

January 2008
Volume 28, Number 1

www.liltfl.org

Richard Gentile, Editor
rgentile@liltfl.org

NO PART OF ANY LILT NEWSLETTER MAY BE REPRODUCED WITHOUT WRITTEN PERMISSION FROM THE EDITOR.

PRESIDENT'S MESSAGE

LILT wishes you and yours a very healthy and happy New Year. You are all, hopefully, well rested and energized from the holidays and needed time off.

LILT congratulates Co-Chairs **Diana Riccoboni-Sommo** and **Michele Ortiz** for the very well attended and excellent *LILT-NYSAFLT Regional Conference* at Accomsett MS in Smithtown on November 3, 2007. Some 440 LOTE teachers from Long Island attended workshops and exhibits designed specifically to enhance their daily teaching. We wish to commend **Jenn Nesfield** who served as Program Chair of this conference. Jenn collaborated with the Planning Committee to deal exclusively with all aspects of the preparation of 22 workshops, their presenters, and the descriptions that became part of the program. Attendees ultimately made their selection of preferences based on these efforts. The feedback we received was overwhelmingly positive with so many teachers reporting they could not wait to try out new ideas the following Monday morning. LILT could not be more pleased. We are grateful to the members of the Planning Committee who worked with Jenn and the Co-Chairs on this hugely successful conference. We are also indebted to educators who volunteer to share their expertise with colleagues. LILT conveys its sincere thanks to all the presenters.

Shortly you will receive important information about the *2008 Poster Contest* from Chair, **Jane Mooney**. The poster contest is open to members of LILT and the LI chapters of the AATs. Please read the information carefully to avoid having non-compliant student entries disqualified from the contest. Also included in the mailing will be information on the **Student Plaques** from 2nd Vice-President, **Michele Ortiz**. The plaques for graduating 8th and 12th graders are a perfect way to honor a student of every language offered in your building. These plaques will be ready for presentation in May and/or June in your school.

Teachers interested in entering their students in our *Student Language Competition* will find all pertinent information on our website. Please take the time to visit **WWW.LILTFL.ORG** where entry forms and rules can be

downloaded easily. Please remember this competition is open only to students of teachers who have renewed their LILT membership by December 31st, 2007. If you have any questions about the contest, contact the Chair, **Robert Tenaglia** through his email rtenaglia@liltfl.org.

We are always seeking judges for our Student Language Competition. If you are interested and would like to help us judge a contest in which LI LOTE students love to compete, please contact our Judge Recruiter, **Ron Taub** at [rontaub@liltfl.org](mailto:rонтауб@liltfl.org) to sign up so that the 2008 Student Language Competition can be as successful as those in past years.

Another mailing will include information about our *Winter Workshops* from 1st Vice-President, **Alba Gallegos**. Attendance at one or more of these popular workshops may count toward in-service or other requirements by your district. Ask your administrators in plenty of time to sign up!

Refer to our website as it is not just for information, but also for downloading necessary forms to participate in our many activities for LOTE teachers and students. You will also find membership forms for renewal. Our goal is to provide meaningful, informative opportunities for LOTE teachers and our ever-growing membership is evidence of our commitment to language learning.

The second semester will begin shortly and teachers everywhere are thinking of activities that involve students as they strive to accomplish requirements and the curriculum with views toward AP exams, finals, and Regents exams. It will soon be time to honor students. In addition to our plaques, you may wish to nominate an outstanding senior enrolled in your highest level for the *Lucille DiPietro Lambert Award for Excellence in Second Language Studies*. This award, named in honor of one of LILT's founders, comes with a check in the amount of \$500 which is presented to the winning student at our Spring General Membership Meeting. Take the time to nominate a worthy LOTE student.

We have earmarked \$600 for a *Teacher Incentive Grant* for innovative teaching ideas that cannot be funded in your district's budget. The money is to reimburse you for items pertaining to these lessons and may be for books, realia, CDs, DVDs or memory sticks that enable you to

enhance your teaching.

Consider nominating a colleague who is an outstanding educator for the *Kathleen Ann Lyons Memorial Excellence in Teaching Award*, named in memory of an outstanding LI educator who was instrumental in furthering second language learning at the state and national levels. This comes with a \$500 check as well.

Information and entry forms regarding all the above awards, grant and scholarship(s) can be found on our website, WWW.LILTFL.ORG. Deadline: April 15th.

To our student members, LILT hopes you enjoy the observations you are doing and have done this year in LI classrooms, and you profit from all you learn as you look forward to the student teaching process through which you gain insights and practical experience in the classroom as you prepare for a full-time position. Thank you to all who are or have been cooperating teachers. What a wonderful way to give back to the profession! You are a very important component in the complicated process of certifying teachers. As educators retire each year, there will be a need for replacements. We wish everyone well in this quest.

As our students become more proficient in their second language, they become confident enough to use it more. This confidence becomes more evident every day, and is what I remember and cherish most as I look back on my 32 years in the classroom. Just witnessing their growth put a smile on my face that lasted all day. I wish this wonderful feeling for each and every one of you in the New Year!

Collegially,

Adrienne Greenbaum

GET WELL WISHES

to Lucille Lambert, LILT co-founder and its first president. LILT wishes Lucille a speedy and complete recovery.

CONGRATULATIONS

to Lori Austin and Louise Costas on their retirement.

CONDOLENCES

to the family of Audrey Sorin. Audrey was a long time member of LILT who will be greatly missed.

BRAVO LILT

LILT achieved another milestone in 2007 with a total membership of 825. LILT is proud of what it offers to the foreign language teachers on Long Island. For the latest in all that LILT does regarding its activities and necessary forms, consult its website often, WWW.LILTFL.ORG.

FROM THE EDITOR

It has been brought to the editor's attention that some members feel most of the articles printed in the *LILT Newsletter* are always from the same people and

sources, the chosen few. Nothing could be further from the truth! These are the only people who submit articles, and I gratefully accept articles from all members. With 825 members, I should have more articles forthcoming from the membership. You must have a special mentor who could be highlighted in *Spotlight on...*, a teaching technique that has brought you much success, an idea to submit for a grant, to name a few. Take a few minutes to send the editor your latest triumphs, interesting FL articles you've seen in other publications, outstanding lesson plans to share, etc. and send them to the editor at rgentile@liltfl.org. Remember to write *newsletter article* in the subject box.

