

# LILT Newsletter

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## PRESIDENT'S MESSAGE

Dear colleagues,

As we ring in the New Year, I wish to extend my good wishes to all of you for a happy, healthy and successful 2006. The ending of 2005 marks the ending of our celebrations of LILT's 25<sup>th</sup> anniversary and the Year of Languages. The LILT Executive Board hopes for another twenty-five years of offering service to those in the LOTE profession, and wishes LILT's members a year of renewed energy and enthusiasm for the teaching craft.

Multitasking is the order of the day and LILT members and officers seem to be adept 'jugglers'. On January 1<sup>st</sup>, 2006 Lillian Carey (2005 Regional Conference Presenter Program Coordinator) succeeded LILT Past President, Ana Aguiar-Mady as a Long Island Director to the NYSAFLT Executive Board. Along with serving NYSAFLT in this capacity for the next two years, Lillian will also attend LILT Executive Board meetings. She will be working with LILT's Second Vice President, Joe Tursi, Jr. whose NYSAFLT L.I. Director term ends on December 31<sup>st</sup>, 2006. I am sure you join me in thanking Ana for her dedicated work and efforts for the past three years in this capacity, and in congratulating Lillian and wishing her an enjoyable and successful two-year term. Congratulations are also in order for Isabel Cosentino, LILT's First Vice President and AATI Vice President, who has been selected as a member of the NYSAFLT Nominating Committee. The personal time all of them give, along with all those on the LILT Executive Board, is commendable, and should be acknowledged and appreciated by all of us in the LOTE profession. It should be remembered that their demonstrated commitment to LOTE is done totally voluntarily, without any monetary compensation whatsoever.

In the same vein, because of the selfless energies of many, this year's LILT-NYSAFLT Regional Conference entitled: *Moving Above And Beyond the Year of Languages* held on November 12, 2005 at Comsewogue High School was a huge success. Once again this year, LILT employed the use of a *Regional Committee* to expedite all phases of the work and continued the use of a pre-registration process that avoided overcrowded

sessions. There were over three hundred and thirty attendees again this year. Let me take this opportunity to again formally thank all of the people who made this year's conference a great one. Many thanks go to this year's co-chairs: On Site Chair: **Matthew Drucker** and Off Site Co-Chairs: **Francesco Fratto** and **Toni Sanzeri** who orchestrated the many series of tasks that produced the final product on the day of the event. There are also many more who made a substantial contribution. I would like to acknowledge the efficient work of the following persons: **Ana Aguiar-Mady** (Planning Committee Chair), **Bruno Bernardino** (Mailing Committee Chair and On Site Registration), **Sandra Ferreira** and **Andrea Mendicino** (Mailing Committee), **Lillian Carey** (Presenter/Program Coordinator), **Marijean Burke** (Data Technician), **Lillian Carey** and **Isabel Cosentino** (scheduling assistants), **Annette and Richard Gentile** (Catering and On Site Registration), **Ron Taub** (Finances and Conference Setup Assistance), **Joan Militscher** (Schedule/Folder Setup), **Francesco Fratto**, **Adrienne Greenbaum**, **Joan Militscher** (Pre-Registration Tables), Comsewogue teachers: **Britt Lundwall** and **Raphaella Caravetta** (On Site Assistants and Student Helpers), and **Josephine Maietta** (Publicity).

The Conference's Opening Session included a keynote speech/presentation by the Delegate General for Québec, Mr. Michel Robitaille who charmed all of us with his songs that teach as well as his message (a summary is on page 6) targeting the conference theme.

The program this year offered a wide array of workshops, twenty in all, skillfully gathered by Presenter Coordinator **Lillian Carey**. There was something for everyone beginning with FLES: **Mary Jo Clines** (*Lively Lessons for the FLES Class*) and **Rosemary Firestein** (*Recycled Treasure for the FLES Classroom*), AP workshops by: **Lucrezia Lindia** (Italian), **Eugene Lowenberg** (French), **Luci Minutillo** (Spanish), ASL by: **Diane Boos** (*Enriching the American Sign Language Curriculum*) and **Alesia Holewinski** (*ASL Projects, Activities, Do Nows, Oh My!*), ASL *Swap Shop*, workshops for those entering the LOTE profession: *Seven Steps to Efficient Lesson Planning* (**Ronnie**

Maibaum), *Surviving Your First Years in the Classroom* (Adrienne Greenbaum), *The Successful Student Teacher* (Nancy Russo-Rumore), *Organizational Tips, Techniques and Games!* (Franca Fiorentino), technology workshops such as: *Technology in the LOTE Classroom* (Doug Moore), *Mini Internet Lessons for the LOTE Classroom* (Alba Masullo) and innovative general interest sessions such as: *Hopes and Achievements: Collaborative Teaching in LOTE Classrooms!* (Kristen Lincks), *Story Map Your Way to Successful Reading in the LOTE Classroom* (Linda Stack), *Techniques for Goal-Directed Teaching* (Diane Iglesias), *Learning Styles: Different Strokes for Different Folks* (Melissa Perna), *Pack Your Suitcase and Let's Travel* (Christina Visbal), *Linking LOTE: Creating Leaders in Global Citizenship* (Regina Casale). And thanks to all of you members who took the time to come and enrich your skills, network and grow professionally.

In the pages that follow, and also posted on the LILT website (www.liltfl.org), you will find a lot of information on upcoming activities and LOTE related news, such as the Student Language Competition. (Your LILT 2006 membership had to be paid by 12/31/05 in order to participate.) If you wish to serve as a judge this year, please contact Marie Brett at: mbrett@liltfl.org. The date for judging this year will be Saturday, March 25<sup>th</sup> at Mephram HS in Bellmore, Nassau County from 10 AM-2 PM. The Winter Workshop program is now in the mail to you and all department leaders and includes new, exciting workshops and some Saturday dates, planned and based on the June survey results. The Poster Contest information (Theme: *Languages Speak Volumes*) can now

be found online with a series of easy clicks and will also be mailed via US mail to all members soon. Thanks go to Poster Contest Chair, Jane Mooney for preparing the revised paperwork and to Marie Guillet for preparing the poster contest mailing to be sent to all LILT members. Let me take this opportunity to thank webmaster, Rich Hance for all of his work in the redesign of the home page along with Richard Gentile who painstakingly crafted the new look the website sports now. All information regarding LILT stipends and awards can now be found on the website too. I encourage you to submit your applications by the April 15<sup>th</sup> deadline. (N.B.: The deadline for the Teacher Stipend for attendance at the NYSAFLT Annual Meeting is now April 15<sup>th</sup> also.)

