

## LILT NEWSLETTER

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### PRESIDENT'S MESSAGE

Dear Colleagues,

As another school year comes to an end, so too does my presidency. I have served on the LILT Executive Board for six years, and I can most definitely tell you being an officer of LILT has been a great adventure, and a great learning experience. I have been fortunate to work with very knowledgeable and dedicated people on the Executive Board. They are truly the backbone of this organization. They have invested a great part of their lives into making LILT the organization that it is today, and for that, we should all be very grateful.

I am pleased to have worked with a group of LILT officers who have been conscientious self-starters who are dedicated to the purposes of LILT: 1<sup>st</sup> Vice President **Anahí Walton-Schafer**, 2<sup>nd</sup> Vice President **Janet Lisy Picataggio**, Secretary **Richard Zawislak**, Treasurer **Ron Taub**, and Interim Member-at-Large **Linda Lipani**.

The *team* does not end there. There are so many dedicated volunteers who have stepped forward to lead, or who have graciously agreed to continue in their LILT positions. Without the following people LILT would never be able to continue the many programs we presently offer. I am so very grateful to: **Zenaida Madurka** and **Anahí Walton-Schafer**, Chairpersons of the 2011 LILT Annual Conference; **Dan Saitta**, Presenter Coordinator; **Diana Riccoboni Sommo**, Vendor Coordinator, and **Ron Taub**, Mail In Registration Coordinator.

We are in the process of finding alternative locations for the 2012 LILT Annual Conference. The Foreign Language Department at SUNY at Old Westbury no longer wishes to host us. We are currently seeking the use of SUNY at Old Westbury as an outside organization, as well as other local universities. This will more than likely result in an increased registration fee for everyone this fall. We will do whatever possible to keep the cost, as we have done for many years, reasonable and affordable.

I thank the Poster Contest Committee which has been led by Judge Coordinator and Chairperson **Dr. Patricia Lennon**, Drop-Off Coordinator **Doug Moore** and all the

Drop-Off Volunteers, and Awards Coordinator **Tom Coleman**.

Since 2002, **Bob Tenaglia** has, despite mounting obligations at work, continued to persevere in chairing his committee in the work for the LILT Student Foreign Language Competition. I remain indebted to: **Bob, Dan Saitta, Richard Zawislak, Sean Doherty**, and Judge & Medal Distribution Coordinator **Ron Taub**, who have given LILT years of meticulous work. Without a judging site there would be no student contest, and I would like to give thanks for the generosity of the Plainview-Old Bethpage SD and the Bay Shore SD for allowing LILT the use of their sites, and to Coordinators **Brian O'Sullivan** (Plainview-Old Bethpage 2012) and **Linda Scalice** (Bay Shore 2011) for all of their help in making the necessary preparations for judging, and for being there to help us.

The active past presidents of LILT have been relied upon by me with confidence. There are not enough words to thank **Nancy Russo-Rumore**, Immediate Past President, who found many hours to discuss LILT matters with me, plan a field trip for multiple districts and continue to research locations for the LILT Annual Conference. Let me not forget **Adrienne Greenbaum** (2011) and **Ana Aguiar-Mady** (2012) who chaired the LILT Annual Conference Planning Committees. My heartfelt appreciation goes to **Joan Militscher** (2011) and **Adrienne Greenbaum** (2012) Awards, Grant and Stipend Committee Chairs for their professionalism with this task, and as always, sage advice. Thanks to **Richard Gentile**, who is editor of our informative and well written LILT Newsletter, Caterer Coordinator, and the Web Master's Assistant for many years. What a colossal job! He has also been extremely helpful in proofreading and sprucing up all programs and flyers for LILT before they are sent to the printer.

Our LILT Historian has been the roving camera at all of our events. Merci beaucoup, **Gene Lowenberg** for always being there! Thank you also to our newest board member, Interim Member-at-Large, **Linda Lipani**, who has quickly settled into her new responsibilities.

There are also some behind-the-scene workers who

seem to magically make things flow for LILT. If you have found our website an excellent resource, it is because it has been in the good hands of **Rich Hance**, Webmaster Extraordinaire. Database maintenance and many other clerical duties can easily overwhelm, but have thankfully been performed by **Pat Miller**.