FROM THE TREASURER

As LILT's Treasurer, I am writing this article in an attempt to clarify some possible misconceptions about the timely submission of both checks and the appropriate paperwork for the *LILT-NYSAFLT Regional Conference*, *LILT Winter Workshops*, *LILT Student Language Competition*, *LILT Student Award Plaques* and yearly *Membership Renewals*.

There are hard and fast deadlines set for each of these events to allow the chairs and the treasurer ample time to process every payment and all required paperwork involved. In the case of the *Student Plaques*, which must be ordered, timely submission of paperwork and payment is essential. Regarding the *Winter Workshops*, the timely submission of payment and paperwork will allow LILT to determine whether there will be sufficient enrollment in a course to allow it to run or whether it will be canceled. A propos the *Student Language Competition*, all payment and paperwork must accompany each entry to allow the chairs to sort out each one by topic, language and level. Again, lead time is needed and necessary. Finally, concerning the *Regional Conference*, all payments and registration forms must be submitted in a timely fashion so the co-chairs can begin the scheduling process and assess if any of the workshop sessions may not be scheduled because of insufficient enrollment.

In every case, LILT members must adhere to the following important and essential guidelines:

1. Please verify your LILT membership via your membership card, welcome letter, back page of the *LILT Newsletter* (membership year after your last name) or any other mailing that you may receive from LILT. If you have questions regarding your membership status, email Ron Taub at rontaub@liltfl.org.
2. Proof of LILT membership must accompany all submissions using any of the forms listed in number 1. For the Regional Conference, proof of NYSAFLT membership is an acceptable alternative.
3. All registration forms must be filled out completely including your full address (street, town and zip code). Not doing so will delay the processing of them.

4. A check or money order, payable to LILT (and only LILT), must accompany all submissions with a United States Post Office postmark, not a Pitney-Bowes machine postmark from your school or district office.

5. If your district will be paying for your submissions, contact your business office to verify if the check and paperwork will be mailed by the postmark deadline. IF NOT (or even if you are not sure), send your own personal good-faith-check to the appropriate person by the deadline and ask that it be held until the district issues its payment. In this way, you will not incur any late fee, or have student entries disqualified.

6. When renewing your membership, your check, always made out only to LILT, must be accompanied by a completed Membership Form which always appears on the very last page of this publication as well as LILT's website. If the membership form is missing, it is impossible for the treasurer to give you credit for the current year's membership.

LILT hopes these important instructions will help you in the future. They will certainly make life easier for you, all LILT chairs and the treasurer. *Submitted by Ron Taub, LILT Treasurer*

JUDGES NEEDED

The 2008 LILT Student Language Competition judging will take place on Saturday, April 5, 2008 from 10 AM to 2 PM at the South Woods Middle School in Syosset. Should you wish your students to participate in the Competition, you must have renewed your 2008 LILT dues by December 31, 2007 for them to qualify. If you would like to be a judge at the competition, please contact the Ron Taub, Judge Coordinator, at either (631) 585-0192 or via email at rontc22@optonline.net as soon as possible. Please provide Ron with the language(s) you can judge, your home address and your e-mail address. He will email you directions to the school at the appropriate time. Brunch will be served onsite. Looking forward to seeing both our experienced judges as well as newcomers. It will be a fun experience and a great way to network with other teachers on Long Island.

AAT AND NYSAFLT NEWS

AATF Nassau: Membership expires on December 31, 2007. Make sure your renewal is up to date. An informal soirée is planned for January; details will be sent via a flyer.

AATF Suffolk: Please note that TV5MONDE USA is now available in the New York-New Jersey-Connecticut Metro area on Cablevision, 24/7. It will cover all of the francophone world.

Rutgers is offering a 2 week course in Paris, RUTGERS AT THE LOUVRE 2008, for French teachers (3 credits). Go to <http://french.rutgers.edu/louvre> for further details.

AATG: German teachers are gearing up for the *Sprachfest* this coming March.

AATSP: Spanish teachers will have a cooking demonstration and buffet at NYIT Culinary Arts Center, Central Islip, on March 6, 2008. Contact Sue Ruiz, sruiz@msd.k12.ny.us for further details. Please consult AATSP's website: www.aatsp.longisland.20m.com for contests and scholarships.

NYSAFLT: No news was submitted for publication.

Please consult the *Professional Calendar* on the second to last page of this publication for other important events with dates, times and locales.

FRENCH NEWS IN ENGLISH

A new newspaper, *French News*, printed in France for residents and lovers of France is now available in the USA. Go to www.french-news.com for more details. *Submitted by Sarah Jourdain, Stony Brook University*

ITALIAN WEBSITE

Oneworlditaliano.com is a website to help those wishing to learn Italian in a "fun and productive way. It is completely free and new pages are added every week." *Submitted by Michele Ortiz, Division Ave. High School*

CHINESE STUDY SURGES

Martha Rios traces her finger over a vocabulary word for the first-graders assembled around her. She's volunteering in her son's sunny classroom at Starr King Elementary School. At their desks, the children bend over their papers, carefully practicing this week's words. Sebastian Rios writes one and is about to move on to the next when his mother stops him. "Mira," she says in Spanish, pointing out where he's made a mistake. Sebastian erases, then rewrites the character. *Xin*, the Chinese word for heart, has four strokes, not three. The vocabulary word is *kai xin*, or "happy."

It's a scene playing out in more and more classrooms across the nation: Students — from kindergarten on — learning Mandarin Chinese, in some cases instead of Spanish, French or other languages that have long been more popular in U.S. schools. It's partly a reflection of how parents increasingly see China's emergence as an economic power as something for which they should prepare their children.

The number of elementary and secondary school students studying Chinese could be as much as 10 times higher than it was seven years ago, says Marty Abbott, spokeswoman for the American Council on the Teaching of Foreign Languages.

