

LILT NEWSLETTER

January 2009
Volume 29, Number 1

www.liltfl.org

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PRESIDENT'S MESSAGE

As we take our first steps into the New Year with hopeful anticipation, the LILT Executive Board and I wish you and your loved ones a year of boundless happiness, good health, good friends, good times and success in the classroom. We on the Board look back on 2008 with satisfaction. Our membership rolls are still on the rise with over 800 members, and the 2008 LILT-NYSAFLT Regional Conference was a resounding success with more than 440 participants. Continue to benefit from LILT membership by taking a minute to check your mailing label on the back of this issue. If you see '09 after your name, you will continue to receive all mailings until the end of 2009. If you see '08 after your name, your membership has expired and unless you renew, this will be your last issue of the LILT Newsletter.

Attendance at the 2008 LILT-NYSAFLT Regional Conference entitled: *Teaching Languages to the i Generation – i am r u?* reached a new high. Unless one participates in the preparatory work of this conference, one cannot imagine all of the effort and personal time members and officers freely give to have it run so smoothly.

I would like to acknowledge all of the members of the Regional Committee. If you attended, you might have noticed your Personal Schedule Sheet did not have labels this year.

That's because **Michele Ortiz**, On-Site Chair, painstakingly input into the computer each schedule, made by Off-Site Chair, **Linda Scalice** based on your preferences. These two dedicated individuals' tireless efforts made such a wonderful professional day possible for you in addition to: **Ana Aguiar-Mady** who adeptly chaired the Planning Meeting, **Dan Saitta**, the Presenter/Program Coordinator who handled all arrangements with presenters, **Diana Riccoboni-Sommo** who handled vendor preparations, Treasurer

Ron Taub, who handled more than 400 checks and registration forms, **Marijean Burke**, our data technician, who input all membership and registrant information, and the many other Board members who worked at the event. But there would be no conference without the willingness of our workshop presenters to share their expertise with us. There was something for everyone at 23 workshops given by: **Caroline Avari, Jennifer Brotman, Lisa Carboy, Michelle DeMauro-Scharff, Linda Dolecek, Jacqueline Farinon, Julie Fitzgerald, Tammy Green, Adrienne Greenbaum, Rebecca**

Gutierrez, Alesia Holewinski, Stacey Humphreys, Dorothy Kleinman, William Kupferman, Jessica Liff, Ann Marie Lynch, Nicholas Mauroantonio, Kathy Mc Aleer (ASL interpreter), Tim McCarthy, Tricia McCarthy, Marie Nuzzi, Michel Pasquier, Dan Saitta, Christina Scigliabaglio, Steven Sonkin and Yoshana Silver. We are very grateful to all of these professionals for their willingness to participate. Kudos and thanks to all of the above individuals for their hard work!

We received more than 140 comments on the survey sheets about the Regional Conference and I would like to respond to some of these. Your ideas and opinions are appreciated and utilized to improve the final product and plan for next year's presenters. Since our conference is one day and only 4 hours long, it is unavoidable to have some who will need to visit vendors

and/or eat brunch early. Note there are ten minute breaks between sessions to grab a bite if you will. Although LILT asks all vendors to remain at their assigned table(s) until the end of the fourth session, many times vendors choose to pack up at the beginning of Session IV. If one vendor session were held only at one specific time, vendors would not be able to handle the onslaught of more than 400 participants all at the same time. For this reason we try to equalize the number of participants during each session. Next year, if

NEW IN 2009

Renew your membership, register for the Winter Workshops and the Regional Conference online!

Use PayPal and pay by credit card.

As LILT enters the 21st century with this new computerized service, members will soon receive a notice explaining how to go about paying and registering on line.

LILT hopes our members will enjoy using this new service.

online registration indeed goes into effect and according to plan, each participant will know his/her schedule well in advance of the conference date.

Classroom capacities vary and the On-Site Chair does his/her utmost to ensure a maximum number of people can see the most popular sessions. However, there are always capacity constraints in any computer lab. In order to respect our colleagues who made the effort to register early for these popular technology sessions, it is only fair to them that LILT ensures that these individuals have a seat at those sessions. We have found the best way to do this is to check your nametag against the session roster of names. Wearing your badge also tells us you have paid the registration fee, so please wear it. Your cooperation in wearing your badge and attending only the sessions listed on your Personal Schedule Sheet to avoid overcrowding is very much appreciated.