To all who have, during these past two years, volunteered to give a workshop for either our LILT Professional Development Workshops or the LILT Annual Conferences, I, along with the LILT Executive Board, highly value your professionalism and thank you for your generosity in being willing to share with your colleagues while giving back to our profession. I would like to recognize the following 2012 Professional Development Workshop Presenters as I have previously mentioned other past presenters in previous President's Messages. A wholehearted thank you to; **Luisa Batista-Escandón, Jacqueline Cunningham, Robert Dennis, Tammy Green, Steven Lopez, Christina Martinez, Jennifer Nesfield, Brooke Prestano, Dan Saitta and Yoshana Silver**.

Let me not forget to tell you, our members, how happy I am to know from many of you how much you value the work of the people mentioned above. I thank you for taking the time to tell us you appreciate our work, and how satisfying it is to know we are answering your professional needs. This reaffirms for us the main reasons we do this work as volunteers, and your support, by your participation, is motivating. We still need more of you to attend our LILT Professional Development Workshops and our Spring and Fall LILT Membership Meetings. Those numbers have been waning and we urge you to attend these events. There are leaders among you, and LILT needs to find YOU! Step forward and take on our work, if not, surely this organization cannot continue to provide this level of options for the LOTE educator indefinitely. Yes, LILT wants you to take, but it also needs you to give back to this organization. I am sure if you do, you will find this work as rewarding, as many have. Please do consider it.

I am, and will be forever grateful to all of those mentioned above. If I have forgotten to mention anyone, please forgive me. The successes LILT has experienced in these two years have not been mere luck, but rather your perseverance and hard work; it has been good work indeed. All of us should be proud of the work we have done, and will continue to do.

Sincerely,

*Michele Ortiz*

**CORRECTION** In the January 2012 edition of the LILT Newsletter, **Aurora O'Brien's** school was incorrectly stated. It should have read Plainedge Public Schools. The editor regrets the error.

**CONGRATULATIONS** to **Yoshana Silver** and her Massapequa High School Ames Campus students for winning the 2012 NYSAFLT Videocast Contest.

**THANK YOU** to **Rosemary Haigh** and **Pat Lennon** for contacting their local state assemblymen and senators to let them know the importance foreign language education is in New York State's curriculum, and the need to restore the FL Regents.

Each and every LILT member should also be contacting his/her assemblymen and senators as well. There is no greater advocate for FL education than FL teachers. Can you afford to sit back and wait for someone to do this for you while you are aware of the school districts' current financial constraints (caps on property taxes, etc.)?

### **STUDY FINDS BABIES CAN READ LIPS**

Babies don't learn to talk just from hearing sounds. New research suggests they're lip-readers too.

It happens during that magical stage when a baby's babbling gradually changes from gibberish into syllables and eventually into that first 'mama' or 'dada'. Florida scientists discovered that starting around age 6 months; babies begin shifting from the intent eye gaze of early infancy to studying mouths when people talk to them.

"The baby in order to imitate you has to figure out how to shape their lips to make that particular sound they're hearing," said developmental psychologist David Lewkowicz of Florida Atlantic University, who led the study published yesterday. "It's an incredibly complex process."

Apparently it doesn't take them too long to absorb the movements that match basic sounds. By their first birthdays, babies start shifting back to looking at you in the eye again – unless they hear the unfamiliar sounds of a foreign language. Then, they stick with lip-reading a bit longer.

"It's a pretty intriguing finding," said University of Iowa psychology professor Bob McMurray. The babies "know what they need to know about, and they're able to deploy their attention to what's important at that point in development."

The new research appears in this week's issue of the *Proceedings of the National Academy of Sciences*. It offers more evidences that quality face-time with your tot is very important for speech development – more than, say, turning on the latest baby DVD.

It also raises the question whether babies who turn out to have developmental disorders, including autism, learn to speak the same way, or if they show differences that just might provide an early warning sign.

Unraveling how babies learn to speak isn't just a curiosity. Neuroscientists want to know how to encourage that process, especially if it doesn't seem to be happening on time. Plus, it helps them understand how the brain wires itself early in life for learning all kinds

of things.

A lot of research has centered on the audio side. That singsong speech parents intuitively use? Scientists know that the pitch attracts babies' attention, and the rhythm exaggerates key sounds. Other studies have shown babies who are best at distinguishing between vowel sounds shortly before their first birthday wind up with better vocabularies and pre-reading skills by kindergarten.