As of this writing, the end of year total LILT membership stands at 725 members! In three and a half years LILT has more than doubled its membership! I am awed by

the positive response of the Long Island LOTE community and am very grateful for the support you give to us for our efforts to serve you. I urge each and every one of you to make a New Year's Resolution to become a more active member of LILT. Whether it is for the first time or not, take a Winter Workshop, serve as a judge for the Student Language Competition, enroll your students in the Poster Contest or the Student Language Competition, or attend our annual June Membership Meeting. Please join in with us, meet colleagues from across all of Long Island and foster foreign language acquisition. Together WE CAN, together WE WILL Make a Difference in the lives we touch on Long Island.

I remain united with you in this endeavor,

*Nancy Russo-Rumore*

#### FROM THE EDITOR

Thank you all for the time you took to complete the on-line survey of the *LILT Newsletter*. There were many positive comments for which I am grateful since I now know my efforts as editor are not in vain. Putting together this newsletter takes much time and energy – getting news, organizing, editing and typing, and I'm pleased to know many benefit from reading it. For those of you who are interested in statistics, these are the survey results: 96.8% voted for the *LILT Newsletter* to continue; 96.8% endeavor to read each newsletter; 85.7% enjoy reading the President's Message; 93.7% find the second page, with general news, interesting; 86.9% find AAT news useful, and 98.4% find NYSAFLT news informative; 93.5% discover announcements of LILT activities and meetings effective in planning; 82% refer to the *Professional Calendar*; 88.3% enjoy reading *Spotlight On...*; 96.8% use due date reminders; 84.7% see boxes in the middle of text as effective; 91.7% enjoy reading feature articles; 91.8% find *Teaching Helping Teachers* beneficial in their classrooms; 4.8% use the *LILT Newsletter* for its job listings; 57.4% want 3 yearly mailed editions, so nothing will change in this regard; and, 84.1% use the membership renewal form on the last page.

Many are not aware the *LILT Newsletter* appears on our website (LILTFL.ORG), many times as much as two weeks before it arrives in your mailboxes at home. Former editions are also archived in case you wish to refer to previous articles, as well as other previous LILT announcements and news.

There were also requests for various types of articles: trips abroad; uses of slang; classroom management tips; how to teach a song, story and poetry; current exciting

#### DUE DATES

**Copy for next  
LILT Newsletter**  
March 1, 2006

**Student FL Competition**  
March 1, 2006

**Poster Contest**  
March 16, 2006

**Student Plaques**  
March 31, 2006

**Awards, Grant & Stipend**  
April 15, 2006

**Consult LILTFL.ORG  
for further details.**

learning activities and ideas; movie reviews; dealing with parents; how to best handle and prepare for the Regents; and articles specifically geared to new teachers. As you know from previous editions, I have been begging for articles, and the above is an indication of what is needed. Please take the time to write an article and submit it to me by March 1, 2006, for the next edition in April. If I should have an onslaught of newsworthy articles (my fervent hope), they will appear over several editions as space allows. Your articles don't have to be esoteric or grandly academic. Many times it's the simplest, easiest ideas and techniques that are the most useful and effective. In writing your articles, kindly keep them devoid of personality or aggrandizement. I anxiously await your submissions by March 1<sup>st</sup> for the April edition at [rgentile@liltfl.org](mailto:rgentile@liltfl.org). In the subject box please write *LILT* since I will not open mail from unknown senders.

### **THANK YOU**

to Isabel Cosentino, Adrienne Greenbaum, Marie Guillet, Nancy Russo-Rumore and Ron Taub for proofreading the September 2005 *LILT Newsletter*.

to Isabel Cosentino, Marie Guillet, Jane Mooney, Nancy Russo-Rumore, Ron Taub for proofreading this edition.

to Marie Loria for creating the many beautiful baskets for the fall LILT General Membership Meeting so many enjoyed receiving.

to Nancy Russo-Rumore for her close collaboration with the editor in preparing this edition.

to Joseph Tursi, Jr. for arranging LILT's Fall Membership Meeting at the de Seversky Center.

to the LILT-NYSAFLT Regional Conference Committee for all its hard work in creating a highly successful annual Regional Conference.

### **APOLOGIES**

to Lina Mastragostino for misspelling her surname in the last edition.

### **CONGRATULATIONS**

to Bruno Bernardino on winning NYSAFLT's Annual Meeting Scholarship Award.

to Tom Coleman on receiving NYSAFLT'S Ruth E. Wasley Distinguished Teacher Award K-12.

to Andrea Mendicino on winning LILT's Stipend to Attend the NYSAFLT Annual Meeting.

### **AATI LI**

The RAI website for children's songs and mini-videos of Zecchino d'Oro Children's Programs can be found at: <http://www.antoniano.it/zecc05/index.php>

### **AATSP LI**

AATSP LI sponsored two events this past fall: *My Island, My Home*, an exhibit of 5 Caribbean LI Latino artists at the Long Island Museum (formerly the Museums at

Stony Brook), followed by a wine and *tapas del Caribe* reception *al fresco*, and a workshop on the Day of the Dead at Molloy College. Participants learned about traditions associated with the holiday, made crafts and enjoyed traditional treats. Leslie Wecksler (Baldwin HS) presented the workshop.

Should you have any AATSP LI questions, kindly contact Melisa Maurici, Chapter President, at her work phone, (516) 377-9442.

There is a new website for the promotion of the Spanish language from the Embassy of Spain: <http://www.eduespa.org>.

*There were no other AAT submissions.*

*Please consult the Professional Calendar at the end of this edition for details on dated AAT activities.*

### **SPRACHGEFÜHL**

Sprachgefühl is an English word to denote a feeling for language, or a sensitivity for what is correct language. (From German Sprachgefühl, from Sprache (language) and Gefühl (feeling).)

If you have Sprachgefühl, you have an ear for idiomatically appropriate language. The best illustration of Sprachgefühl, or the lack of it, was an 1855 Portuguese-English phrase book intended to help Portuguese speakers master the English language.