When the council surveyed K-12 enrollment in foreign language classes in 2000, there were about 5,000 students of Chinese, Abbott says. The council is collecting data for another survey, but Abbott says early figures suggest the number of students now studying Chinese has "got to be somewhere around 30,000 to 50,000."

Nationwide, there are Chinese programs in more than 550 elementary, junior high and senior high schools, a

100% increase in two years, according to The Asia Society, an educational group. In May, when the College Board offered Mandarin Advanced Placement exams for the first time, 3,261 high school students took the test.

At the college level, enrollment in Chinese-language classes has increased 51% since 2002, according to the Modern Language Association, a language and literature education organization.

Spanish remains far and away the most popular foreign language for U.S. students: It's the choice of 80% of those who study a foreign language in America's grade and high schools, Abbott says. French is a distant second, with Latin and German vying for third-most-popular foreign language.

"But I think what's going to surprise everyone in this next survey we do is how close Mandarin is going to come to Latin and German," she says. "Chinese isn't the new French — it's the new English," says Robert Davis, director of the Chinese-language program in Chicago's public school system, which has 8,000 students studying Mandarin. "It's not romantic. It's not because you're going to have a great time in Paris," he says. "It's very pragmatic."

That's the motivation of Martha Rios and her husband, Antonio, for having Sebastian learn Chinese, and why they moved 80 miles last summer from Gilroy, Calif., to San Francisco. Sebastian and about 70 other students at Starr King take all but one class a day in Chinese, one of 25 to 30 such immersion programs nationwide. More widespread one-hour-a-day language classes in Chinese also are gaining popularity in schools nationwide.

"My husband read about this program in the newspaper, and we wanted it for our son," Martha says. Originally from Mexico, Sebastian's parents believe that if their son grows up speaking English, Spanish and Chinese, the world will be his oyster. "It's for the future," Martha says. "Our families thought it was a marvelous thing. We are using the correct tools for him to succeed."

The Rioses aren't the only family to go to great lengths to take part in Starr King's immersion program. Another family came 400 miles, from Orange County, so their three daughters could attend the school. San Francisco's program is only 2 years old. Starr King, the first of two schools to offer Mandarin immersion, eventually will have 120 students in kindergarten through fifth grade studying Chinese, says principal Chris Rosenberg. More want in: "We had 20 parents show up for the school tour this week."

Students start out spending 90% of their day hearing only Chinese — reading it, writing it, learning math and science in it. One hour a day is spent working in English. By the time they finish the fifth grade, half of their classes are in English and half are in Mandarin, and they should be able to read, write and speak both languages

fluently. That's a skill the Department of Defense is eager for more Americans to have. It classifies Mandarin as a "critical foreign language" and in 2007-2008 will put about \$10 million into Chinese-language programs. Such funding historically has been directed to colleges, but now it's moving into grade schools.

In Portland, Ore., Woodstock Elementary has 200 students in a Mandarin immersion program; the school won a \$700,000 Defense Grant this year. When the Portland program began in 1998, the largest number of students were girls adopted from China, followed by children from Chinese-American families. But that has shifted in recent years, with a larger proportion of students coming from families with no connection to China. "If you go to the fifth-grade class and then down to the first and kindergarten classes," Woodstock principal Mary Patterson says, "you can really see the difference."

The rising popularity of Mandarin Chinese has been "incredible," says Cynthia Ning, director of the Chinese Language Teachers Association. She attributes the interest to communist China's economic boom as it emerges from decades of isolation, as well as the U.S. economy's increasing trade with China. China is now the USA's No. 2 trading partner, behind Canada and ahead of Mexico.

The Mandarin trend began at schools on the East and West coasts but has spread quickly, Abbott says. "You might think it's mostly in the high socioeconomic areas, but it's everywhere," she says. "We get calls from urban schools, from New Hampshire, Maine, Iowa. It's really everywhere."

In Chicago, black and Latino children fill the Mandarin classes. The program started small in 1999, with just a few part-time teachers and one coordinator. Now there are 35 Chicago public schools that offer Mandarin, 22 of them elementary schools. Another 30 schools are on a waiting list for such programs. Chicago has a fairly large Chinese population, but the push for Mandarin has come from non-Chinese families who wanted their kids to learn a "world language," Davis says. Chicago Mayor Richard M. Daley, who calls China "Chicago's future," has been a big supporter of the program, Davis says.

In St. Paul, Yinghua ("English Chinese") Academy opened last year. Now the public charter school has 145 students through the fourth grade studying in Mandarin. Three other school districts in the state, Minnetonka, Hopkins and St. Cloud, also have launched Mandarin immersion programs this year.

Thad Ewald of Roseville, Minn., has business connections in China, so he's seen the need for Americans to speak Chinese. But when his wife, Erin, heard about the Yinghua Academy, she had another motivation: academic rigor. "I like that my kids have to turn in their homework on time and really do the work," Erin Ewald says. The couple were so impressed with

how well their daughter Eibhlin did in kindergarten last year that they transferred their son Lachlan into the school's third grade this year.

Interest in languages comes and goes. Latin was the *sine qua non* from the Middle Ages to the beginning of the 20th century. French has always been the language of culture. In the late 19th and early 20th centuries, German was the choice among those interested in science. In the 1950s and '60s, Russian gained popularity in colleges as concerns rose about the Soviet Union. Beginning in the 1970s, Spanish began to edge out French as the most popular language, a reflection of Latinos' increasing immigration into the USA. Interest in Japanese jumped in the 1980s as Japan's economy ascended. In 1981, the USA's oldest Mandarin immersion elementary school program was launched. The private Chinese American International School (CAIS) in San Francisco began with four students; it now has 420 from preschool through eighth grade. Interest in it has soared recently, says headmaster Andrew Corcoran. Despite the school's \$18,000 annual tuition, it has seen a 300% increase in applications during the past three years.

The growth of Mandarin programs is creating a new problem: a lack of qualified teachers. There are only 10 university programs nationwide that offer teaching credentials for Mandarin at the grade-school levels, and most of the programs are new, Ning says.