*Reprinted from Newsday, January 17, 2012. Submitted by Nancy Russo-Rumore, Emerita*

### **TEACHERS HELPING TEACHERS**

#### **NATIONAL FL STANDARDS AND COMMON CORE STATE STANDARDS**

The Common Core State Standards, a collaborative effort of the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices, created a common set of standards in English language arts and mathematics, now adopted by over 40 states. ACTFL has announced a process to revisit the National Standards for Foreign Language Learning to make explicit the link of the standards for learning languages with the Common Core State Standards for English Language Arts and Mathematics and the Partnership for 21st Century Skills.

*Reprinted from ACTFL  
Smartbrief, January 6, 2012.*

*Submitted by Nancy Russo-Rumore, Emerita.*

**THINKFINITY.ORG**

Thinkfinity.org has thousands of free lessons plans and educational resources related to ELA, math, social studies, art, geography and foreign languages. In addition to searching its content area partner sites by state or standard type of resource, it is now searchable by New York Common Core Standards.

To search by state or core standard:

1. On the right hand side of the home page, click "search state standards."
2. In the standards field, choose New York State Standards or scroll down further for New York Common Core Standards.
3. Choose your grade and subject
4. Click search

To search by type of resource, such as interactives, audio, lesson plans, primary sources, videos, etc.:

1. Click the "In the classroom" tab on the top left.

2. Search using fields on the right. Check your resource type, grade band, and subject area, and then click "go."

Among your searches you will find "Mis Cositas," created by LILT Member Lori Ramirez.

*Submitted by Aurora O'Brien, Plainedge HS*

### **ASSESSING OUR ASSESSMENTS: A PRACTICAL GUIDE**

After completing an awesome unit of study with our class, proud of how well the students did in the activities throughout, how confident can we be that they actually "got" it? As important as the lessons, activities and methods we choose to utilize with our classes are, equally significant are the choices we make about how we assess their learning. The following is an excerpt of an article by Anne Donovan of the Center for Applied

Linguistics for the National Capital Language Resource Center, September 2011, which offers insight on this relevant topic.

The National Capital Language Resource Center, besides focusing its issues this year on one of the 5C's of the Standards for FL Learning in the 21<sup>st</sup> Century, has introduced in its September 2011 issue, a task template in order to develop our assessment tasks. This is provided in order to serve as a guide for developing assessments.

We use a task development template when developing assessment tasks. Using the template: reminds the task writer to consider the details of the task, ensuring that it is appropriate to the subject matter, curriculum, and audience; allows for the task to contain the necessary detail for the task to be used or adapted by colleagues; and allows an instructor to develop parallel tasks for different languages or proficiency levels.

Below is the "Task Development Template", © Center for Applied Linguistics, complete with tips about the importance and purpose of each section.

**Instructions:** This worksheet will help you develop assessment tasks. For each task, complete the matrix below.

**Name of Task:** The name of the task doesn't need to contain every aspect of the task but should be a fun and easy way for you and your students to identify the task.

**Communicative Mode(s) Assessed:** Your task should target (a) specific communicative mode(s).

**COMING TO YOUR HOME  
MAILBOX:  
LILT Spring General  
Membership Meeting  
Thursday, May 17, 2012  
San Marco Ristorante,  
Hauppauge; cost \$31  
Ballot for the election of the  
2012-2014 LILT officers  
REMEMBER TO VOTE!!!**

**Target Proficiency Level:** Bear in mind the proficiency level of your students so that the task you design allows them to show you how much they can do. This will help you to design a task that is both appropriate for your students and informative to you.

**What Grade/Age Levels Is The Task Written For:** You want to develop a task that is meaningful to your students! Asking students to perform tasks that are not realistic for them (even though they may be realistic for adults or students of a different age) will affect their ability to complete them.

**Background and Context:** Use the space below to write the background and context.

*A good task should be contextualized. The task instructions should include a thorough description of the background and context. Providing context also supports task authenticity. You should consider the following. What information will you provide to give the student a foundation for completing the task? Describe the scenario in which the student is completing the task. What materials will you provide to support task completion? Describe any input (written, oral, or graphic) that will be included in the task.*

**Instructions to Students:** Use the space below to write the instructions. You may also want to include additional materials such as worksheets or graphics that are a part of the task.

*In this section, you will describe what instructions will be given to students. Good instructions should be explicit, clear and tell the students what is expected of a response. You should consider the following.*

*What will students have to do? For example, will they read a text in the target language and respond to questions in English? Listen to a conversation and circle the picture that corresponds to the main topic? Write the name of a food next to a picture of it? Ask a simple question about a schedule? To what question or statements will students respond?*

**Expected Response:** Use the space below to describe the criteria of an expected response. You may also want to write a sample response.