Finally, we have realized through the years that some technology workshops cannot fully achieve their goals within the one-hour limit, with the room filled to capacity. Therefore, LILT will hold "hands on," two-hour technology workshop sessions during the 2009 Winter Workshop Program. This year's program can be accessed online and should be in your mailbox at home around mid January.

As I indicated in the September *LILT Newsletter*, members can look forward to some advances and changes in LILT during my presidency. LILT is a vibrant and growing organization. All of our colleagues who work for this organization are volunteers. With the number of members reaching an all time high, the demands on the time of many have been put to the test. The high standards of efficiency, and the professional manner in which events are undertaken by LILT, have come to be expected by our membership and our Executive Board. Desirous of maintaining these, it is time for LILT to utilize technology to maintain records and conduct LILT business with computerization. After much research, trials, and tribulations and with the help of Treasurer, **Ron Taub** and 1st Vice President, **Michele Ortiz**, the Board approved a one-year trial of computerized payment services for LILT events. We are now in the process of setting up this service and you will have notice of when online services will begin and how to utilize them to renew membership and register for the Winter Workshops in the near future. If all goes well, members can look forward to registering online for next year's Regional Conference and creating their own personal schedule of workshops! Please look for an e-mail from me in regard to this new service very soon.

Information about the Student Language Competition and the Poster Contest is available now on our website at WWW.LILTFL.ORG. Only teachers who have renewed by December 31, 2008 will be able to enter their students in these competitions. While you are at our website (www.liltfl.org), peruse the many awards,

stipend and scholarships available to members and their students. The application deadline is April 15th.

Having recouped energy after the Regional Conference work and the holidays, I look forward to accomplishing much for our organization in 2009 with the help of my Executive Board team. We love this organization and what is it doing for LOTE education on Long Island. I thank you for your continued support, and I extend my hand to you in collegiality and friendship as we work towards teaching our students the importance and enjoyment of speaking other languages and knowing other cultures.

As always I remain united with you toward this goal,

Nancy Russo-Rumore

FROM THE REGIONAL ON-SITE CHAIR

Co-chairing the Regional Conference these past two years has been one of the most professionally rewarding experiences of my life. To build a conference from the ground up, watch it evolve from words on a page to a day filled with collegiality and professional development is an exceptional feeling. The realization that one's hard work and months of planning have paid off is extremely satisfying. Now that it is over, I'd like to explain, as you may be curious, about all that goes into planning a conference, and why some participants do not always get all their choices.

The president first finds an acceptable venue and teachers willing to be co-chairs. Since the conference location alternates between Nassau and Suffolk counties, two chairs, one from each county, are needed. They may not know each other, but must immediately work cooperatively along with a Program/Presenter Coordinator whose job it is to find workshop presenters. This is not always easy since the program needs to be constructed so there is a balance of elementary, middle school, and upper level workshops for different languages, as well as workshops for both new and veteran teachers, and technology, an ever popular and sought after topic. The Vendor Coordinator rounds out the team, contacting textbook and tour companies catering to world languages. All members of the Regional Committee receive a binder with a timeline, samples and instructions.

At the Planning Meeting in March, a conference title and program cover design, the responsibility of the Off-Site Chair, are agreed upon, and there is a review of all conference aspects including ideas for workshops and presenters. The Off-Site Chair is also responsible for creating the flyer mailed to all members and for creating the conference workshop schedule. The On-Site Chair secures district permission for the conference, determines which classrooms to use, and is in total charge of site preparation.

After most other details are taken care of, scheduling participants becomes the highest and most challenging priority. Attendees list their four top choices and are scheduled in the order forms are received. When a workshop is only offered once, or a person chooses two workshops, which are scheduled for the same session, it necessitates using a fourth choice. Even then, there may be a conflict, but LILT does its utmost to please everyone.

I thank you for your positive feedback. LILT looks forward to offering you an even more exciting program next year. We are always looking for new co-chairs and presenters, so don't hesitate to contact President Nancy Russo-Rumore at: nrussorumore@liltfl.org *Submitted by Michele Ortiz, 2008 On-Site Regional Chair, Division Avenue HS*

LILT AWARDS, GRANT AND STIPEND

It's time to start thinking about nominees for this year's LILT Awards, Grant and Stipend. Please go to the website (www.liltfl.org) for information. If you have any questions, contact Joan Militscher (jmilitscher@liltfl.org).