"I think the next three to five years are going to be really crucial for this area of study," Corcoran says. "Until three years ago, teaching Chinese in the United States was not a career. Before that, you did it at a school like ours, which is rare, or at a weekend or afternoon school." To help other schools get started, his school set up the CAIS Institute to offer training in how to develop Chinese language and culture programs.

Setting up a Chinese-language program is expensive because it means buying all new instructional materials. But for that there's a lot of support, both inside the USA and from China. In 2006, the Foreign Language Assistance Program of the U.S. Department of Education allocated \$6.7 million to Chinese instruction and an additional \$2.4 million in 2007. There also were grants from the Departments of Defense and State, and from various state government and philanthropic groups.

China also is pushing Chinese as a world language. Its Office of Chinese Language Council International, universally called Hanban (literally "Chinese Office"), is in charge of promoting Chinese worldwide. Part of that effort is creating textbooks and materials for children and adults, as well as teacher training. Hanban also helps set up Confucius Institutes, which work to promote Chinese language, literature and culture, much as Germany's Goethe-Instituts do for German. There are about 100 Confucius Institutes around the world and 23 in the USA. The newest opened Sept. 8 in Denver.

In St. Paul, the Ewalds marvel at their children's ability to soak up a seemingly impossible language. Eibhlin is so comfortable in Chinese that "she approached a perfect stranger at Disney World this summer and started a conversation in Mandarin," Erin says. Her daughter's also reading Chinese, sometimes to her mother's chagrin. "The other day, we were in a shop, and there was a woman with a tattoo," Erin says. "Eibhlin wanted to know why she had the word 'milk' tattooed on her arm." *Reprinted from USA Today, November 19, 2007. Submitted by Ron Taub, Emeritus*

LANGUAGE ENROLLMENT STATISTICS

The Modern Language Association announced in November a significant increase in language study since 2002 on American college campuses. The enrollments are the highest since the 1960 MLA Survey. The following chart shows the most popular languages on college campuses in the fall of 2006:

	Enrollments	% of all language enrollments	Increase since 2002
Spanish	822,985	52.2%	+10.3%
French	206,426	13.1%	+2.2%
German	94,264	6.0%	+3.5%
ASL	78,829	5.0%	+29.7%
Italian	78,368	5.0%	+22.6%
Japanese	66,605	4.2%	+27.5%
Chinese	51,582	3.3%	+51.0%
Latin	32,191	2.0%	+7.9%
Russian	24,845	1.6%	+3.9%
Arabic	23,974	1.5%	+126.5%
Ancient Greek	22,849	1.4%	+12.1%
Biblical Hebrew	14,140	0.9%	-0.3%
Portuguese	10,267	0.7%	+22.4%
Modern Hebrew	9,612	0.6%	+11.5%
Korean	7,145	0.5%	+37.1%

Reprinted from MLA's website, November 13, 2007. Submitted by Nancy Russo-Rumore, Emerita

GALETTE DES ROIS



For centuries the people of Clamecy, France, a charming mountain village, believed only blessings came from the East. After all, was it not on the Feast of the Three Kings, those mysterious Magi from the Orient, that the French began the tradition of the *galette*, a flat, round pastry with a favor hidden in its dough – a practice that these

days continues through the end of January.

Whoever got the slice with the favor in it became king, or queen, for the day, complete with a paper crown, and the favor was said to bring an abundance of good fortune. The favor is still called a fava bean, or *fève*, for beans were what French bakers originally buried in the

cakes. But more recently the favor in the finest *galettes* has been made of fine china, delicately decorated with flowers, texts or other themes to delight the recipient.

In recent decades Clamecy, population 5,000, became synonymous with these fine porcelain favors, thanks to a little porcelain works that is perhaps their premier manufacturer. But as the practice has become even more popular and sales of the pastries are growing, misfortune is coming from the East. Recognizing a niche market, manufacturers in Thailand, Vietnam and even China have begun flooding the French market with favors. Some are made of plastic, but many are of fine china. Some have traditional designs, while others represent cartoon figures.

While the *Faïencerie de Colas* porcelain works here is still doing reasonably well – last year it produced 500,000 favors in a total market of roughly 60 million – the owners worry about the future. “We cannot produce for French mass marketers,” said Jean-François Colas, 60, who has run the business since 1972. “We cannot comply with what they need. We don’t have the flexibility.” The company was established in 1918. Mr. Colas’ father joined it in 1925 as a designer, and in 1938 he took it over. The younger Mr. Colas’ son, Alexandre, 32, is taking over. But favors were not always on the list of the company’s products, which consisted of traditional vases, lamps, candle holders, platters and other china. Making favors came about almost by chance.

“Every year, among our employees, we shared a *galette*, a big *galette*, from a local baker,” Mr. Colas said. “But in the 1970’s plastic favors began showing up, and we thought we can do something ourselves. So we got the idea for a collection.” By now the company, with its 10 employees, has 43 collections of thumbnail-size favors: tiny wristwatches (without the bands), porcelain pralines, patriotic favors in the shape of the map of France, tiny dishes commemorating almost any event. The company adds three to five collections every year. The favors have become a passion for some in France. People save them; there is a fair each year for collectors, catalogs are published and the finest bakers in Paris and elsewhere order up special editions to put in their finest *galettes*.

Alexandre Colas led a visitor through a sagging collection of 18th and 19th century buildings, with narrow stairs and stone floors, that house the porcelain works in a section of Clamecy along the Yonne River that people call *Bethléem*, since it is believed that a local ruler offered refuge to bishops from Bethlehem during the Crusades. Today traditional porcelain products make up about half of the company’s production, the tiny favors the rest, though 25 years ago the favors accounted for only 20 percent. Alexandre Colas sees the day coming when the favors will dominate.

But the company is losing ground, he said. Every year the family sends its salesmen to bakers across France.

“For every 20 bakers, only one says yes,” said Alexandre Colas, who gave up a career as a naval engineer six years ago to join the family company. “Even though our favors are not much more expensive than others, they usually say we’re too expensive.” The Colas favors can cost anywhere from 30¢ to \$1.30, though the price can rise steeply, depending on how elaborate the pieces are. “The difficulty is to position yourself as a favor manufacturer in a globalizing world,” he said.

