State University; Heather Willis Allen, University of Miami; Annie Abbott, University of Illinois, Urbana-Champaign; and Thomas Sauer, Jefferson County Public Schools, with ACTFL President Eileen Glisan presiding.

Phillips presented on the development of the national standards and the need to facilitate Communities in the classroom. Willis Allen then discussed study abroad and its role in meeting the Communities goal. Next, Abbott highlighted service learning and how students can gain transcultural competency. Finally, Sauer showed how the latest technologies interested in this topic came together to explore these urgent issues in the development of world language teachers. The panel included Shuhan Chou Wang, National Foreign Language Center; Elizabeth L. Webb, Georgia Department of Education; David Jahner, Gwinnett County Public Schools; and Joann Hammadou-Sullivan, University of Rhode Island. ACTFL President Eileen Gilsan presided over a panel that included Richard Donato, University of Pittsburgh; Joan Kelly Hall, Pennsylvania State University; and Judith E. Liskin-Gasparro, University of Iowa.

Hall discussed what it takes to create communities of inquiry in the classroom, while Donato focused on program sustainability and what it takes for K–12 foreign language programs to withstand external pressures to reduce time for instruction or eliminate programs from the curriculum. In conclusion, Liskin-Gasparro addressed teacher proficiency and the importance of research in regards to this topic.

World Language Teacher Development: Urgent Issues

It is more urgent than ever to recruit and prepare language teachers of the highest quality who are able to engage learners in meaningful language learning within a standards-based curriculum. Yet there is still much to discuss and debate around the issues of teacher recruitment, alternative routes to certification, and proficiency levels of teachers.

At this plenary session on Sunday, November 21, those interested in this topic came together to explore these urgent issues in the development of world language teachers. The panel included Shuhan Chou Wang, National Foreign Language Center; Elizabeth L. Webb, Georgia Department of Education; David Jahner, Gwinnett County Public Schools; and Joann Hammadou-Sullivan, University of Rhode Island. ACTFL President Eileen Gilsan presided.
Spanish teacher Clarissa Adams Fletcher of Dunwoody High School in Dunwoody, GA, was named the recipient of the 2011 ACTFL National Language Teacher of the Year Award. Adams Fletcher, who represents the Southern Conference on Language Teaching (SCOLT), was one of five regional representatives from around the United States who were finalists for the national award. The other finalists were Martha Pero, Hudson City Schools, Hudson, OH, representing the Central States Conference on the Teaching of Foreign Languages (CSCTFL); Maryann Woods-Murphy, Northern Highlands Regional High School, Allendale, NJ, representing the Northeast Conference on the Teaching of Foreign Languages (NECTFL); Amy Velasquez, Evanston Middle School, Evanston, WY, representing the Pacific Northwest Council for Languages (PNCFL); and Stephen Van Orden, Timpview High School, Provo, UT, representing the Southwest Conference on Language Teaching (SWCOLT).

Adams Fletcher has been a classroom teacher for 20 years, where she has taught Spanish levels II through AP. She was honored with her school’s Teacher of the Year award in 2002 and was selected as the Foreign Language Association of Georgia Teacher of the Year in 2009. She is also a National Board Certified Teacher of Spanish, and is an active member of the American Association of Teachers of Spanish and Portuguese (AATSP) and the Foreign Language Association of Georgia (FLAG).

Sponsored by publisher Holt McDougal, the award annually recognizes an individual who exhibits excellence in language teaching. Nominees are first evaluated by their state language associations and the state winner is submitted to the regional language conferences. Adams Fletcher will make appearances and give presentations throughout the year at foreign language conferences as well as at events that promote language education through the Discover Languages public awareness campaign.
Assembly of Delegates: Where Our Leaders Consider Key Issues

What happens at the Assembly of Delegates? This question was posed to one member of the ACTFL Board of Directors in Boston. What, indeed, does happen at this Thursday meeting, which takes place before the official start to the convention’s events?