LILT STUDENT LANGUAGE PLAQUES

Honor your graduating senior and your graduating middle school/junior high school student with a LILT Student Language Plaque. Kindly see LILTFL.ORG for more information, and if you have any questions contact Anahí Walton-Schafer (awaltonschafer@liltfl.org).

CONGRATULATIONS

to Adriana Devers, Spanish teacher at Patchogue-Medford HS who has published her first book of poetry, *Huellas de una memoria perdida*. (Urpi editores, ISBN: 978-603-45125-2-8) Adriana has been giving presentations on Long Island and Queens. Her book may be purchased at: www.urpishop.com. *Submitted by Nancy Russo-Rumore, Emerita*

AMERICAN SIGN LANGUAGE HONOR SOCIETY

Created in 2006, the American Sign Language Honor Society (ASLHS) is an official program established by the American Sign Language Teachers Association (ASLTA), the only national organization of ASL teachers. ASLHS was established to encourage high academic achievement at all levels of ASL study. ASL students are eligible to earn honor cords, and medals. For more information and application forms, go to: <http://www.aslta.org> *Submitted by Nancy Russo-Rumore, Emerita*

AATF SUFFOLK

The Outstanding Administrator Award for 2008, sponsored by the National AATF, the French Embassy and the Concordia Language Villages has been presented to Mr. Robert Feeney, Principal of William Floyd High School in Mastic. This Award recognizes an administrator who supports the study of languages, in particular French. According to Jo Anne Orlando,

teacher of French at William Floyd High School and the person who nominated him, Mr. Feeney more than meets this criterion. The prize was a stay at the Concordia Language Villages this past summer given to a student in the school or district. This student is Caitlin Ashton, currently a senior at William Floyd High School. She was chosen because she had the highest average in her junior level French class and is very active in the French Club, including holding the office of president.

FROM THE FRENCH CONSULATE, NEW YORK CITY

Alexander Calder at the Whitney

Through February 15, 2009

On view at the Whitney Museum of American Art through February 15, *Alexander Calder: The Paris Years, 1926–1933*, explores a time when the young artist created his first wire sculptures, performed his Circus and invented his signature mobiles.

The Babar Exhibition

The Morgan Library & Museum, Through January 4

A dignified elephant, dressed in a green suit and wearing a yellow crown, walks upright across the page. This image—both absurd and endearing—has become instantly recognizable to several generations of readers throughout the world. The exhibition *Drawing Babar* returns visitors to the two essential moments of Babar's creation: when Jean de Brunhoff and, years later, his son Laurent, set down their initial thoughts on paper.

Contest: "Histoires de l'histoire de l'art"

Deadline: March 25, 2009

The Ministry of Education organizes an essay competition for French-speaking students. Students have to write a text from an image according to a series of scenarios proposed on the site www.imageimaginaire.com. The goal is to propose an opening towards art history and to arouse creative writing. Students from 14 to 20 years of age are eligible.

BABAR

A chain of elephants, trunks and tails linked, wanders, with a mixture of upbeat energy and complacent pride, along the endpapers of a children's book. So begins one of the stories that most please the imagination of the modern child and his distant relation the modern adult—Jean de Brunhoff's *The Story of Babar*, published in 1931. The Babar books are among those half-dozen picture books that seem to fix not just a character but a whole way of being, even a civilization. An elephant, lost in the city, does not trumpet with rage but rides a department-store elevator up and down, until gently discouraged by the elevator boy. A Haussmann-style city rises in the middle of the barbarian jungle. Once seen, Babar the Frenchified elephant is not forgotten. With Bemelmans's *Madeline* and Sendak's *Where the Wild Things Are*, the Babar books have become part of the common language of childhood, the library of the early

mind. There are few parents who haven't tried them and few small children who don't like them. They also remain one of the few enterprises begun by a father and continued by his son in more or less the same style. Laurent de Brunhoff, who was twelve when his father died, at the age of just thirty-seven, picked up the elephant brush after the Second World War and has gone on producing Babar books, with the same panache, almost to this day. (Audubon's sons' continuation of their father's Quadrupeds is another instance, but in that case the father was alive when the sons began to carry on the work.)