At the bakeshop he has operated for nine years in the medieval heart of Clamecy, Christian Meignen discussed his *galette* business. Mr. Meignen, a picture-book baker, with full rosy cheeks and thinning hair dusted with flour, said he sold 310 on January 6, Three Kings Day, and 350 the day after. All told, he expects to sell about 1,400 by the end of January. What explains the mushrooming popularity of the *galette*? “It’s not so much the family, but friends and business associates who are enjoying *galette*,” he said, noting that the local water company had ordered 120 of the pastries for its employees.

An apprentice, Gregory Lopez, 22, deftly rolled out the dough for *galettes*, some with almond paste or apple, others plain, then placed a porcelain favor near the border of each. “You have to put it at the edge,” Mr. Lopez, said. “If you put it in the middle the knife would hit it immediately when you cut it.” Have any of Mr. Meignen’s customers ever swallowed a favor or broken a tooth? “No,” he said decisively. “You know there’s a favor in a *galette*, so you’re looking for it when you bite it.”

Still, Alexandre Colas recalled that he once met a baker from Syracuse, NY, at a trade show in Paris, who at first showed interest in buying porcelain favors for his baked goods but later backed off. “He said there were too many legal issues,” he said.

Back at the Colas’ workshop, Anne-Marie Biauzon, who has been with the company about 18 months, sat hunched over tiny crowns, a popular design, that she decorated with gild edging. Work has already begun on next year’s favors. On January 6th, she said, she and her family enjoyed a *galette*, and one of her two daughters found the favor. But was she sure it was from the Colas collection? “Yes,” she replied, “I baked the *galette* myself.” *Reprinted from The New York Times, January 17, 2007. Editor’s submission, photo by SoFood Royalty*

PEACE CORPS CORRESPONDENCE MATCH

The Peace Corps’ Coverdell World Wise Schools has hundreds of Peace Corps volunteers in 73 countries who are signed up for the Correspondence Match program, seeking to be connected with a US teacher for a two-year letter writing exchange (once a month). If interested in participating, contact the following website: www.peacecorps.gov/www/correspond. “US students learn about people, geography, environment and culture of the world from the direct experience of volunteers living in other countries.”

SPOTLIGHT ON MARISA DÍAZ Y DÍAZ



(BA, Clarion University, PA; MAT, University of Pittsburgh)

What did the small, western Pennsylvania town of Clarion with only 2 or 3 traffic lights give to the LOTE profession on Long Island? Marisa Díaz y Díaz, a wonderful Spanish teacher, a LOTE advocate,

a LILT member and a volunteer assistant on the Student Language Competition Committee for these past five years. An only child born in Oil City, site of the first oil well in America, and blessed with parents who are both Spanish teachers, Marisa's destiny was written even before birth. Marisa's first languages were both Spanish and French before school age. She often traveled with her parents during summers to Mexico and Puerto Rico.

Her father, born in Puerto Rico and a retired Spanish professor at Clarion University (*How would you like to have your father as your college professor?*) and her mother, a secondary school Spanish teacher, instilled in her the love of Hispanic culture and language. They enthusiastically encouraged her to pursue teaching as a most fulfilling career. However, as an undergraduate Marisa held a double major in Spanish and child psychology, and spent a summer abroad in Valencia. As a graduate student she spent one month in Costa Rica, fell in love with the country and returned for the year gathering a total of 21 credits in Latin American literature. Marisa confided that her dream was to be a translator for the FBI or CIA. However, the idea of being a teacher finally took hold and she returned to be trained at the University of Pittsburgh by two outstanding professors: Dr. Richard Donato, and Dr. Gilsan's (of methodology textbook fame) friend Bonnie Adair-Hauck. Marisa says she owes so much to her cooperating teacher, Mrs. Popovich. She taught her to "monitor and adjust", and the importance of structure and organization with flexibility. She reminded Marisa to be animated and have fun in the classroom in order to have one's students love the language. No wonder Marisa, with Pennsylvania K-12 certification, is such an outstanding LOTE teacher.

Graduating from Clarion High School with a senior class of about 89, there was not much to do for entertainment. After completing her training in 1996 and no teaching jobs in her vicinity, Marisa and a friend looked fearlessly towards the lights of the Big Apple to start their LOTE teaching careers. Marisa spent one year at Syosset H.S. and H.B. Thompson M.S., and then moved on to Valley Stream Central High School. Her Chairperson, Dan Saitta says that: "Marisa Díaz y Díaz's lessons actively engage students each and every day. Marisa employs

countless techniques that help students process and master the material, some of which include cooperative learning, stations, gallery walks, use of the computer lab, use of the library and interviews. All of her lessons focus upon a clear objective that is measurable by the end of the class period. Marisa's lessons include opportunities to practice the four skills of language acquisition in a cultural context. The use of video, audio, computer and realia are all a part of her teaching repertoire. In addition, Marisa is an expert in vocabulary and reading strategies. Marisa helps students retain vocabulary and become more proficient readers with a variety of methods that are both challenging and engaging." Marisa has experience teaching levels 2 through AP Language, but her favorites are the Regents course and level 5. Marisa says she loves teaching and it "keeps me young and on my toes. I can share my experiences, and I am following in my parent's footsteps... Dad's legacy of the love of the language and teaching. I have no regrets." She says her best rewards from teaching come when former students returns to tell her how much she taught them, or how they used their Spanish in travel or at the job. Marisa, nominated twice to the *Who's Who of American Teachers*, truly cares about her students. For her 'breakfast review sessions', she always buys food for the students who attend. Her classroom is a safe haven where students come to just "hang out" to chat or do their homework. Dan Saitta adds that: "Marisa is an avid football and basketball fan and you will often find her cheering for our... students at one of their games. Marisa truly enjoys working with... students both inside and outside of the classroom."