Titled *English As She Is Spoke*, it was authored by one Pedro Carolino. The only problem was that Pedro didn't know any English. On the plus side, he did have a Portuguese-French phrase book. Pedro simply picked up a French-English dictionary and tried the circuitous route: Portuguese to French to English. The results were such gems as:

Names for body parts:

"Of the Man: The inferior lip; The superior lip; The fat of the leg."

Food:

"Eatings: Some black pudding; A little mine; Hog fat; Some wigs; Vegetables boiled to a pap."

Swimming instructions:

"For to swim: I row upon the belly on the back and between two waters."

Idioms:

"Idiotism: Cat scalded fear the cold water."

This book was even used as a textbook in the Portuguese colony of Macao. Regretfully they eventually stopped using it. Imagine, in just a few years, we could have witnessed a lovely new strain of the English language take root.

Pedro was simply ahead of his time. Today anyone can achieve the same results with computer translation: [http://google.com/language\\_tools](http://google.com/language_tools)

Anu Garg, reprinted from Wordsmith.org. Submitted by Richard Gentile, Editor

**2006 – YEAR OF STUDY ABROAD  
AS DECLARED BY THE UNITED STATES  
CONGRESS**

109<sup>TH</sup> CONGRESS  
1<sup>ST</sup> SESSION

**S. RES. 308**

Designating 2006 as the  
“Year of Study Abroad”

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IN THE SENATE OF THE UNITED STATES

NOVEMBER 10, 2005

Mr. DURBIN (for himself,  
Mr. ALEXANDER, Mr. FEINGOLD,  
Mr. CRAIG, Mr. AKAKA,  
Mr. COLEMAN, and Mr. COCHRAN) submitted the  
following resolution; which was considered and agreed  
to

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**RESOLUTION**

Designating 2006 as the  
“Year of Study Abroad”

**Whereas** ensuring that the citizens of the United States are globally literate is the responsibility of the educational system of the United States;

**Whereas** educating students internationally is an important way to share the values of the United States, to create goodwill for the United States around the world, to work toward a peaceful global society, and to increase inter-national trade;

**Whereas**, according to a 2002 American Council on Education poll, 79 percent of people in the United States agree that students should have a study abroad experience sometime during college, but only 1 percent of students from the United States currently study abroad each year;

**Whereas** study abroad programs help people from the United States to be more informed about the world and to develop the cultural awareness necessary to avoid offending individuals from other countries;

**Whereas** a National Geographic global literacy survey found that 87 percent of students in the United States between the ages of 18 and 24 cannot locate Iraq on a world map, 83 percent cannot find Afghanistan, 58 percent cannot find Japan, and 11 percent cannot even find the United States;

**Whereas** studying abroad exposes students from the United States to valuable global knowledge and cultural understanding and forms an integral part of their education;

**Whereas** Congress recognized through the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.) that the

security, stability, and economic vitality of the United States in an increasingly complex global age depend largely upon having a globally competent citizenry and the availability of experts specializing in world regions, foreign languages, and international affairs;

**Whereas** the Coalition for International Education, an ad hoc group of higher education organizations with interests in the international education programs of the Department of Education, and Government Accountability Office reports have found that Federal agencies, educational institutions, and corporations in the United States are suffering from a shortage of professionals with international knowledge and foreign language skills;

**Whereas**, according to the Coalition for International Education, institutions of higher education in the United States are struggling to graduate enough students with the language skills and cultural competence necessary to meet the current demands of business, government, and educational institutions;

**Whereas** a survey done by the Institute for the International Education of Students shows that studying abroad influences subsequent educational experiences, decisions to expand or change academic majors, and decisions to attend graduate school;

**Whereas** substantive research literature demonstrates that some of the core values and skills of higher education are enhanced by participation in study abroad programs;

**Whereas** study abroad programs not only open doors to foreign language learning, but also empower students to better understand themselves and others through a comparison of cultural values and ways of life;

**Whereas** study abroad programs for students from the United States can provide specialized training and practical experiences not available at institutions in the United States;

**Whereas** a blue ribbon task force of NAFSA: Association of International Educators, a global association of individuals dedicated to advancing international education and exchange, found that a national effort to promote study abroad programs is needed to address a serious deficit in global competence in the United States;

**Whereas** the bipartisan, federally-appointed Commission on the Abraham Lincoln Study Abroad Fellowship Program, established pursuant to section 104 of the Miscellaneous Appropriations and Offsets Act, 2004 (division H of the Consolidated Appropriations Act, 2004 (Public Law 108–199; 118 Stat. 435)), is scheduled to make recommendations by December 1, 2005, for a national study abroad program to meet this need: Now, therefore, be it

**Resolved**, That the Senate

- (1) designates 2006 as the “Year of Study Abroad”;
- (2) encourages secondary schools, institutions of higher learning, businesses, and government programs to promote and expand study abroad opportunities; and
- (3) encourages the people of the United States to
  - (A) support initiatives to promote and expand study abroad opportunities; and
  - (B) observe the “Year of Study Abroad” with appropriate ceremonies, programs, and other activities.

### **MY SUMMER IN RUSSIA – 2005**

by Linda Stack, Plainview Old-Bethpage JFK High School, winner of the NYSAFLT and Linkages Russian Scholarships (For more information, you may contact Linda Stack at: lstack@pob.k12.ny.us.)

If this is summer it must be... Russia???? Quite an unusual destination for a teacher of Spanish, Italian and ESL. This summer of 2005 I was privileged to participate in a cultural exchange for teachers with the city of Novgorod, Russia. I have traveled through many parts of Europe and the world and have experienced many diverse cultures. However, the Russian culture remains an enigma to many, as it is still not easy to travel there on one’s own.

My idea of traveling to a foreign destination goes beyond just a sightseeing tour of the major monuments. I prefer to get to know the people up close and personally. This was such an opportunity. I must admit I had considerable trepidation about traveling to Russia since I do not know the language. I am accustomed to generally being able to understand the language of my destination and communicate with the people. I did try to learn some Russian on my own before traveling, but the difference in the alphabets made it even more difficult. Since Russian was totally new to me, as I practiced, I came to appreciate some of the frustration my own students feel as I whisk them through Spanish or Italian. However, once I was immersed in Russian culture, the learning curve accelerated exponentially. I learned sounds, words, and even the letters of the alphabet. Eventually, I managed to get around somewhat on the subway system in St. Petersburg and Moscow on my own. Speaking Russian is not a requirement before participating in this program, but knowing a bit is helpful especially when you’re on your own.