Babar comes to us now in a show, at the Morgan Library & Museum, of the early drafts and watercolor drawings for the first books by both de Brunhoff *père* and de Brunhoff *fils*. Jean had produced the very first Babar book at the demand of his wife and two children, who had fallen in love with an elephant-centered bedtime story that she had been telling the children in the summer of 1930. He came from a family of artists perched on the ledge—a broad one in the France of his time—between fine-arts painting and book and fashion illustration. (De Brunhoff's father had worked with the academic Impressionist James Tissot, and his brother was the editor of French *Vogue*.)

Jean de Brunhoff was trained as a painter, and what strikes one first about his preliminary drawings for "Babar" is how much more conventionally masterly—the work of an obviously accomplished draftsman—they look than the final drawings do. The sketches are sinuous and authoritative as de Brunhoff searches out form and dramatic manner. (He made oil paintings for adult collectors, and those which survive are likewise quite conservative and finished.) The completed Babar drawings, by contrast, are beautiful small masterpieces of the faux-naïf: the elephant faces reduced to a language of points and angles, each figure cozily encased in its black-ink outline, a friezelike arrangement of figures against a background of pure color. De Brunhoff's style is an illustrator's version of Matisse, Dufy, and Derain, which by the nineteen-thirties had already been filtered and defanged and made part of the system of French design.

But the Babar books are more than the sum of their lines. By now, of course, a controversial literature is possible about anything, and yet to discover that there is a controversial literature about Babar is a little shocking—*faut-il brûler Babar?* ("Must we burn Babar?"),

as one inquisitor puts it, in a famous French locution. And the controversial literature isn't trivial: it touches on questions that are real and enduring. In the past few decades, a series of critics on the left, most notably the Chilean writer Ariel Dorfman, have indicted Babar in the course of a surprisingly resilient and hydra-headed argument about the uses of imagery and the subtleties of imperialist propaganda. Babar, such interpreters have insisted, is an allegory of French colonization, as seen by the complacent colonizers: the naked African natives, represented by the "good" elephants, are brought to the imperial capital, acculturated, and then sent back to their homeland on a civilizing mission. The elephants that have assimilated to the ways of the metropolis dominate those which have not. The true condition of the animals—to be naked, on all fours, in the jungle—is made shameful to them, while to become an imitation human, dressed and upright, is to be given the right to rule. The animals that resist—the rhinoceroses—are defeated. The Europeanized elephants are, as in the colonial mechanism of indirect rule, then made trustees of the system, consuls for the colonial power. To be

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COMING SOON

This year LILT will consolidate information on the following events and services: Student Foreign Language Competition, Plaque sales, the Poster Contest and the Winter Workshop Program into one mailing to arrive at your home soon. Members will now have all of these announcements in one booklet.

LILT hopes members will find this new convenience useful and helpful.

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made French is to be made human and to be made superior. The straight lines and boulevards of Celesteville, the argument goes, are the sign of enslavement. Through such subtle imprinting, the premises of imperialism come to be treated as natural. The case cannot be dismissed out of hand: it's easy to see that, say, "Little Black Sambo," for all his pancake-eating charms, needs to be thought through before being introduced to young

readers, while, to take an extreme example, a book from nineteen-thirties Germany about the extermination of long-nosed rats by obviously Aryan cats would go on anyone's excluded list, however beautifully drawn.

Yet those who would burn *Babar* miss the true subject of the books. The de Brunhoffs' saga is not an unconscious expression of the French colonial imagination; it is a self-conscious comedy about the French colonial imagination and its close relation to the French domestic imagination. The gist of the classic early books of the nineteen-thirties—"The Story of Babar" and "Babar the King," particularly—is explicit and intelligent: the lure of the city, of civilization, of style and order and bourgeois living is real, for elephants as for humans. The costs of those things are real, too, in the perpetual care, the sobriety of effort, they demand. The happy effect that Babar has on us, and our imaginations, comes from this knowledge—from the child's strong sense that, while it is a very good thing to be an elephant, still, the life of an elephant is dangerous, wild, and painful. It is therefore a

safer thing to be an elephant in a house near a park.
Reprinted from The New Yorker, September 22, 2008.

AATG

Sprachfest, the AATG's annual German student competition and expo, will be held this year at Massapequa High School on Saturday morning, February 28. The event is a true symbol as to how much students of all ages from both Nassau and Suffolk Counties enjoy learning German.

