



## NEWSLETTER

September 2017

WWW.LILTFL.ORG

Cheryl Sosa, Editor

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### *President's Message*

September 1st: A new year of challenges and rewards ahead. What an exciting time!

During the summer the members of the Executive Board and various Committees Chairpersons have been working to offer new and seasoned teachers a wide range of opportunities to grow professionally, make your students shine, and cast a favorable light onto your department.

Please mark your calendar for the LILT events for 2017-2018:

1. **Fall General Membership Meeting**, Wednesday, October 11, 4:30 -7:30 P.M. at Domenico's, Levittown. Keynote speaker, Dr. Sarah Jourdain (Stony Brook University) will discuss *High Leverage Teaching Practices in the World Language Classroom*. Dr. Jourdain's talk will count for CTLE PD hours.

2. **LILT Annual Conference: *Best Practices: What's on your playlist?*** Keynote speaker: Joshua Cabral. Saturday, November 4 at William Floyd HS, Mastic Beach. Online registration will start September 20. Please stay tuned.

3. **Professional Development Workshops** TBA, March-April.

4. **Student Language Competition**: Deadline for submissions: March 1. These are the topics:  
Original Essay: A day without....  
Language Production Video: Let's Talk (Interview with historical or popular figure of the target language)  
Multi-Media Presentation: Going Green?

5. **Poster Contest**. Topic: "Foreign Languages, A Window to the World". Deadline for submissions: March 16, 2018

6. Order **LILT plaques** to recognize outstanding students. Deadline for orders: March 31.

7. Nominate a student for the **Lucille DiPietro Lambert LILT Student Award** for Excellence in Second Language Studies on Long Island. Deadline for submissions: April 15.

8. Nominate a colleague for the **Kathleen Ann Lyons Memorial LILT Excellence in Teaching Award**. Deadline for submissions: April 15.

9. Nominate an extraordinary supporter of World Language education for the **LILT Friend of Languages Award**. Deadline for submissions: April 15.

10. Apply for the **Richard Gentile LILT Teacher Incentive Grant** to carry out a special project you have in mind for your students. Deadline for submissions: April 15.

11. Apply for a **LILT Stipend** to attend a professional conference other than LILT's. Deadline for submissions: April 15.

12. **Spring General Membership Meeting**: TBA

When welcoming any new department members, please inform them about the many activities, events and opportunities for professional development LILT provides, and encourage them to join. Not only does LILT provide activities for professional growth, but we also offer many ways of honoring and rewarding colleagues and students via LILT's scholarships, awards and grant opportunities.

Please join us at our Fall General Membership Meeting on October 11<sup>th</sup>, at Domenico's in Levittown. Bring along a colleague, learn new trends in World Language education from Dr. Jourdain, enjoy some social time and a nice dinner, mingle with colleagues, and try your luck at the door prizes.

Plan to attend the 2017 LILT Annual Conference at William Floyd High School and register for Professional Development Workshops that will give you an edge in your teaching and increase students' use and proficiency in the target language. If you are a seasoned teacher, please consider sharing your expertise with other colleagues and apply to give a LILT Professional Development Workshop. Have your students participate in LILT 2018 Poster Contest and Student Foreign Language Competition. Reach out to your community to celebrate Foreign Language Week.

Finally, I would like to thank **Joan Militscher**, who stepped down from the Executive Board in July, for her many years of committed service. Before and after her presidency (1996-98), Joan served on the Execu-

tive Board offering sound advice and a helping hand, organizing events, chairing many committees, and advocating for World Languages. We hope to honor Joan at the 2018 Spring General Membership Meeting.

A new school year ahead: I sincerely wish you a successful and rewarding school year.

*Anahí Walton-Schafer*  
LILT President

### *Message from the Editor*

***“Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did.”***

—Sarah Caldwell

As summer winds down and we prepare for a new year, I am reminded of just how fortunate we are in our profession to be educators. Each September as we dress our classrooms, prepare to welcome our students, photocopies and syllabi at the ready, I think to myself, what other profession gives us the opportunity to start fresh every year? To begin again, volver a empezar? As exciting as this can be, it can also be very scary, teaching a new prep, maybe in a new room, maybe several rooms, new building, new admin, ...we all know that change is scary. As educators we understand its necessity, but are not always embracing its invitation.

When I first began teaching in a secondary school in the early 80's, I was teaching Spanish and German to junior high school students. To say I was in over my head would be an understatement, trying to stay ahead of my German students, who I believed deserved a 'qualified' teacher. I would break out into a cold sweat just thinking they would ask me a question that I would not be able to answer. I learned a lot that year, about German, youngsters, pedagogy, my colleagues and myself. The most valuable lesson I learned as a new teacher was the incredible resources that rested in my colleagues. Their rich experiences and wisdom were indispensable to my growth and I began to understand the beauty of collaboration.