*A good task includes clear expectations. Having clear criteria is important to the reliability of the assessment. In addition, these criteria should be shared with students so they have a clear idea of what is expected on the task and can benefit from feedback on their performance.*

*Look at the background, context, and prompt that you have written above and ask yourself the following. Is there enough information for students to create the expected response? Does the expected response match the target proficiency level of my students? Is the expected response something that I would expect from students of this level in real life?*

*Reprinted from the National Capital Language Resource Center website, January 2012. Submitted by Linda*

*Lipani, St. Mary's HS, Manhasset*

### **SPOTLIGHT ON KERRI TITONE**



Kerri Titone received her BA in Italian, University of Delaware; her MA in Italian, Stony Brook University; has completed her AP and IB certifications, and is now working on her School Building/District Leadership Certification at Stony Brook University.

Kerri teaches Italian at Northport High School. On October 28-29,

2011 she received the Teacher of the Year Award from the National Italian American Foundation (NIAF) in Washington, DC. Among the distinguished guests were President Barack Obama, Former House Speaker Nancy Pelosi and All-Star Mike Piazza.

NIAF, a nonprofit organization that promotes Italian-American culture and heritage, honors elementary, secondary and college teachers who have shown dedication to teaching, and who have inspired students of any background to love Italian.

Kerri has lived in Siena and brings students to Italy to experience the excitement and wonder of all things Italian. Ms. Titone brings a deep appreciation of language, history and culture to her classroom every day. She has presented at the LILT's Professional Development Workshops and the LILT Annual Conference, and shared some of her no-fail activities. (You may access these activities at the end of the electronic edition of this newsletter on LILT's website, LILTFLL.ORG.)

Kerri begins her classes with a cultural fact of the day to enrich her student's Italian cultural understandings. Her pedagogy includes a comprehensive approach to culture, history, art, traditions, current events, and trends, with emphasis on reading, listening, writing and speaking.

Motivating students to read can be a daunting task. Kerri selects topics that are relevant, and to which students can relate. In her class reading of the first chapter of *Io Non Ho Paura* by Niccolò Ammaniti, silent, pair and popcorn readings allow students to create a good character map in anticipation of watching the film adaptation. Students then create story timelines, illustrate their favorite scenes, make Facebook pages for the characters, and produce skits for class presentation.

To further engage students, Ms. Titone uses creative, challenging, and fun activities with materials from Italian news, music, videos, and poetry. Students learn by researching Italian traditions, festivals, classic and popular music, destinations, cars, and institutions. Her students are always asked to think critically, and to use Italian when expressing their thoughts. One of their favorite activities is Pic-Tac-Toe. (See electronic posting

of this edition on LILT's homepage.)

Speaking in class is encouraged by using open-ended questions and skits, often with props and costumes. It is not unusual to see feather boas, diva glasses or a doctor's stethoscope in her classroom.

To keep her students motivated, Ms. Titone keeps her students moving with games, cook-offs, bocce tournaments, and recreations of Italian masterpieces through different media. Field trips to the Lower East Side Tenement Museum, the Metropolitan Museum of Art, the Guggenheim Museum, Eataty, Little Italy, and the Discovery of Pompeii in NYC are all part of her teaching agenda.

"It's okay to make mistakes if you can be reflective and make an effort to improve upon them," Ms. Titone says. "When students struggle, I remind them I am not a native speaker, and they too can become proficient in Italian through studying and dedication."

By maintaining a positive and open-ended learning environment, Kerri has been able to inspire students to continue learning Italian, and be reflective of their education, and oftentimes change their attitude towards learning. Many of her former students continue studying Italian in college.

*Submitted by Anahí Walton-Schafer, Northport HS*

### **HE WANTS SUBJECTS, VERBS AND OBJECTS**

This interview of Richard Anderson, chief executive of Delta Air Lines, was conducted and condensed by Adam Bryant. In hiring, Richard Anderson, C.E.O. of Delta Air Lines, says he looks for a strong work ethic and effective communication skills.

*Q. What was the most important leadership lesson you learned?*

A. I've learned to be patient and not lose my temper. And the reason that's important is everything you do is an example, and people look at everything you do and take a signal from everything you do. And when you lose your temper, it really squelches debate and sends the wrong signal about how you want your organization to run. And it was a good lesson. It was a long time ago. And I had a C.E.O. who I was very close to, and he just took me aside and gave me a really short instruction about it. And it was a really important instruction.