My first contact in Russia was with Elena, who met us at the airport. She was warm and welcoming. Thankfully,

her English was wonderful and she got us through the maze at the airport, and on the way to Novgorod with a car and driver that was sent for us. On our three-hour drive we got our first glimpses of the Russian countryside.

For the next two weeks, I lived like a Russian citizen of Novgorod, even commuting by bus to school. A retired teacher, Nina, and her husband hosted me for the two-week stay. Once again, her exceptional command of English was a welcome relief! Not many people in the city spoke English.

The best part of our stay was about to begin. My co-teacher, Tracy Cretelle, and I began the very next day on our two weeks of lessons for Russian teachers of English. It was a joy each day to go to class and share our materials with these wonderful, dedicated teachers.

Tracy and I had met beforehand in Albany (I am from Long Island and she is from Rochester.), and we had prepared lessons that would be of interest. We brought materials with us - as much as we could possibly carry on the airplane! Tracy and I decided to co-teach the class rather than divide it up. From the very first day we felt welcome by our Russian colleagues. They were enthusiastic to learn about everything we had prepared. Our first task was to help them overcome their shyness about speaking English. We modeled all the behaviors we were teaching—including co-teaching. It

wasn’t long before we felt like a close group of friends, and our Russian colleagues were speaking out more and more. Of course, their level of English varied considerably among the group, but we used cooperative learning techniques and group work so that everyone felt comfortable –and no “teacher was left behind!”

All the school activities were organized and managed so well by Galina. She made sure we had tea, coffee, and a snack during our break, and after classes she provided a typical Russian lunch. Every afternoon a volunteer hosted a tour somewhere in the city. This was a great way to see the city as well as get to know the people even more personally. In the evenings we corrected papers and worked on ideas for the next day.

In this short time, we grew to know our students well, and leaving at the end was an emotional day. They told us they liked what we taught them and that it will be useful for them. But they taught us many things as well, as we got an insight into the Russian people through our discussions of “hot topics” in education and contemporary society.

After the two weeks, I made plans for my husband to meet me in St. Petersburg and we spent about twelve days traveling through St. Petersburg and Moscow, and

### **LILT ARCHIVES**

Former *LILT Newsletters*, conferences and workshops, general membership meetings, poster contests, student FL competitions, etc. have been archived.

**Log onto [LILTFL.ORG](http://LILTFL.ORG)**

Helsinki on the way back home. This gave me a chance to see what life in the large, major cities in Russia is like and how it is different from life in Novgorod.

All in all, it was a very rewarding experience. It took work and preparation ahead of time, but the reaction of the teachers made it all so worthwhile. They were so grateful we had come to share our information with them. Most of them will never have the opportunity to travel to America, and they are all so curious about us and our lifestyle.

Many have stereotypical ideas of Americans; so I am glad they got to know us as real people, and not the people they see portrayed on television, in movies or in magazines. In these couple of weeks we taught our Russian colleagues about our educational methods, but I think we also helped make the world just a little bit smaller. And that feels good. If you want to share a little bit of yourself with colleagues on the other side of the world, the emotional rewards are well worth the effort, and you will come away gaining as much as you give.

#### **REGIONAL MEETING KEYNOTE ADDRESS**



*The 2005 LILT-NYSAFLT Regional Conference was addressed by Mr. Michel Robitaille, the Delegate General of the Quebec Government House in New York City. His offices work to promote the wealth of cultural, economic, political and educational interests of the Province of Québec in the Mid-Atlantic Region.*

Quebec, only a 6 hour drive from New York City, has had a successful policy on foreign language education for many years, and thus exemplifies the title of this conference, *Moving Above and Beyond the Year of Languages*. According to the 2000 decennial census, 9.3% of Americans speak both their native language and another language fluently. In 2001 in Quebec, 40.8% of its residents are bilingual, and almost 10% are trilingual (15% in the Greater Montreal Region). This phenomenon is largely due to the co-existence of multiple languages in Quebec, and bilingualism and multilingualism are more pronounced in the Montreal region. Quebecers are comfortable with what Canadians call a pluralist society, not only because of the co-habitation of French and English speakers, but also because of the contribution of immigrant communities and the acceptance of multilingualism in contemporary Quebec. Immigration since 1970 has enriched Quebec society culturally, socially, economically, scientifically and technologically. (The most commonly heard third languages in Quebec after French and English are Italian, Spanish, Arabic, Chinese, Greek, Vietnamese, Portuguese, Armenian and Polish – 10.3% of the total Quebec population, 29% of the Greater Montreal region.

The languages of the 10 Amerindian nations and the Inuit nation, totaling 67,000 inhabitants, account for approximately 1% of Quebec's population.)

Regarding language usage, Mr. Robitaille suggested the difference between Quebec and New York is very important. Both societies manifest a wealth of cultures; however, Quebec's society, while primarily French-speaking, encourages bilingualism, trilingualism and even multilingualism. In part it is precisely its educational policy that fosters this rich, linguistic environment. In Quebec, English had been taught in 4<sup>th</sup> grade at the primary school level; beginning with the 2006-2007 school year, it will now be part of the regular curriculum at the first grade of elementary school. In addition, starting on May 1<sup>st</sup>, 2007, in order for a student to graduate from secondary school, he or she must obtain the Quebec diploma for English acquisition.

Bilingualism and trilingualism benefit Quebec enormously because it enables successful business relations. Quebec is 42 times smaller than the population of the United States, yet 82% of Quebec's exports are sold to the United States, ahead of Taiwan, France and Italy. Quebec ranks 8<sup>th</sup> among US trading partners.

Mr. Robitaille concluded his speech by noting his love affair with the US began in Louisiana with his first job, and where he met his Belgian born wife. Mr. Robitaille also noted because of his bilingualism, he was able to address the LILT-NYSAFLT Regional Conference. He ended by saying language learning is an ongoing process, and the United States, in order to share its successes with the rest of the world, should embrace its pluralism through the ongoing learning and use of foreign languages throughout the country.