AATI

AATI Long Island sponsored a trip to the Zuccherò Concert at Carnegie Hall on September 27, 2008. Zuccherò, a popular Italian singer and songwriter, was in top form and the full house was clearly pleased with his performance. After the concert, Isabella Cosentino, Valerie Levy, Diana Riccoboni and Linda Stack waited patiently for a photo op at the stage door (AATI banner in hand) but alas, Zuccherò slipped out a different exit! Biricchino!!

A delicious pre-concert dinner was enjoyed at Trattoria dell'Arte, a unique, "artsy" eatery on 7th Avenue which boasts New York's biggest antipasto bar.

Andrea Palladio, 500th Anniversary of his Birth

For more than thirty years the *Italian Heritage & Culture Committee of New York, Inc.* has organized events, exhibits and lectures, celebrating Italian culture. Each year a theme representative of the history and culture of Italy and Italian Americans is highlighted. This year the committee honors *Andrea Palladio : Architect for the Ages*.

Andrea Palladio (November 30, 1508 – August 19, 1580), an Italian architect, was widely considered the most influential person in the history of Western architecture.

He was born Andrea di Pietro della Gondola in Padova (Padua), then part of the Republic of Venice. He apprenticed as a stonecutter in Padova when he was 13 and then went to the nearby town of Vicenza. There he became an assistant in the leading workshop of stonecutters and masons. He frequented the workshop of Bartolomeo Cavazza, from whom he learned some of his skills.

His talents were first recognized in his early thirties by Count Gian Giorgio Trissino, who employed the young mason on a building project. Trissino also gave him the name by which he is now known, Palladio, an allusion to the Greek goddess of wisdom Pallas Athene. Palladio later benefited from the patronage of the Barbaro family, and in particular Daniele Barbaro who encouraged his studies of classical architecture in Rome. The Palladian style, named after him, adhered to classical Roman principles. His architectural works have "been valued for centuries as the quintessence of High Renaissance calm and harmony" (Watkin, D., *A History of Western Architecture*). Palladio designed many churches, villas,

and palaces, especially in Venice, Vicenza and the surrounding area. A number of his works are protected as part of the World Heritage Site Palladian Villas of the Veneto.

Palladio was chosen by the most powerful members of Venetian society for numerous important commissions. His success as an architect is based not only on the beauty of his work, but also for its harmony with the culture of his time. His success and influence were a result of the integration of extraordinary aesthetic quality with expressive characteristics that resonated with his client's social aspirations. Like the great builders of ancient Rome, Palladio believed that beauty comes from harmony. "Our homes, he wrote, should be proportioned like our bodies, with rooms balanced equally on each side of the entrance hall". You will find this type of symmetry in a Center Hall Colonial and many Georgian and Neoclassical homes.

Today the name Palladio may seem familiar to you because of Palladian Windows. Named after the Renaissance master, a Palladian window combines the pleasing arched shape with a keen sense of symmetry. A tall window rounded at the top is flanked by two smaller rectangles. You'll most often see a Palladian window on the second story, directly above the front entrance. This type of window is characteristic of the Federal style, but has been widely used on other homes from Victorian to modern times. Upscale new homes sometimes have oversized floor-to-ceiling Palladian windows.

Palladio's influence was far-reaching, although his buildings are all in a relatively small part of Italy. One factor in the spread of his influence was the publication in 1570 of his architectural treatise *I Quattro Libri dell'Architettura* (The Four Books of Architecture), which set out rules others could follow. This masterwork ensured his place in architectural history.

The book set out his architectural principles as well as practical advice for builders. The most critical element, perhaps, was the set of meticulous woodcut illustrations drawn from his own works to illustrate the text. The work was subsequently translated into every European language and remains in print today both in paperback and hardcover. Palladio died in his adopted town of Vicenza in 1580 *Submitted by Linda Stack, Plainview-Old Bethpage High School*

AATSP

Consult AATSP's new website for their latest news: aatsplongisland.edublogs.org

SUMMER STUDY ABROAD

The American University of Rome, Italy – Professional development (methodology and technology) for teachers of Italian at middle school, high school and college levels, June 30-July 14, 2009. Consult their website for further information: www.aur.edu/bringitaliantolife.