Besides 'teacher genes' it is no surprise Marisa's love of Latin music and dancing comes from other family genes. Her aunt is a classical pianist, her uncle was a singer in NYC clubs in the 50's, and another aunt was a flamenco dancer in Spain. While in Costa Rica, Marisa took dance lessons and continued in the Westside of NYC. At school she incorporates music in her grammar and vocabulary lessons. She is the director of the school's Latin Dance Practice Group that is gaining in popularity each year, and has also served as the advisor of the Language Honor Society since 1999. Marisa loves to cook, entertain at home and go to all types of ethnic restaurants, but her passion is travel. While she has visited Spain, Italy, France, the Dominican Republic, Puerto Rico and Mexico her "must visit" list includes: Peru, Argentina, Ireland, Japan, Brazil, Cuba and Chile.

Her parents say she has become a "New Yorker in every sense of the word" because she has no fear in NYC. She says one of the best things about living in New York is discovering and getting more in touch with her Hispanic cultural roots. Marisa enjoys foreign films and programs at Repertorio Español and the Thalia Theater, and feels more Hispanic than ever living in the multicultural climate of New York.

With more than ten years teaching experience I asked Marisa to leave us with some advice for those just beginning in the profession. Question: What essential assets should a person possess when beginning this career? Answer: (1) "Be organized. Time management is essential. Take advantage of every free moment." (2) "Be there for the right reasons. Love the profession and what you do. Realize this is not an 8 to 3 job." (3) "Be flexible. You are not going to have the same day every day. Go with the flow while 'monitoring and adjusting'". (4) "Key is contact with parents. Once they realize that you care about their child, they will be more supportive." (5) "Share ideas – Ask questions so you can learn from the mistakes of others... (and) how to talk to students. Talk about scenarios and how to handle them. Do not be afraid to ask for advice."

Thank God for those "teacher genes," Marisa. May your career continue to flourish. *Text and photo by Nancy Russo-Rumore, Emerita.*

TEACHERS HELPING TEACHERS I

María José Lloréns, Earl L. Vandermeulen HS, Port Jefferson, was the 2007 LILT Teacher Incentive Grant Winner, and used her grant money to purchase books, magazines, realia and media materials during her walk of the Camino de Santiago in Galicia, Spain last summer. Below is the study unit she has developed based on her observations in Spain. If you would like more information, you may contact María at mllorens@portjeff.k12.ny.us.

Unit Summary: The Way of St James has been a pilgrimage route for over two centuries. Students will work in groups to learn about the history of this route and its impact on contemporary Northern Spain. By learning about the current culture of Galicia students will learn about the social changes in the area due in part to the *Camino*. They will also explore the pilgrimage and its changes.

Subject Area: Spanish Language, Ancient and Contemporary cultures. Grade Level 9-12

Approximate Time Needed: 2-3 weeks, 45 minute lessons, 5 days a week

Targeted Content Standards and Benchmarks: Students will understand and interpret written and spoken language on a variety of topics. Benchmark: Students will use resources in Spanish to gather data.

Students will present information, concepts, and ideas on a variety of topics. Benchmark: Students will work cooperatively in groups using Spanish to create a multimedia presentation.

Students will demonstrate an understanding of the culture studied. Benchmark: Students will analyze cultural practices related to social customs, religion, environment, commerce and music

Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied

and their own. Benchmark: Students will compare and contrast cultural perspectives and practices

Students will use the language both within and beyond the school setting. Benchmark: Students will use the target language in the classroom for group discussions and beyond the classroom in the creation of a multimedia presentation.

Student Objectives/Learning Outcomes: Students will be able to: Use Spanish in all aspects of the project; Examine the social, environmental and economic impact alongside the *Camino*; Create a virtual trip through Galicia's pilgrimage route; Inquire independently, raise questions, and search out answers related to a research topic; Use critical thinking skills to analyze data and interpret the significance of their findings; Compare the Camino in its beginning stages with the present; Reflect on how knowledge of other cultures enhances understanding of our culture; Locate, evaluate, and organize data from various print electronic sources

Curriculum-Framing Questions (Essential Question): How do beliefs affect our actions?

Unit Questions: How have pilgrimages changed over the centuries, and how do pilgrimages affect different cultures?

Content Questions: Describe a typical pilgrim today and compare him to one of 2,000 years ago; How does one define a pilgrimage?; Describe the region of Galicia; Compare the food, music and holidays of Galicia to that of the rest of Spain.

Show the student presentation to begin a discussion about what students already know about pilgrims and Spain. Introduce students to The Way of Saint James , a brief account of history, location, languages spoken in Galicia, and cultural facts. Include a discussion in the target language that includes the history of the area as well as current events, music, food and culture.

Introducing the Project: Introduce the project *El Camino de Santiago*. Explain that students will conduct inquiries regarding *El Camino de Santiago's* history and culture. Explain that students will work in groups to learn about the history of this route and its impact on contemporary Northern Spain. They will need to learn about the current culture of Galicia and the social changes in the area due in part to the *Camino*. They will also explore the pilgrimage and its changes throughout the centuries. They will share their findings in group discussions and synthesize the information they have gathered individually. Tell students that they will work in small groups and they will share their knowledge with the rest of the class.

Student Brochure: Create a student brochure outlining their responsibilities of the project

Power Point Presentation: Students create a Power Point presentation of their trip on the *Camino de Santiago*.

Emphasize the requirement of using Spanish throughout the project, including Internet research, group discussions and the presentation of their multimedia project. Distribute the project rubric. Review the rubric with the class and discuss expectations of the project. Share a sample of a Spanish multimedia presentation as an example of exemplary work.

Starting the Research: Explain to the students that for the most part of the project they will work in groups and will be assessed on their collaborative efforts. Review expectations for working collaboratively and ask students to refer to the rubric as they conduct their group work.

Next, assign students to cooperative groups and ask them to choose their topic of individual research. Each student in the group researches a different topic and individual research findings will be interwoven into one group multimedia presentation.

Have students develop their thesis statement related to their topics that explains what they expect to find. Allow students ample time to conduct their research. Meet with individuals to assess progress. Have students share their findings in group discussions. Ask students to synthesize individual findings and as a group form a hypothesis. Meet with collaborative groups and assess their progress and monitor collaboratively work using the collaboration observation sheet.