*Pictured above, LILT President Nancy Russo-Rumore and Delegate General Michel Robitaille*

#### **WEBSITES FOR MULTI-LANGUAGE RESOURCES**

[www.peacecorps.gov/www](http://www.peacecorps.gov/www) - classroom resources and ideas for service projects, lesson plans, connect with a volunteer, country information

<http://home.mchsi.com/~albeej/pages/LangRead.html> - language, reading and FL K-12 Resources

[http://taste.merlot.org/portal/world\\_languages/index](http://taste.merlot.org/portal/world_languages/index) - World Language Portal – lesson plans and resources

[www.nclrc.org](http://www.nclrc.org) - National Capitol Language Resource Center: culture club, web sites, summer courses, archives, monthly newsletter

[www.bbc.co.uk](http://www.bbc.co.uk) - Click on languages or French, Spanish, German, Italian and others. Holiday phrases with audio in 34 languages

<http://international.loc.gov/intldl/intldlhome.html> - Library of Congress – world cultures and resources

<http://www.cita.net/lessons> - Internet activities for FL classes

www.utm.edu/vlibrary/forlang.shtml - Virtual libraries, extensive resources

### **DID YOU KNOW?**

41% of Europeans speak English, 75% of the world does not know English, and 1 out of 4 people in the world claim competence in English



### **SPOTLIGHT ON TANIA DESIMONE**

Tania DeSimone of Herricks HS, is one of the most dedicated teachers I have come across in close to 15 years of working with educators on the elementary, secondary and university levels. She does not see teaching as a job - it is her calling. Preparing exciting activities and events for her students is as much a part of her life as eating and sleeping. She comes in early to school on a daily basis in order to prepare worksheets with up-to-date information that she gleans from the Internet. She is not satisfied to use materials that she created last year, or even last month. She designs new activities every day, as current events change in the Spanish-speaking world. She stays late to help students prepare for tests, to write letters of support for college applications, and to collaborate with her fellow teachers on lessons.

Tania loves her students and they love her. She is unselfish with her time as she takes students "under her wing" to guide them through such disparate activities as salsa dancing, the Hofstra Spanish Poetry competition, and the National Spanish Exam. She recently founded the Don Quijote chapter of *Sigma Delta Pi*, the Spanish Honor Society, for the school. In her teaching and through her example, Tania inspires her students not only to speak Spanish, but also to live and breathe the culture as well.

Comments from Tania's students reflect the deep and lasting effect she has had on them:

"Had it not been for Ms. DeSimone, I do not think I would truly have any serious interest, not any serious skill, in the Spanish language. Thanks to her, it is now an

integral part of my education, as well as my life."

"Her class is like an odyssey. You never know what to expect, which makes it so much more exciting. While having fun, she still manages to teach us what is part of the curriculum and beyond. My favorite part of her class is when she plays Spanish music and we sing along with the lyrics she provides us with. It is the most helpful and effective technique because the songs provide us with new expressions and new vocabulary words."

"Ms. DeSimone's unconventional teaching style combines academics and culture to teach the language... She has tapped into a well of inspiration that has given birth to some of the most in-depth Spanish poetry I have ever written. I decided to do my senior experience project on Spanish poetry, creating my own anthology... She made my success her own personal endeavor."

She is completely dedicated to her students' success - both in the academic arena and in their personal lives.



During her free periods, our department office is filled with students who come for her advice, support and simply to share music or jokes. She serves as mentor, role model and confidant for her students, and for her colleagues as well.

Tania received her B.A. from the State

University of NY at Binghamton in Spanish and Italian, and an M.S. from Teachers College, Columbia University in the Teaching of Spanish. She's traveled to Seville, Barcelona, Salamanca (where she lived for one year), the Dominican Republic, and has studied in Costa Rica, Puerto Rico and Cuernavaca, Mexico.

Submitted by Dr. Lori Langer de Ramirez, Chairperson

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## **TEACHERS HELPING TEACHERS**

### **TEACHER TIPS FROM THE OYSTER BAY- EAST NORWICH SCHOOL DISTRICT**

The following, successful activities were used during The Year of Languages, but can easily be used during Foreign Language Week. They engage students and make their foreign language studies meaningful and exciting.

At the elementary levels students can learn to dance (can-can, tarantella, flamenco), perform fairy tales (*Boucle d'Or et Les Trois Ours*, *Pinocchio*, *Blanca Nieve*) or learn songs (*Frère Jacques*, *Santa Lucia*, *Cielito Lindo*).

Secondary level students can learn about cultural events by researching and re-enacting celebrations such as *Le Jour des Rois*, *La Befana* or *El Día de los Muertos*. Other departmental faculty members might present interdisciplinary projects, such as medieval cathedrals, pre-Colombian ruins, Greek and Roman civilizations, etc. Students can then prepare projects researched on the Internet using target language websites. Librarians can be asked to showcase foreign language authors and books. An International Night at the school can include ethnic foods while showcasing student talents via international dance, songs, skits and poetry recitations.

Submitted by Liliana Policano

## **TEACHER TIPS FROM CENTEREACH HS**

### **E-BOARD, BLOGS AND THE CLASSROOM**

Last year the development of blogs took hold of our society and many teachers began to use this as a method of communicating with students out of the classroom. The new and hugely popular E-BOARD has taken over this year. *E-Board.com* describes this as a “simple tool that allows educators to quickly and easily post classroom information online for parents and students.”

### **REVITALIZE YOUR FRENCH PROGRAM PRESENT A FRENCH DAY**

Plan a French Day where students will enjoy a day of sampling delicious French food, fun activities such as the French Waiter Race (Students carry three plastic glasses filled with water on a tray over their heads, as French waiters do, from one predetermined point to another. The one who spills the least amount wins.), a film (previous successes: *Au Revoir les Enfants*, *Jean de Florette/Manon des Sources*, *L'Argent de Poche*), a fencing demonstration, a fashion show, a musical performance, and *pétanque* (played like *bocce*). Plan French mini-lessons at the middle school for all students before they select their language of study. For more information and pictures please visit [chsfrench.blogspot.com](http://chsfrench.blogspot.com).