Stony Brook University: Summer 2009 will offer the following programs abroad: Shanghai/Beijing, China; Montpellier, France; Bangalore, India; Florence and Rome, Italy; Mishima, Japan; St. Petersburg, Russia; Alcalá, Spain; Tanzania; and Oxford, UK. Consult their website for further information: <http://ws.cc.stonybrook.edu/studyabroad/studyabroad.shtml>



SPOTLIGHT ON CAROLYN SCÉ-SMITH (BA in Romance Languages, Dowling College; MS in Education, Dowling College)

In 2004 I was blessed to meet a person that changed the way I viewed teaching forever. Student teaching is a crucial time for people preparing to enter the education field. Effort, dedication, and responsibility are put to the test along with strategies, techniques and knowledge of the subject matter. In order to succeed in this field one must also have the right guidance and cooperation, especially at the start. As I went to Bay Shore High School having doubts in my mind about teaching, Carolyn Scé-Smith took me under her wing and showed me that love and discipline go hand in hand, and faith and enthusiasm can take one a long way.

Mrs. Scé-Smith, of Italian descent, grew up in a diverse community in Brooklyn, where she became acquainted with other cultures and fell in love with romance languages. When asked what motivated her to become a Spanish teacher Carolyn's eyes lit up, and with a smile, she remembered her daily ride to school on the subway where she often happened to sit between two Spanish speakers. She might not have understood at the time what they were saying, but just listening to the language unleashed the passion she felt towards it and made her realize studying language was a path she wanted to follow.

Even though Carolyn felt teaching language was her field, it was not the career she pursued during her first years as a working professional. Carolyn followed in her father's footsteps with a career in the business world. She worked for a major bank in New York City in the international division, and although she made use of the foreign language, she still had a sense of not belonging in that area. "Working for that company really helped me, it allowed me to grow and obtain real life experiences, but it was not what I wanted to do." In 1990 Carolyn followed her dream of becoming an educator by going back to school to obtain her master's degree. Mrs. Scé-Smith knew she wanted to work in a multi-cultural environment and was elated to secure a position as a student teacher at Bay Shore High School. It is there she feels at home. She says with great enthusiasm that Bay Shore is such a wonderful place to work, and demonstrates her love for language by inspiring her students.

When asked what the most difficult thing about teaching is, Carolyn replies, "reaching all students." But in spite of that, she does not give up easily. In order to successfully reach all students and engage them in the process of learning, Carolyn uses several techniques and strategies to make her students' learning fun and interactive. I asked Carolyn, "How do you keep yourself up to date with techniques to use in the classroom?" To which she answered, "I take advantage of the media, games and technology, also attending conferences on a yearly basis such as LILT. I beg, borrow, and steal. I also share ideas with other teachers which is fundamental to staying current in this field."

As her student teacher, I learned from Mrs. Scé-Smith the importance of the communicative approach, as well as the advantages of using TPR in the classroom. She has taken several conferences on TPR, one of them in Atlantic City, and she constantly applies that technique into her lessons. Carolyn also has her students work on skits, using puppets, to create a comfort zone for them and encourage communication.

I also asked Carolyn to give some advice to new teachers, to which she responded: "Have patience, be a self reflective person. Think of how you can make it better. Always have the willingness, the drive and a good sense of humor; and of course be enthusiastic and have good classroom management." As an advocate of the book *The First Days of School* by Harry Wong, she recommends new teachers have an effective plan with rules and procedures in place, be organized and dedicated. "If something doesn't go as planned, stick with it, tomorrow is another day. Be flexible, you can always make it better tomorrow, have fun," she added.

Carolyn Scé-Smith has an old saying she tries to apply in life: "If you change the way you look at things, the things you look at will change". Her view of life and positive vibrations are contagious, and her love of language keeps her motivated and committed to the field. Some of her goals are to continue making it fun, to constantly look for ways to become a better teacher, and to continue touching the lives of others in as many ways as possible. *Submitted by LILT member: Adriana Devers, Patchogue-Medford High School*

TEACHERS HELPING TEACHERS

Class starters

1. Distribute a cartoon without captions and ask students to create the text for each caption.
2. Post a situation and ask students to list all the actions necessary to complete the task in the TL, i.e. preparations for a birthday party, etc.
3. Distribute a Matching Column of movie titles in the TL and have students find the English equivalent or vice versa,
4. Ask students to find errors in a TL paragraph and suggest corrections.
5. Ask students to brainstorm possible categories for