Presenting Student Work: Guide students as they develop, organize, and prepare their comprehensive slide show presentations. Allow students to offer feedback and ask questions to other groups after their presentations. Allow students to rate themselves and the group on their collaborative effort using the group rubric. Collect these to use as an additional viewpoint to consider in your assessment.

Wrapping Up The Unit: After the groups have presented, lead a discussion to summarize their findings, and have students write a concluding essay. *Text and photo by María José Lloréns, Port Jefferson HS*



TEACHERS HELPING TEACHERS II

The following keynote speech was presented by

Immediate LILT Past President, Nancy Russo-Rumore, at the NYCAFLT-UFT Regional Conference on October 27, 2007 in NYC:

...The truth is that no matter where one teaches today it is more challenging than ever and it is getting more difficult each year. All over I have found teachers burdened by large class sizes, pressured by administration for good "school report card" statistics, exhausted from the workload, the daily pressures of the classroom and the school day, working without technology, proper materials or supplies. I found teachers who have become embittered or burned out, those who need mentoring, those who are floundering because there is no one to ask for information or advice and those who still courageously try to survive against the odds of an antiquated "top down" school system. We are World Language Teachers and we sometimes feel like the stepchildren of the other "core" subjects. Although LOTE is indeed a NYS core subject, oft times it is not considered so by some school administrators who dole out LOTE to an elite school population rather than to all. We know this should not be, but in reality it is occurring. In spite of it all you are out there trying to make a difference in the lives of students, some of whom are defiant, some dangerous or intimidating, many from cultures or troubled homes that we, as teachers, can not relate to. Our students need us to be so many things to them: role models, cheerleaders, psychiatrists, confidants, substitute parents. The conference theme: *Teaching Locally, Reaching Globally* reminds us that in addition we also must prepare our students to be active, culturally aware, ethical and productive persons who can successfully collaborate with others and be globally competent citizens who are familiar with the culture of the target language. The LOTE National and NYS Standards seek to accomplish just that as well as teaching how to communicate in the target language. If we somehow manage to accomplish all these in our classes locally, we will help to produce an international society and a more peaceful world.

Yes, it's an impossibly tough job, but somebody has to do it, and why not you? How can you achieve all this? I truly believe that strength and hope lay within each and every one of you. I truly believe that teaching is not just a job, but rather a vocation. I have an enormous trust that you, as teachers, want to do a great job and want to be unforgettable to your students. Whether you are a new teacher or one who has been at it for many years, I invite you to come along on a little journey with me now that I hope will bring you courage and a renewed sense of purpose.

First, let's pack. Fill your suitcase with all the negative burdens you may be carrying around with you about teaching and lock it up. Close your eyes for a moment and think back to the days when you first decided to become a teacher. A pretty rosy picture, isn't it? Recall

the one teacher who is the reason you are a teacher today, that teacher you wanted to emulate or the one whose practices you wished to never duplicate. Rediscover those reasons, and I hope you will find at the core of it all, there are the students.

That's the first stop, the "kids." After all, they are what it's all about anyway. The expression, "I want to make a difference" should not be considered a mere cliché because it is a fact that effective teachers are successful in influencing the lives of their students. We forget this very often because unlike the factory worker who sees the final product at the end of the production line, we teachers never get such instant gratification. We rarely get the chance to see the fruits of our labors, how students have grown, matured and successfully contributed to society. Erroneously we may think at one point or another in our career that our actions and words are not important, noticed, felt or remembered by our students. I am here to tell you that after a 33 year career as a secondary school teacher that is not true. During these 6 years of retirement, my former students still come and go in my life, and I can assure you it is even sweeter to have that contact with them now than when I was in the classroom. From what they tell me, I can assure you of some things: you *are* indelible in their teenage memories, for better or worse. For many students, school is a safe haven from the streets or their own home. Please realize you may be the only stability in their lives. Sadly you may be the only person who has high expectations of them, the only person who shows them respect and true caring, the only person who is predictable via your classroom procedures or routines, the only person who believes in them. All of these things are reassuring to a child and helps them want to learn. You can make your students feel needed. You can make them feel someone cares and they will not want to disappoint you.

I challenge you to go into your classroom and promise yourself you will make a concerted effort to find the key to each one of your students by finding one thing to like about each one of them, even for those you might feel are the most unlovable. Look into their eyes: the gang member, the recently arrived to this country, the child whose culture, family customs or situations you cannot relate to, those that must work and have no time for your homework, the shy, quiet ones, and those students who glare at you as if to say; "Teach me, I dare you." I guarantee you that when you have found one thing to like about each and every one of them, the whole picture will change for you, your attitude will change, your heart will not allow you to give them less than your best. You will comprehend they deserve your best each and every day. You will not want to disappoint them.

How can you grow as a professional so as to give them your best? This is the next stop on our journey. I have been told that more often than not, in the NYC schools

there are no departmental instructional leaders, and few, if any, opportunities to work collaboratively with other department members. We can not simply throw up our hands and blame our lack of success or enthusiasm on the situations in which we may work. Our students deserve better than that from us.

The father of multiple intelligences, Dr. Harold Gardner, in a recent TV interview urges us to be excellently competent in our profession, fully engaged in our work and ethically competent. Our tasks as teachers are simply too important to do anything less. To achieve these he outlines four needed elements: early family values of a religious nature, "vertical support" which he defines as having mentors and even tormentors, that is, those who would critique our work for the purpose of improving it, and third "horizontal support," which he explained by asking: who are you friends and peers at your school and how do they affect you? Dr. Gardner suggested avoiding negative people as not productive to your professional life. Lastly, he stated that all of us need "booster shots" from time to time. He cited these as things that happen in your professional community that give you positive or negative wake up calls in regard to ethics.