It may be that some convention participants do not even know this is going on at all but the Assembly of Delegates is actually an extremely important gathering of approximately 300 leaders in our profession, representing ACTFL and various language organizations, as well as co-sponsors, the National Council of State Supervisors for Languages (NCSSFL) and the National Association of District Supervisors of Foreign Languages (NADSFL). It is a full day of discussion, interaction, and planning for the language community to move forward as a profession.

Presided over by ACTFL President Eileen Glisan, the Assembly is a mix of speakers and group work where participants do not sit back and watch, but are very involved with adding their voices on important issues facing the language education community. Glisan noted how crucial this kind of collaboration of organizations is in today’s climate, saying “It is difficult to deny the fact that language education has lost ground in recent years, and particularly in the past year as many language programs at K–16 levels have been closed and teachers have been replaced with software programs. I’m sure that this must be on the minds of everyone in this room and so when we break into group discussions, I’m sure you will have a few stories to share. . .but after we share, we must get to work and figure out how to get languages back onto the table, both in K–16 settings and in the eyes of the public.”

NCSSFL President Ruta Couet and NADSFL President Rita Oleksak both welcomed the group to the collaborative event, which included their representatives. Director of Education Marty Abbott gave an update on the recently published Foreign Language Enrollments in K–12 Public Schools: Are Students Prepared for a Global Society? and the grant from the Department of Education to study how the national standards have been used in the past decade. Others who addressed national initiatives affecting language education included Margaret Millar, senior program associate at the Council of Chief State School Officers (CCSSO), who spoke about the Common Core Standards Initiative and the EdSteps web-based database of student work; Toni Theisen, chair of the ACTFL Language Skills Map Committee, who talked about the process of collaboratively creating the World Languages 21st Century Skills Map; and Susan Frost of the Sheridan Group, who discussed “The Excellence and Innovation in Language Learning Act” that was introduced by Reps. Rush Holt and Paul Tonko in the U.S. House of Representatives.

In small groups, delegates reviewed and discussed the information presented by these speakers in terms of the following four key questions and then reported back summaries to the larger gathering:

1. How can our profession use current national initiatives such as the Partnership for 21st Century Skills Language Map to our advantage to:
   a. improve language classroom practice; and
   b. promote world languages as a core curriculum subject?
2. What impact would the Excellence and Innovation in Language Learning Act have on language education in the U.S.?
3. What work do we need to do as a profession to raise awareness among the general public of the urgent need for language study at K–16 levels? Where do we begin?
4. What can we do to reverse the trend that is occurring across the country regarding closure of language programs K–16 and the use of commercial technology programs to replace teachers?

Coming back into a larger group, the panelists and session leaders began to synthesize the discussion in order to create an action plan to respond to these challenges, as attendees provided further reaction and guidance to help develop a plan. They were assisted in this effort through the use of new technology—the Neo, a small wireless keyboard at each table which allowed delegates to make short comments that were then shown on a big screen at the front of the room. This technology was provided compliments of Renaissance Learning and helped discussion leaders quickly find similar ideas among individuals and allow everyone to have a voice in the process.

Other speakers who provided updates to the Delegate Assembly were 2010 ACTFL National Language Teacher of the Year Lisa Lilley and ACTFL Past President Ray Clifford of Brigham Young University, who gave a report about the CEFR Conference in Leipzig, Germany.

Another important part of the Assembly of Delegates was the report on ACTFL and its latest programs and accomplishments. Executive Director Bret Lovejoy detailed much of what is going on with the organization, including the latest milestone of hitting the 12,500-member mark. He also discussed the success of the ACTFL Online Community and ACTFL’s presence on Twitter and Facebook. Several new publications from ACTFL came out this fall, noted Lovejoy, including the enrollment survey and the brand-new book, The Keys to Assessing Language Performance. He also discussed the successful webinar series offered by ACTFL in 2010 and the ACTFL SmartBrief.

“I’d like to stress to you that we’d like to have more states nominating people to run for office to serve on our ACTFL Board of Directors,” said Lovejoy, “and also nominating people for the many awards that we offer. We want every state active in the Teacher of the Year program by nominating someone for their regional competition, but we also want nominees for our other awards as well.”