We have a tendency in these jobs to push really, really hard and want to go really, really fast. Change can't ever be fast enough. But you do have to be patient enough and make sure that you always remain calm.

*Q. Are there other things that you've learned to do more of, or less?*

A. You've got to be thankful to the people who get the work done, and you've got to be thankful to your customers. So, I find myself, more and more, writing hand-written notes to people. I must write a half a dozen a day.

*Q. Looking back over your career, even to the early years, do you recall an insight that set you on a different trajectory?*

A. Yes, and it was actually at my first job while I went to night law school at South Texas College of Law. And I had a good full-time job as the administrative assistant to the D.A. And what you understood was you really needed to be a problem-solver, not a problem-creator. You know, don't bring a Rubik's cube to the table, unless you have an idea on how you're going to try to get an answer. And always try to be a leader that comes up with the creative answers to the hard problems.

*Q. And what about advice on your career?*

A. If you just focus on getting your job done and being a good colleague and a team player in an organization, and not focused about being overly ambitious and wanting pay raises and promotions and the like, and just doing your job and being a part of a team, the rest of it all takes care of itself.

*Q. Did somebody give you that advice, or was that something that you came to understand yourself?*

A. My mother and father died from cancer when I was 20, and so I was working full time, and I was pretty fortunate to be around a lot of good people that had that kind of culture and approach to things. It was just by osmosis that I came to those kinds of conclusions.

*Q. Let's talk about hiring. What are you looking for in job candidates?*

A. Typically, when you're hiring a vice president of a company, they already have the résumé and they already have the experience base. And so what you're trying to find out about are the intangibles of leadership, communication style and the ability to, today, really adapt to change.

And there are a lot of ways to go at that. I like to ask people what they've read, what are the last three or four books they've read, and what did they enjoy about those. And to really understand them as individuals because, you know, the résumés you get are wonderful résumés. Wonderful education, great work history. So you have to probe a little bit deeper into the human intangibles, because we've all seen many instances where people had perfect résumés, but weren't effective in an organization.

So it's not just education and experience. It's education, experience and the human factor. The situational awareness that a person has and their ability to fit into an organization and then be successful in the organization. It's a whole series of intangibles that are almost gut instincts about people.

*Q. What other questions do you ask?*

A. You want to know about their family. Where they grew up. What their parents did. Where they went to high school. What their avocations were. How many kids they

had in their family. You know, what their whole *background and history* is.

I learned that from a C.E.O. I worked for. The C.E.O. wouldn't really spend that much time on the résumé, but spent most of the time wanting to know everything about the person's life, family, what they liked, where they liked to go on vacation, what their kids were like. And it gave you a really good perspective about who they were as people.

You spend more of your waking time with your colleagues at the office than you do with your family and when you bring someone into that family — we have 50 senior leaders at our company and 70,000 employees — you need to make sure that they're a fit to the culture. And that they're going to be part of that group of people in a healthy functioning way.

*Q. What are you listening for as somebody describes their family, where they're from, etc.?*

A. You're looking for a really strong set of values. You're looking for a really good work ethic. Really good communication skills. More and more, the ability to speak well and write is important. You know, writing is not something that is taught as strongly as it should be in the educational curriculum. So you're looking for communication skills.

You're looking for adaptability to change. You're looking at, do you get along well with people? And are you the sort of person that can be a part of a team and motivate people? You know, do you have the emotional I.Q.?

It's not just enough to be able to just do a nice PowerPoint presentation. You've got to have the ability to pick people. You've got to have the ability to communicate. When you find really capable people, it's amazing how they proliferate capable people all through your organization. So that's what you're hunting for.

*Q. And is there any change in the kind of qualities you're looking for compared with 5, 10 years ago?*

A. I think this communication point is getting more and more important. People really have to be able to handle the written and spoken word. And when I say written word, I don't mean PowerPoints. I don't think PowerPoints help people think as clearly as they should because you don't have to put a complete thought in place. You can just put a phrase with a bullet in front of it. And it doesn't have a subject, a verb and an object, so you aren't expressing complete thoughts.

And a lot of what we do in communication, when you write e-mail, you need to express yourself very clearly so people understand whether we're going to L.A. today or we're going to Boston today.

The second thing is, I think you've got to have what our pilots call operational awareness. You've got to have your head up. You know, when you're flying an airplane, you've got to have your head up and you've got to have situational awareness of everything that's going on

around you. There is so much going on in the world today, you've got to know what's going on globally, what's going on around you, particularly today with what's going on in this economy.