- newly learned vocabulary and then ask them to list vocabulary appropriate to each category.
6. To drill interrogative words, show students statements in the target language with underlined information and ask them to create a question for each statement in the TL.
 7. Play *scattogories* by giving each row a category of previously learned vocabulary and each student a letter of the alphabet. Then ask them to create lists of pertinent vocabulary beginning with that letter.
- “Share out” with the class.
8. Distribute envelopes containing various story related sentences in the TL and ask students to place these in a logical order.
 9. Give a handout of simple math problems and ask students to write out the operation in the TL.
 10. As a way to review vocabulary, ask students to choose and define a word in the TL and create an original sentence with it. *Submitted by Anahí Walton-Schafer, Northport High School*

PROFESSIONAL CALENDAR

2009

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| <p>Jan. 17 AATSP, PowerPoint Workshop and teacher tips, Locust Valley</p> <p>February LILT Winter Workshops begin</p> <p>Jan. 23 FLACS, meeting at Milleridge Inn, 12 PM</p> <p>Feb. 4 AATF Suffolk, French Poetry Competition, Ward Melville HS</p> <p>Feb. 6 ASL, John Maucere performance (deaf comedian), Massapequa HS. Contact MelSmith25@aol.com for more information.</p> <p>Feb. 28 AATG <i>Sprachfest</i>, Massapequa HS</p> <p>Mar. 1 Deadline for LILT Student Foreign Language Competition submissions. See LILTFL.ORG for competition details.</p> <p>Mar. 11 AATF Nassau, <i>Le Grand Concours</i></p> <p>Mar. 13 Deadline for submissions for the Poster Contest. See LILTFL.ORG for details.</p> <p>Mar. 14 AATI, AP Italian Workshop, Italian Consulate, NYC</p> <p>Mar. 21 Judging for Student Foreign Language Competition, Bay Shore MS, 10 AM-2 PM</p> | <p>Mar. 25 FLACS, Conference, Molloy College, Suffolk County Campus</p> <p>Mar. 27 AATI, Annual Italian Poetry Contest, Stony Brook University</p> <p>Mar. 27 ASL, Peter Cook performance (deaf comedian), Great Neck South HS. Contact gnsasl.blogspot.com for more information.</p> <p>Apr. 2 AATF Nassau, <i>Soirée de Hockey</i>, Nassau Coliseum</p> <p>Apr. 15 Deadline for LILT Awards, Grant and Stipend applications. See LILTFL.ORG for application and mailing details.</p> <p>Apr. 16-18 NECTFL Conference, NYC</p> <p>Apr. 24 AATI, Italian Folk Dance Workshop, Commack HS</p> <p>Apr. 30 AATF Nassau, Annual French Poetry Contest</p> <p>May 14 AATF Nassau, <i>Distribution des Prix</i>, Herricks Middle School</p> <p>May 22 FLACS, meeting at The Carleton, Eisenhower Park, 12 PM</p> <p>Jul. 16-19 AATF Convention, Liège, Belgium</p> |
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PLAINVIEW-OLD BETHPAGE HIGH SCHOOL ITALIAN RADIO PROGRAM

In a new pilot project this year, Linda Stack and her students are working with the teacher in charge of radio broadcasting at Plainview-Old Bethpage HS to produce an Italian radio show. Ms. Stack's level 3R class produces *Radio Italiano* which is broadcast on the last Wednesday of each month for 45 minutes at 7:30 A.M. on WPOB 88.5 FM. This station broadcasts all day directly from the high school to the local community.



Students take turns doing the announcing. The program includes, among other things, the day, date, weather, time, a news item, a sports item, as well as teaching the listeners a new proverb, an

Italian phrase and an interesting cultural item on every broadcast. The students also choose Italian music to play during the broadcast.

This is a new and exciting adventure for both Mrs. Stack and her students, who are not only learning about radio broadcasting, but also getting the chance to use their language skills in a real setting for a real purpose. What better way to reinforce language study, make it relevant and also reach out to our community?

If you would like to learn more about starting a LOTE radio program in your school, you can contact Mrs. Stack at lstack@liltfl.org. *Submitted by Linda Stack, Plainview-Old Bethpage High School.*



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

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Home Phone () _____ New, Home Fax () _____ New

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School Name/District _____ New

School Address _____ New, State _____ Zip _____

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Languages and levels you teach (Please don't omit.) _____

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

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

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