Lovejoy spoke about the challenge of language programs closing or threatening to close. “Hopefully, the first wind you get of this, the first inkling that a program might be cut—you will tell us as soon as you know, so that ACTFL can try to assist.” He also encouraged all organizational members to send in information about accomplishments and challenges to The Language Educator.

ACTFL Past President Janine Erickson and President-Elect Barbara Mondloch then led the participants in consideration of three draft ACTFL position statements on the topics of alternative teacher certification and add-on certifications; the role of technology in language learning; and distance and technology-mediated language learning. There were many participant comments and thoughtful discussions on these. [More information on new position statements will be published in upcoming issues of The Language Educator.]

In closing, President Glisan spoke about high leverage teaching practices and next steps for the language education community to take in remaining relevant in this very challenging climate. If there was one strong message that came through the many discussions at the Assembly, it was the importance of everyone in the language education community working together and overcoming the K–16 divide, any feeling of competition among languages or programs, and any sense at all that there are different teams or turfs to be defended.

“We cannot afford to be a house divided when languages are in such jeopardy,” President Glisan told the delegates. The collaborative nature of the Assembly of Delegates certainly could be a good model for the unity that can occur in the entire language education community as we face today’s—and tomorrow’s—challenges together.
Congratulations to the Award Winners at ACTFL 2010

Joshua J. Thoms, recipient of the ACTFL-MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education. Thoms’s dissertation, “Teacher-Initiated Talk and Student Oral Discourse in a Second Language Literature Classroom: A Sociocultural Analysis,” focuses on the challenges second language learners face when they enter upper-division courses that concentrate on literature study and employ whole-class discussion for oral language practice. His work speaks to the role and expectations of the students and instructors in second language literature courses to better fulfill the goals and expectations of everyone involved.

“Investigating how learners and instructors talk about literature in second language environments not only allows researchers to extend theoretical paradigms and better define constructs, but it also helps to inform pedagogy in these contexts. I hope my dissertation work contributes meaningfully to this area of research and is useful for both researchers and practitioners alike.”

Kevin M. Gaugler, recipient of the ACTFL-Cengage Learning Faculty Development Award for Excellence in Foreign Language Instruction Using Technology with IALLT. For Gaugler, chair of the Department of Modern Languages and Cultures at Marist College, technology is not simply a tool used to simulate authentic communication in the target language; rather it is an integral part of the courses he teaches. The courses that he has designed are already being adapted for other languages and are modeled by numerous institutions. His willingness to share his ideas is evident in his contributions to the profession through publications, workshops, presentations, and collaborations.

“Technology frequently highlights one’s lack of expertise and usually requires one to continuously acquire just-in-time skills. The challenges of the 21st century require educators to be innovative, and innovation can occur only when we look beyond our deficiencies and trust our imaginations.”

Johanna Watzinger-Tharp, recipient of the ACTFL-NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. Watzinger-Tharp, associate professor of applied linguistics and German and associate dean for International and Interdisciplinary Programs at the University of Utah, co-authored three editions of Deutsch zusammen: A Communicative Course in German. Her book, A Practical Review of German Grammar, provides insights for language teachers as they shape their practice in communicative classrooms. She also co-edited with Stacey Katz the 2008 volume, Conceptions of L2 Grammar: Theoretical Approaches and Their Application in the L2 Classroom.

“Increasing foreign language capacity in the United States rests on our ability to prepare and retain highly qualified teachers at all levels of learning. In order to achieve excellence in language instruction and in teacher education, we must collaborate across institutional and disciplinary boundaries, and create productive alliances throughout communities, schools, and university campuses.”

Laura Collins (pictured here, left), Pavel Trofimovich, Joanna White (pictured here, right), Walcir Cardoso, and Marlise Horst, recipients of the ACTFL-MLJ Paul Pimsleur Award for Research in Foreign Language Education. “Some Input on the Easy/Difficult Grammar Question: An Empirical Study,” in The Modern Language Journal, 93(3), 336–353, the winning 2009 article by the five co-authors, is unique in that it is based on a 110,000-word corpus of instructional talk in a second language context. In this study, the researchers analyzed their corpus data from the perspective of learners’ interaction with linguistic input and focused on various factors that may facilitate or constrain acquisition.