And, third, you've got to have not just the business skills, you've got to have the emotional intelligence. It's not just enough to be the best person operating an H.P. calculator. You have to have the emotional intelligence to understand what's right culturally, both in your company and outside your company.

*Q. Any good management or leadership books that you've read?*

A. I think good history books are the best books on management. And particularly autobiographies and biographies. Right now, I'm reading "Theodore Rex."

*Q. What about time management?*

A. Only touch paper once. No. 2, always have your homework done. No. 3, return your calls very promptly. No. 4, stick to your schedule. I keep my watch about 10 minutes ahead. It's important to run on time, particularly at an airline. And use your time wisely. And then, once a month, take the rest of the calendar year, or the next six months and re-review how you are using your time and reprioritize what you're doing.

*Q. How do you run meetings?*

A. One, get the materials out ahead of time and make sure they are succinct and to the point. Second, start the meeting on time. Third, I tend to be a stoic going into the meeting. I want the debate. I want to hear everybody's perspective, so you want to try to ask more questions than make statements.

I don't think it's appropriate to use BlackBerrys in meetings. You might as well have the newspaper and open the newspaper up in the middle of the meeting. So let's stay focused on what we're doing. Let's have a really good debate, but it can't get uncollegial. If it gets uncollegial, we actually have a bell you can ring, in the conference room.

*Q. Tell me more about this.*

A. If you are in a really hard debate and somebody veers off the subject and goes after you in a way that isn't fair, you get to ring the bell. It's a violation of the rules of the road. So you ring the bell if something wasn't a fair shot, and we all laugh.

*Q. If you had to choose another profession, what would it be?*

A. Probably a public defender. I enjoyed doing criminal trial work. Teach law school or go back into health care. You know, I spent three years at UnitedHealth Group, and the health care problems we face as a country are so daunting that it would be interesting, particularly given the focus on our government today, on trying to solve that set of problems.

# PROFESSIONAL CALENDAR

March 23	FLACS Conference, Queens College, CUNY	May 17	LILT Spring General Membership Meeting, San Marco Ristorante, Hauppauge
March 24	LILT Student FL Competition judging		
March 29	LILT Poster Contest Judging		
March 31	Deadline for LILT Plaque orders	May 17	AATF Nassau, <i>Distribution des Prix</i> , Herricks
April	LILT Professional Development Workshops end	May 19	AATI Annual Luncheon, West Hempstead
April 2	AATF Nassau, Poetry Contest	July 5-8	AATF Annual Convention, Chicago, IL
April 15	<i>Jazz It Up</i> with Paquito D’Rivera, SUNY Old Westbury	July 7-10	AATSP Conference, San Juan, PR
April 15	Deadline for LILT Awards, Grant & Stipend	Aug. 7-10	NYS AFLT Summer Institute, Oneonta, NY
April 20	AATI Professional Meeting, N. Massapequa	Oct. 5-6	NYS AFLT Annual Conference, Saratoga Springs, NY
Apr. 20-23	NECTFL Conference, Baltimore, MD	Oct. 17-21	ASLTA and CIT Conference, Charlotte, NC
Apr. 27-28	NYS AFLT Colloquium, Binghamton, NY	Nov. 16-18	ACTFL, AATI, AATG Annual Meeting, Philadelphia, PA
April 28	AATI Poetry Contest, SUNY Old Westbury		

*Q. Are you a list keeper?*

I use Moelskines. It’s just a list of things. Sometimes I’ll just sit down and write what I’m thinking about things, because I’m not a PowerPoint person. I’ll start at the upper left corner of the page and start writing, in complete thoughts, what I think. I have a long paper that I’m writing about our marketing strategy.

*Q. What would you like to see business schools teach more?*

A. When you’re managing as much change as corporations globally must deal with today, the ability to communicate and communicate effectively is so important that it ought to be a core capability in a business school curriculum. We measure, study, quantify, analyze every single piece of our business. Business schools in the United States have done a phenomenal job of creating that capability. But then you’ve got to be able to take all that data and information and transform it into change in the organization and improvement in the organization and the formulation of business strategy.

You’ve got to execute, and that human factor part is important. I know it’s intangible and it’s not like finance where 2 plus 2 is 4. I don’t know where it can be taught, but it can certainly be studied.