### **ACTIVITIES FOR THE FOREIGN LANGUAGE CLUB**

Advisors—do you have trouble coming up with fun and interesting activities for your students? This year, the Language Club has enjoyed thematic meetings with over 40 students in attendance. The first meeting was *International Foods*, followed by *Sports*, and the next meeting will feature *Holidays*. During these meetings students discuss and show examples of their cultures. Students sampled foods from across the globe, and enjoyed talking about their heritage. For the sports meeting there was a fencing demonstration.

Submitted by Bruno Bernardino

*The editor would also like to note that Bruno was the winner of NYSAFLT's stipend to attend its annual meeting. He was very impressed with his first conference and learned much about Quebec and the Acadians. He will be incorporating this new knowledge in his classroom teaching.*

### **TIPS GLEANED FROM THE 2005 NYSAFLT ANNUAL MEETING**

*Successful IEP's in the Classroom* - The following methods are recommended to better help students: Allow and encourage students to bring a tape recorder on review days since he/she may not be able to complete or read notes taken in class; allow students to take individual tests to demonstrate he/she can learn; seat students near the teacher's desk; say student's name before addressing him/her; mark students correct

and acceptable work, not his/her mistakes; give shorter tests more frequently since the amount of material and the length of tests influence results; and, accept homework typed by the student, or dictated by him/her and recorded by someone else.

*These Are a Few of My Favorite Things* - For clothing review, students color and clothe paper dolls. They then write descriptions using clothing vocabulary and color words. For Valentine's Day, give each student a blank Valentine's Day card or note, and have him/her write a note in the foreign language to his/her parents. Drawing for vocabulary review – The students tell the teacher what to draw, reviewing vocabulary, placement, color, numbers, etc. For example, if the teacher were reviewing a face, an individual or groups of students would take turns telling the teacher (or another student) what to draw, giving direction to successfully complete a face.

*Music for Learning, With or Without Words* – When using songs in the classroom, you can ask students to write new verses to the music; study word families; a short movie plot or skit based on the music; a letter to a person in the song; or a poem based on the music. The following composers were recommended for Relaxed “On Task” Alertness activities: Mozart, Hayden, Bach, Handel, Vivaldi (especially the *Four Seasons*), Stephen Halpern (*Music for Accelerated Learning*), and Satie's *Gymnopédies*. These composers help students concentrate because of repeated musical phrases and patterns creating a state of relaxed alertness. Music of 60 beats/minute or less makes the student the most receptive to learning. Consult <http://sonidos.heinle.com> for artists, additional activities, downloadable PowerPoint slides, etc.

Submitted by Andrea Mendicino, 2005 LILT Stipend Winner to attend NYSAFLT's Annual Meeting. *Ms. Mendicino enjoyed meeting other FL teachers throughout NY State and attending various workshops at her first ever NYSAFLT Annual Meeting.*

### **CELEBRATING MONTHLY HOLIDAYS**

The Calendar, an activity for beginning or intermediate students: Assign each student or group of students (depending on the size of your class) a month. The student(s) researches a holiday that represents that particular month, and creates a picture. Markers, crayons, magazines, the Internet, whatever comes to mind, can be used. The student(s) then presents the month to the other students in a 1 to 2 minute (longer for intermediate students) oral presentation. The student(s) names the month, the name of the holiday and its date, and from the picture, explains the holiday's details. Since the target language is used exclusively, this activity not only encourages creativity, but also provides an opportunity for alternative assessment. To encourage further class discussion, students ask questions of the

presenter, of each other, or in interview format, about the particular holiday.

Christianne Charles, Baldwin HS

### **CLASSROOM MANAGEMENT TIPS**

How would you define “classroom management?” Is it the disciplining of uncooperative students or is it the efficient use and control of classroom time for teaching and learning in the forty-minute class period? Some would maintain it is the latter which virtually eliminates the need for the former. Research has shown that classroom management has the most impact on student learning. In fact, seasoned educators can agree that although one may have created a most innovative lesson plan with all the “bells and whistles,” the lesson results in failure if it is given in a chaotic, poorly managed classroom. It is for the less experienced classroom teachers the following basics for strong classroom management are offered, keeping in mind that *little things mean a lot*.

*Be consistent* – Everyday, every period you teach, no exceptions. The subtle message this conveys is that you are an organized teacher; with expectations and an agenda, and you are in charge. In order to achieve this:

- Begin IMMEDIATELY at the bell and end at the bell – everyday, no exceptions!
- Give clear, reasonable rules and expectations and follow them, everyday, with all students equally - NO Exceptions.
- Establish routines and procedures – these give students a feeling of security and lowers the tension of the unexpected. Develop routines whether it be a student in rotation giving the day’s weather for your location or for a city of the target culture, having students begin the DO NOW before the bell, having students put homework on the board, having materials handed out in a specific organized way.
- Greet your class at the bell in the target language and expect and demand an answer – from ALL the students. This sets the tone and sends the message that the class begins promptly – everyday – NO exceptions.
- Train your students - Teach them to enter the room before the bell, to sit down and take out homework or start the Do Now. Repeat these directions everyday until the class does this “on automatic”.
- For some just beginning teachers, who may have a problem with “classroom presence,” get into the habit of saying to yourself at the beginning of each class: “This is MY classroom and I command it!” You will be a more effective teacher when one day you finally believe it yourself!
- Never make an idle threat. The first time it is challenged and you do not act upon it is the beginning of “the end” with that class for the rest of the year.

Raise students’ “level of concern” –

- Before the beginning of the lesson, ask students to remove all materials from desktops. In this way there is nothing to distract them from the “only show in town” – your lesson. You will have very clean desktops too because this will aid your development of “classroom vision”, that is, knowing and seeing almost all of what is going on in your room at all times. Students can’t doodle, or do other work. Many beginning teachers who have followed this suggestion have commented that students are much more alert when this procedure is followed.
- Manage the classroom by “walking around”. While you teach, walk around the room, up and down the aisles. The proximity of the teacher will keep students alert. You should never be sitting continuously behind your desk.
- Call on students who don’t raise their hand. Call on students who are sitting behind where you are standing. Develop a sense of which students would be better challenged with the more difficult question, and to whom to ask the easier questions so that all contribute and feel successful.