To be fully engaged as a teacher, I think these are very important. But I also think we need to be resilient when enduring the daily challenges of teaching by getting other kinds of booster shots from time to time, so here are mine:

Booster Shot #1: Professional organizations help you keep abreast of LOTE news and provide opportunities for professional growth. You have already taken an important step today by being here. That's one of the ways you can keep your psyche positive and interested and avoid burnout. Your students will see you are excited about what you're doing and it will be contagious. Continue to attend LOTE conferences and join as many LOTE organizations as you can.

Booster Shot #2: Learn from being here today that today's workshop presenters who are sharing their expertise with you are giving back to the profession. Learn that by sharing you are being professionally generous with each other and, in so doing, you are strengthened too. Learn to share freely your ideas and your successful lessons. Don't be afraid to ask others how they taught a particular topic. This too can be contagious. After a while you will hear others contributing their ideas on their free periods together. The LOTE teachers in your building may grow, share and unite as a team. That kind of power can lead to a strong and more visible LOTE program that cannot be ignored by administration.

Booster Shot #3: Motivate your students to love the language you teach. Incorporate culture into lessons. Show you love the (Continued on the next page)

PROFESSIONAL CALENDAR

	2007		
Sep, 25-Apr.28	<i>Lafayette: Citizen of Two Worlds</i> , Carl A. Kroch Library, Cornell University.	Mar. 15	AATG <i>Sprachfest</i> , Garden City HS
		Mar. 15	AATSP Deadline for the Judy Abrams Scholarship. Contact Bill Anderson, wanderson@msd.k12.ny.us .
	2008		
Jan. TBA	AATF Nassau, Informal Soirée	Mar. 18	AATF Nassau, <i>Soirée de Hockey</i>
Jan. 9	AATG <i>Vorsprachfest Treffen</i> , Commack HS at 4 PM	Mar. 27-29	Northeast Conference, New York City
Jan. 26	AATF Metropolitan Chapter, <i>Using Authentic Documents In The Teaching of French</i> , Contact ss2642@columbia.edu .	Mar. 31	Deadline for applications and payment for LILT Plaques. Contact Michele Ortiz, mortiz@liltfl.org, for more information. All forms are also on LILT's website: LILTFL.ORG
February	Winter Workshops begin. Mailings will be sent in early January and details can be found on LILT's Website: LILTFL.ORG	Spring	Poster Contest: <i>Keep World Languages in Your Future</i> . Details can be found on LILT's website: LILTFL.ORG
Feb. 3	Exhibition ends at the Jewish Museum, NYC: <i>Camille Pissaro: Impressions of City and Country</i>	Apr. 5	Judging of the LILT Student Foreign Language Competition entries, South Woods MS, Syosset, 10 AM-2PM.
Feb. 8	AATSP deadline for Victor Baptiste Essay Contest: <i>El momento más inolvidable en la clase de español</i>	Apr. 10	<i>Sabelotodo and Sabelotodo Enriquecido</i> Contests, Massapequa HS. Contact Melissa Enriquez, enriquezm@baldwin.k12.ny.us .
Mar.3	Deadline for student submissions and payments for the LILT Student Foreign Language Competition. Details can be found on LILT's website: LILTFL.ORG.	Apr. 15	Deadline for LILT Awards, Grant and Scholarship(s). Details can be found on LILT's website: LILTFL.ORG.
Mar. 6	AATSP Cooking Demo and Buffet, NYIT Culinary Arts Center, Central Islip. Contact Sue Ruiz, sruiz@msd.k12.ny.us .	Apr. 17	AATF Nassau, French Poetry Contest
		May 15	AATF Nassau, <i>Distribution des Prix</i>
		May 28	AATG Awards Dinner, Lake Ronkonkoma
Mar. 12	AATF Nassau, <i>Le Grand Concours</i>	Jul. 16-19	AATF National Convention, Liège, Belgium
Mar. 13-17	AATF Suffolk, <i>Le Grand Concours</i>		

language and you will make it come alive. Travel and talk about your experiences in target language countries; expose students to the arts of the target language. Be a true LOTE advocate. Work to make LOTE a force and a true core subject in your school's curriculum by raising interest and curiosity in the total school population in a variety of ways. Start a Foreign Language Club and a Language Honor Society, and is so doing, cultivate and challenge your best and brightest. Organize these students to celebrate Foreign Language Week school wide and you will attract more students to your classes.

We have now come to the end of our journey. I would like to leave you with this message: In the NYSUT newspaper dated September 22nd, Northport teacher Frank Kondrich, a 35 year veteran said: "Competence, confidence, consistency, clarity and compassion never go out of style. Honesty, integrity, scholarship, a willingness to grow, to never stop learning, not only makes or breaks a professional, but also a person." Your teaching at the local level will generate far reaching effects as your students take their varied paths in life in an ever shrinking global

community. I wish you success and patience with yourself and your students. Be a leader in your classroom. You are our best hope to create a better society and a better world via your teaching. Be passionate and committed to what you do and you will be unforgettable to your students. Thank you for having me be with you today.

DOWNLOADING YouTube VIDEOS FOR USE IN THE LOTE CLASSROOM

It is frustrating to find a video you really like on YouTube and to be unable to use it in a lesson. Firewalls and filters in schools are merciless. Fortunately, there is a way to download a video, copy it to a memory stick and play it in class. Here's how to download a YouTube video: Get the URL of the video you want to copy; Go to <http://www.downloadyoutubevideos.com>; Type the URL into the box DOWNLOAD THE VIDEO and save it as flv; Rename the video and add .flv; Now, you need to download a program to play flv on your computer. Wimpy, which is free, <http://www.wimpyplayer.com> is quite good. Finally, drag the saved video onto the Wimpy screen and play it! Submitted by Anahí Walton-Schafer (Adapted from Sandra Howard's posting on FLTEACH.)

RENEW YOUR MEMEBERSHIP TODAY!



Richard Gentile
LILT Newsletter Editor
99 Soundview Road
Huntington, NY 11743

**IF 2007 APPEARS AFTER YOUR LAST NAME ABOVE,
YOUR MEMBERSHIP HAS EXPIRED - THIS WILL BE YOUR LAST
MAILING. RENEW YOUR MEMBERSHIP NOW!**

PLEASE CUT HERE >> -----



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 Competition.

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