*Reprinted from The New York Times, April 25, 2009. Submitted by the editor.*

### FOOD FOR THOUGHT

Pedantry and mastery are opposite attitudes toward rules. To apply a rule to the letter, rigidly, unquestioningly, in cases where it fits, and in cases where it does not fit, is pedantry... To apply a rule with natural ease, with judgment, noticing the cases where it fits, and without ever letting the words of the rule

obscure the purpose of the action or the opportunities of the situation, is mastery. George Polya, Hungarian professor of mathematics (1887-1985)

True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own. Nikos Kazantzakis, Greek poet and novelist (1883-1957)

Wear your learning, like your watch, in a private pocket, and do not pull it out and strike it merely to show you have one. If you are asked what o’clock it is, tell it, but do not proclaim it hourly and unasked, like the watchman. Lord Chesterfield, English statesman and writer (1694-1773)

Poetry, indeed, cannot be translated; and, therefore, it is the poets that preserve the languages; for we would not be at the trouble to learn a language if we could have all that is written in it just as well in a translation. But as the beauties of poetry cannot be preserved in any language except that in which it was originally written, we learn the language. Samuel Johnson, English lexicographer (1709-1784)

What we think, or what we know, or what we believe, is in the end, of little consequence. The only thing of consequence is what we do. John Ruskin, English author, art critic, and social reformer (1819-1900)

Mediocrity doesn’t see beyond itself, but talent recognizes genius. Sir Arthur Conan Doyle, English author (1859-1930)

Nature does not hurry, yet everything is accomplished. Lao Tzu, Chinese philosopher (Lived around 100 BC.)

*Thank you to Linda Lipani, Janet Picataggio, Nancy Russo-Rumore, Ron Taub, and Anahí Walton-Schafer for proofreading this edition.*



Richard Gentile  
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**MEMBERSHIP IS FOR THE CALENDAR YEAR**

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**MAIL-IN MEMBERSHIP APPLICATION ONLY (Go to LILTFLL.ORG to register on-line.)**  
**PRINT VERY CAREFULLY IN BOLD BLUE OR BLACK INK.**  
**\*REQUIRED FIELDS**

Last Name\* \_\_\_\_\_  **New**, First Name\* \_\_\_\_\_

Former Last Name \_\_\_\_\_

Home Address\* \_\_\_\_\_  **New**

City\* \_\_\_\_\_ State\* \_\_\_\_\_ Zip\* \_\_\_\_\_

Home Phone\* (     ) \_\_\_\_\_  **New**, Home Fax (     ) \_\_\_\_\_  **New**

**E-MAIL ADDRESS\*** \_\_\_\_\_  **New**

School Name/District \_\_\_\_\_  **New**

School Address \_\_\_\_\_  **New**, State \_\_\_\_\_ Zip \_\_\_\_\_

School Phone\* (     ) \_\_\_\_\_  **New**, School Fax\* (     ) \_\_\_\_\_  **New**

Languages and levels you teach.\* \_\_\_\_\_

Dues\* (check one):  \$20 Individual  \$10 Full-Time Student  \$10 Emeritus  \$500 Lifetime

I am a **NEW** LILT member\*.  I am **RENEWING** my LILT membership\*.

I am interested in being a **JUDGE** for the LILT Student Foreign Language Competition\*.

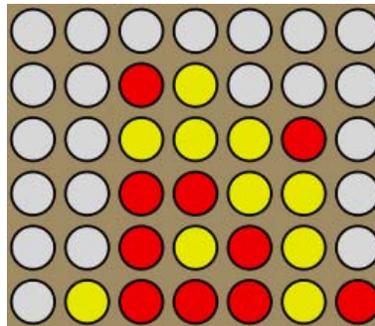
Make check **PAYABLE TO LILT** and mail to: Ron Taub, 16 Radford Road, Lake Grove, New York 11755

## **FOUR NO-FAIL ACTIVITIES**

Kerri Titone, [kritone@northport.k12.ny.us](mailto:kritone@northport.k12.ny.us)

### **CONNECT 4**

1. Separate the class into 4 even groups, and assign each one a color. The team must choose a captain.
  - a. Or you can use a more creative way to make groups; for groups of 7, write all the conjugations of a verb in the present tense and whoever has the infinitive is the captain.
  - b. Make groups by verb endings, vocabulary categories, etc.
2. Come up with a list of 30 questions you want the students to be able to respond to.
3. Go in order, taking turns asking each group the question they selected. Only read the question 1 time and give them 1 minute to respond.
4. If they get it right, slide the color over the number for the selected question.
5. If they get it wrong, move to the next team.
6. The next team must choose a question to respond to. They may choose a question that was already asked by repeating the number.
7. A team wins when they "Connect 4" of their color on the table in any direction, starting anywhere.