Show your students you care -

- Notice that new hairstyle, outfit, super-play at a game, and acknowledge this before class as they enter. The message to them is that you noticed them besides the quality of their performance in your classroom. In this way you become more human to them and they will respond more cooperatively in class and in their performance.

Be a role model –

- Earn their respect. Through your actions and comments, convey what you teach is important, and you care very much they learn it. Show them you love the language and it is important to you. Many will respond positively to your example.
- Come to class prepared. Teachers expect their students to come prepared so they should model that behavior too. Respect your students and their right to have the best education by preparing to teach every day – NO exceptions.
- Dress the part. Your appropriate dress sends a lot of subtle messages about your respect for the profession, learning and your students.

For those new to teaching, the above may be a lot to remember. If that’s the case, choose one or two ideas and incorporate them into your teaching. When you feel comfortable with what you’ve included in your daily routine, choose others to incorporate. Eventually you’ll own these ideas and feel totally comfortable using them.

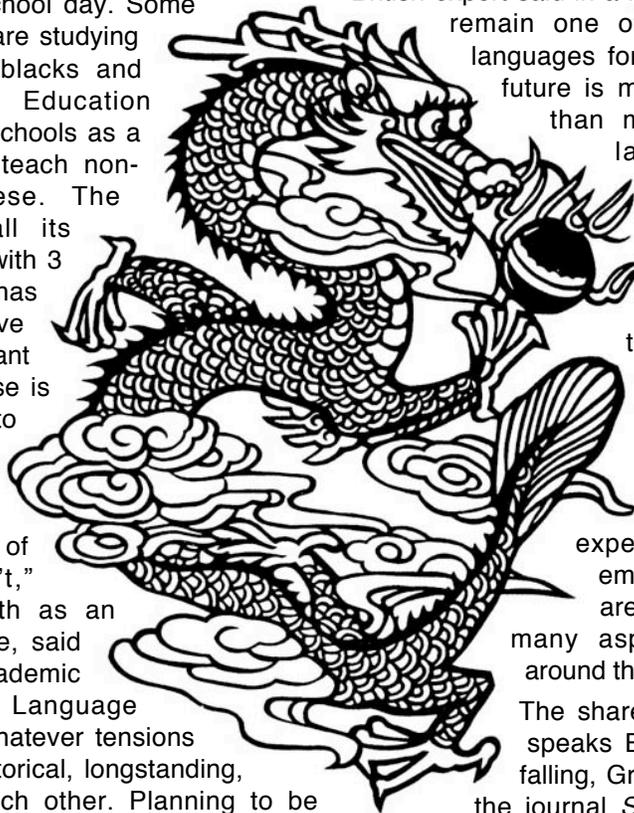
Submitted by Nancy Russo-Rumore, LILT President



## CHINESE, THE NEW WAVE

In an October 15, 2005 article in the New York Times entitled *Classes in Chinese Grow as Language Rides a Wave of Popularity*, David J. Domovic, principal of the Louisa May Alcott Elementary School (North Side, Chicago) said: "Chinese is our new baby. Everybody wants it." 160 students are presently studying Spanish, but 242 are studying Chinese. His school is one of twenty offering Mandarin in the city. The number of Chinese classes from elementary to adult classes in the United States has tripled in the last ten years. 50,000 students are studying Chinese in schools in the United States, with the biggest concentrations in New York and San Francisco where there are large Chinese populations. Chicago, however, is unique in that it doesn't have a large Chinese population and Chinese is taught within the regular school day. Some 3,000 students in Chicago are studying Chinese, including many blacks and Hispanics. The Chinese Education Ministry sites the Chicago schools as a perfect model on how to teach non-Chinese students Chinese. The ministry also donated all its textbooks. Chicago began with 3 schools 6 years ago, now has 20 and plans to add 5 more next year. One of the important reasons for studying Chinese is for Americans to be able to compete in the world marketplace as equal players. "Chinese is strategic in a way that a lot of other languages aren't," because of China's growth as an economic and military force, said Mr. Scott McGinnis, an academic advisor at the Defense Language Institute in Washington. "Whatever tensions lie between us, there is historical, longstanding, mutual fascination with each other. Planning to be ready to engage with them rather than only thinking of them in terms of a challenge or a competitor is the smart thing to do."

The Defense Department recently gave \$700,000 to the public schools in Portland, Oregon to double the number of students in its immersion program. Senators Joseph I. Lieberman (Connecticut) and Lamar Alexander (Tennessee) are sponsoring a 1.35 billion dollar bill over five years for Chinese classes and cultural exchanges between the United States and China. Beijing will be offering half of the 1.35 billion to develop classes, Chinese teachers' scholarships and to develop curricula. Advanced Placement classes in Chinese will be offered in the United States next year.



The Foreign Service Institute, which trains American diplomats, rates Chinese as one of the most time-intensive languages to learn. It takes 1,320 hours to become proficient in Chinese, and only 480 hours in French, Spanish or Italian. Chicago is on a waiting list to offer Chinese in more schools, but cannot because there are not enough Chinese teachers certified by an American college, a requirement of the No Child Left Behind law. Six states will be importing teachers from China, and teachers from the United States will be studying there as well.

Summarized and submitted by Richard Gentile, Editor

## WHEN ALL IS TOLD, IT WON'T BE ENGLISH

In the future, more people will speak more than one language, with English no longer likely to be dominant, a British expert said in a new analysis. "English is likely to remain one of the world's most important languages for the foreseeable future, but its future is more problematic, and complex, than most people appreciate," said language researcher David Graddol of the British consulting and publishing business, The English Company. Graddol sees English as likely to become the "first among equals" rather than having the global field to itself.

Those who speak only English, whether of the British or American variety, "will experience increasing difficulty in employment and political life, and are likely to become bewildered by many aspects of society and culture around them," Graddol said.

The share of the world's population that speaks English as a native language is falling, Graddol reports in today's issue of the journal *Science*. The idea of English becoming the world language to the exclusion of others "is past its sell-by date," Graddol said.

The US Census Bureau reported last year that nearly one American in five speaks a language other than English at home, with Spanish leading, and Chinese growing fast. Yale linguist Stephen Anderson noted, "In most of the world multilingualism is the normal condition. The notion that English shouldn't, needn't and probably won't displace local languages seems natural to me," he said.