“The MLJ paper is the result of a truly collaborative research effort, in which we mobilized different areas of expertise on language to gain a richer understanding of how classrooms can be more effective contexts for language learning. In the process of carrying out the research we were constantly aware of how much we were learning from each other. It is very rewarding to see that what we have learned has relevance for our peers as well.”
Yu-Lan Lin, recipient of the ACTFL Florence Steiner Award for Leadership in Foreign Language Education, K–12. Lin has been serving the foreign language profession for three decades as a Chinese teacher, mentor, curriculum specialist, writer, workshop presenter, association leader, and tireless advocate for the foreign language profession. She is the director of world languages for Boston Public Schools, supervising more than 140 world language teachers and coordinating 10 different language programs. She has been instrumental in local, state, and national curriculum standards, and her service to the profession as a leader is inspiring from the local, state, regional, and national perspectives.

“Winning this award re-ignites my commitment to be a more responsive language educator, a more effective advocate, and a more reflective practitioner as I strive to become a better role model for the field. It also reminds me that there are many passionate and hardworking language educators who are equally deserving of this recognition.”

Lynne Tatlock, recipient of the ACTFL Florence Steiner Award for Leadership in Foreign Language Education, Postsecondary. As the Hortense and Tobias Lewin Distinguished Professor in the Humanities at Washington University in St. Louis, Tatlock’s commitment to students and collaboration with colleagues provide an outstanding example of the impact she has had on our field. She is recognized for her pioneering work with the establishment and growth of the Language Studies Model, and as an exceptional teacher, devoted mentor, and prolific scholar. She has also focused on strengthening the connection between high school and postsecondary German programs so that more students continue their studies, most notably in her role as the founder of, and first contributor to, the AATG Endowed Scholarship Fund.

“I feel privileged to belong to a multifaceted profession that rewards us for doing what we care about. My abiding concern is to find ways of keeping our profession strong across diverse institutions and programs, levels of teaching, student populations, languages, literatures, and cultures by identifying our shared interests and making common cause.”

Rush Holt, recipient of the Edwin Cudecki Award for Support for Language Education. Currently in Congress there is no stronger advocate for language learning than Holt, the Congressional Representative from New Jersey’s 12th District. He has consistently and enthusiastically been an outspoken proponent of strengthening language education in our schools and universities so that our students are equipped to live and work in a global society. He serves on the Committee on Education and Labor, the Committee on Natural Resources, and the House Permanent Select Committee on Intelligence, and is the only scientist and only member from the New Jersey delegation to sit on the Intelligence Committee. He is also the Chairman of the Select Intelligence Oversight Panel, and he recently introduced “The Excellence and Innovation in Language Learning Act,” which provides significant support for language education at the national, state, and local levels.

“I will continue to fight for funding for the NSEP [National Security Education Program], for passage of the Excellence and Innovation in Language Learning Act, and to build opportunities for students across the disciplines, including the sciences, to learn another language. Still, more work remains to be done. It will take our cooperative efforts to raise these issues and make sure they are pushed to the forefront of a busy agenda.”

Holliston, MA Public Schools, recipient of the ACTFL Melba D. Woodruff Award for Exemplary Elementary Foreign Language Program. For 30 years, students in Holliston Public Schools have been fortunate to benefit from their district’s vision and leadership in offering intensive language learning opportunities to their learners, beginning in kindergarten with French immersion. This program has grown to include an exemplary Spanish FLES program for all students. Students and teachers alike are learners together and are actively involved in professional presentations, organizations, community advocacy, and leadership. The program also opens its doors to share its vision and strategies with others across the country in a systematic way, not only providing a model for language learning but also for communities of learners.

“The town of Holliston would like to recognize the combined efforts of its administrators, teachers, parents, and students in making this recognition possible. We are thrilled to offer foreign language instruction as a means of shaping the souls and minds of all those we teach.”

—Therese S. Caccavale
K–12 Foreign Language Specialist
Holliston Public Schools