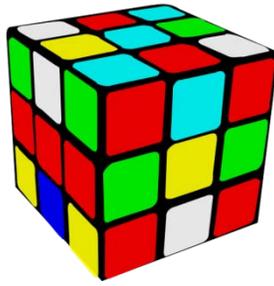
NB The chart can have as many boxes as you have questions. They just have to be equal; 30 questions & 30 boxes, or 42 questions & 42 boxes. The graphic I used is one of a real Connect 4, but I usually make a chart.

The connect 4 can be in any way the teacher wants. I've never done an L shape, but I suppose it would work. I usually just do the standard 4 in a row, horizontal or diagonal.

### **SENTENCE SCRAMBLE**

1. Create a sentence you want students to be able to construct as a class, and write each word on a note card.
2. If you would like to have the class arrange more than one sentence at the same time, then make each sentence a different color.
3. You can do this on the SMART Board by having 1 student come up at a time to re-arrange the parts to the sentence.
  - a. Lesson Activity Toolkit 2.0
  - b. Interactive and Multimedia
  - c. Blue- Sentence arrangement (other colors are available)

NB Lesson activity toolkit is part of SMART Notebook software. (Parts a, b, and c above are all part of this software.)



### ***FULL CIRCLE VOCABULARY***

1. Assign each student a vocabulary word for the new topic you are introducing.
2. Each student is to illustrate their word for homework.
3. The next day, provide a vocabulary list with space for brainstorming, translations, and definitions.
4. Define some words in the target language on the vocabulary list.
5. The students should sit in a circle and in numerical order, show their illustration to the class, read the definition, and write the meaning in English.
6. In another section, you can have the students show their illustrations and then write definitions in the target language individually or as a class.
7. Use the illustrations for daily review, and Fly Swatter!

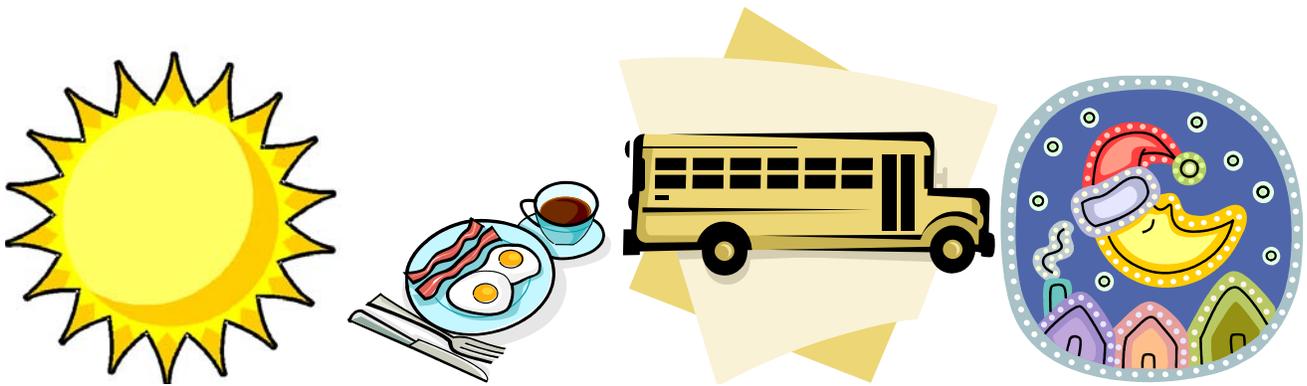
**Bird**



NB Fly swatter is a vocabulary game that most teachers know - hang up pictures of flies all over the room with vocabulary words written on them in the TL, then call out the word in English, or give the definition, and 2 at a time, the students race to swat the fly with the vocabulary word on it. There are many variations.

### ***STORY SEQUENCE***

1. Put students into even groups with a pile of pictures that correspond to those on the board.
2. Together they must narrate a story, then present it to the class after arranging the photos in their order on the board.



NB The pictures for the story sequence have to be in some sort of order for the students to tell an organized story. They can put the pictures in any order they wish, as long as they transition from one to the next, and the story is logical. The example above has 4 pictures, and all pictures should be used in their story. If more pictures were provided, the students could choose which to use in their story/presentation.