Graddol anticipates a world where the share of native English speakers slips from 9 percent in the mid-20<sup>th</sup> century to 5 percent in 2050. Reprinted from *Newsday* (February 27, 2004), submitted by Adrienne Greenbaum

# PROFESSIONAL CALENDAR

2006

- Feb. 6 AATSP LI, deadline for the Victor Baptiste Essay Contest.
- Feb. 10 LILT Winter Workshops Registration deadline**
- Feb. 10-28 AATF National, French Contest for Elementary Levels
- March LILT In-Service Winter Workshops begin**
- Mar. 1 LILT Student Language Competition, United States Postmark deadline for submitted entries**
- Mar. 6-10 World Language Week
- Mar. 16 Poster Contest submission deadline
- Mar. 1-25 AATF National, French Contest for Secondary Levels
- Mar. 20-31 AATSP National, National Spanish Exam
- Mar. 21 AATF Suffolk, *Le Grand Concours*, snow date March 22<sup>nd</sup>
- Mar. 23 Poster Contest judging, Bethpage Restoration Village
- Mar. 24 SCOPE Conference, Holiday Inn, Plainview
- Mar. 25 LILT Student Language Competition judging, Mepham HS, 10 AM-2 PM**
- Mar. 30-Apr. 2 Northeast Conference, New York City
- Mar. 31 LILT Student Plaques deadline**
- Mar. 31 AATI LI Poetry Contest, Stony Brook University
- April LILT In-Service Winter Workshops end**
- April TBA AATF Suffolk, French Poetry Contest, Port Jefferson HS
- Apr. 6 AATSP LI Sabletoto and Sepalototo Contests, Massapequa HS.
- Apr. 10 AATSP LI, Spanish Dance Clinic, Rockville Centre, 4-5:15 PM
- Apr. 15 LILT Postmark deadline date for Awards, Grant and Stipend applications**
- Apr. 18 AATI LI second Professional Meeting
- May 13 AATI LI Annual Luncheon
- Jul. 5-8 AATF National, Annual Meeting in Milwaukee, WI
- Nov. 17-19 AATG and ACTFL, National Annual Meeting, Nashville, TN

## 2006 LILT MEMBERSHIP

If your address label on the back of this page has '06 after your name, your membership is up to date. Thank you for renewing in a timely manner. If '05 appears after your name, your membership has expired. Renew now to keep your membership and LILT mailings current.

## LILT AWARDS, GRANT AND STIPEND

Now's the time to begin thinking about those exciting projects you'd like to try next year, or colleagues and foreign language graduating seniors you'd like to honor at the end of this school year. Forms are available at LILTFLL.ORG, postmarked by April 15<sup>th</sup>. Please send your entries by first class United States mail. Co-Chairperson: Adrienne Greenbaum, agreenbaum@liltfl.org.

## JUDGES NEEDED

Judging entries for the annual LILT Student Language Competition will be Saturday, March 25, 2006, Mepham HS, 10 AM to 2 PM. Brunch will be provided for all. Judges work within a group, and if you have never participated in this event, please don't have reservations about judging. Come, bring a foreign language colleague as well, network and get to know your foreign language colleagues from all over Long Island. If you are interested in serving as a judge, contact the LILT Judge Coordinator: Marie Brett, mbrett@liltfl.org.

## WINTER WORKSHOPS

Once again, LILT will offer a series of workshops in March and April: Do Now and Closure Activities; The World of Portfolios; From "No Tech" to "Low Tech;"

Variations on a Theme: Using Music for Understanding; Train Your Students to Speak in the Target Language; Learning Italian Through Songs; Action Research for Teacher Professional Development; Spanish AP, the Complete Challenge; Computer-Based Interactive LOTE Instruction; Power Point Mega Session; Carpe Mañana: Are You Ready for LOTE Leadership?; Teaching AP Italian Through Culture; Your Résumé: (W)Rite of Passage; and Quia Technology. Workshops will be in Nassau and Suffolk, 4-6 PM, Monday-Thursday, and some Saturdays. Registration materials will be mailed in early January. Chairperson: Isabel Cosentino: (631) 689-7411 or isbelle@aol.com.

## LILT STUDENT PLAQUES

LILT makes available a plaque for a graduating senior at your school who has demonstrated excellence in foreign language study currently enrolled in your most advanced language course. A similar plaque is also offered for a graduating middle or junior high school student. The postmarked deadline for purchase of these LILT plaques is March 31<sup>st</sup>. An informational letter to district supervisors will be mailed in January. Please log onto LILTFLL.ORG for more information. Chairperson: Joe Tursi, Jr., jtursi@liltfl.org.



Richard Gentile
LILT Newsletter Editor
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MEMBERSHIP IS FOR THE CALENDAR YEAR
New or lapsed members, join in September and begin your membership which will continue through next year.



LONG ISLAND LANGUAGE TEACHERS, INC. - MEMBERSHIP APPLICATION

PLEASE PRINT VERY CAREFULLY

TODAY'S DATE \_\_\_\_\_

Last Name \_\_\_\_\_ [New], First Name \_\_\_\_\_
Former Last Name \_\_\_\_\_
Home Address \_\_\_\_\_ [New]
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_
Home Phone ( ) \_\_\_\_\_ [New], Home Fax ( ) \_\_\_\_\_ [New]
Home E-Mail \_\_\_\_\_ [New], Work E-Mail \_\_\_\_\_ [New]
School Name/District \_\_\_\_\_ [New]
School Address \_\_\_\_\_ [New], State \_\_\_\_\_ Zip \_\_\_\_\_
School Phone ( ) \_\_\_\_\_ [New], School Fax ( ) \_\_\_\_\_ [New]
Subjects and levels you teach \_\_\_\_\_

Dues (check one): [ ] \$20 Individual [ ] \$25 Joint (Husband & Wife) [ ] \$10 Full Time Student [ ] \$10 Emeritus

[ ] 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 Day Competition.

[ ] I WOULD ALSO LIKE TO BE NOTIFIED OF LILT ACTIVITIES BY E-MAIL AT HOME, SCHOOL.

Mail check PAYABLE TO LILT: Ron Taub, 16 Radford Road, Lake Grove, New York 11755

MEMBERSHIP IS FOR THE CALENDAR YEAR