Since I began teaching over thirty years ago, I have seen our department grow, our programs flourish and our students gain an awareness, that we as educators know is essential to global competence and social justice. Each year presents a new set of goals and challenges for us as we forge ahead with new rules, new ideas and young minds that are ready or not, to learn. As the new year begins, I find myself once again facing a new and exciting challenge. As the newly appointed editor of the LILT Newsletter, I look forward to facilitating discussion and sharing of new ideas and practices that highlight our profession, helping us to improve our craft. I beg your patience and collaboration in this process. I invite you to share in this collaborative process, perhaps reviewing an article of interest to our members, sharing a successful practice or lesson, submitting an article, a movie review or suggestion for a feature. I appreciate any contribution to this publication you would like to share. Perhaps you have a great lesson, tips, an event or program or web site that you would like to highlight? Please share, it makes us all smarter!

Please visit our updated website for full articles and additional information.

Cheryl Sosa

Tense? Moody? Irregular?

**You must be  
a verb.**



Grammarly Cards



## Los Encantados

One of the 'hot topics' in the news of late is the question of global climate change and public policy. Regardless of which side of the coin you fall on, the topic serves for rich discussion and investigation for the World Language classroom. No matter what level or language you teach, the issue is in the news. As we all do, I try to incorporate my personal travel experiences and understandings into my lessons on a regular basis.

The summer of 2016 gave me the opportunity to return to the Galapagos and experience the beauty the archipelago, truly an exceptional voyage. We began our journey in Ecuador, spending a week exploring the Galapagos. Twenty-two educators representing a variety of disciplines, language, physical education, science, math, special education and history, all ready to explore a pristine paradise. It was a living classroom, where the lesson each day was adaptation land evolution, lessons we can easily that extend beyond la galapaguera.

A journey to the Galapagos, actual or virtual, is a rich resource for learning about the environment, biology, social justice, adaptation and evolution, in addition to rich and practical vocabulary in the target language. There are many inter-disciplinary projects that can be designed to tailor the desired outcomes for various levels and abilities, according to your needs.

(Some interesting facts about the islands are available in the full article online. )

### Some suggestions

Create a travel brochure or poster

Create a time line chronicling the discoveries and discoverers of the islands

Create your own 'barrel' in your classroom and have students write and deposit letters (select a theme for the letters)

Investigate the effects of tourism, waste, consump-

tion and renewable energy to the islands

Access to goods and fresh water, the economics of the region

Human rights investigation, story of the wall of tears and other social issues of the islands

Blog created by the students based on the video and other sources, creating their own blog or vlog

Video- students can create an interview, interpreting the role of Darwin, his reflections upon arrival, great artistic license here =, or any of the other explorers who visited the islands



### Some useful resources:

<https://es.khanacademy.org/science/biology/her/evolution-and-natural-selection/a/darwin-evolution-natural-selection> has great information about evolution, Darwin's Beagle and his investigations. Includes texts, youtube videos and resources for use.

<http://espanol.galapagos.org> The Galapagos Conservatory, Official site, offers a lot of information about the islands, tourism, as well as links to valuable sites (available in Spanish and English)

<http://www.darwinfoundation.org/en> The Darwin Foundation, official site, offers much information about research and activities of the organization as well as links to other useful sites. (available in Spanish and English.)

<http://www.openculture.com/2013/09/googles-new-virtual-tour-of-the-galapagos-islands.html>

Virtual tour of the Galapagos, partnership with Google, The Darwin Foundation (although in English, this can present a wonderful opportunity for students to summarize in the target language what they learned.)

Here are some interesting facts about the Galapagos that you may be able to share with your students and develop a learning experience.

- The Galapagos were discovered in 1535 by Fray Tomas de Berlanga, the Bishop of Panamá. He had been sailing to Perú when the ship went off course and was carried west by the currents and were discovered by accident. The island was not inhabited with people, only flora and fauna.

- There's a legend in Galápagos folklore that early Spanish explorers dubbed the islands' famous inhabitants "galápagos" because the characteristic shape of their carapaces resembled a Spanish saddle.



- In Berlanga's report to the King of Spain, he did not refer to the islands by name. On the Flemish cartographer Ortelius's 1570 world map, they appear as *Insulae de los Galopegos* named for the saddleback giant tortoises de Berlanga reported seeing.

- According to Incan oral history, it is possible that the islands were discovered 60 years earlier by the Inca King Tupac Yupanqui. The oral history tells of his voyage to the west and discovery of two 'Islands of Fire.' No way of knowing if this is true, but some historians believe he may have traveled to Easter Island.

- In the 1600's the Galapagos became the base for English Pirates. Fresh meat, in the form of the giant tortoise was a valuable commodity for mariners, as it provided a food source that could be kept fresh on board ship with little food and water to be consumed later.

- By the late 1700's pirates were being replaced by whalers. Captain James Colnett set up a 'Post Office Barrel' on the island of Floreana. Whalers, who would often be at sea for years, would leave letters in the barrel and ships heading back to England would

pick up the letters up and deliver them to port, and vice versa.

- Among the whalers who stopped in Floreana was Herman Melville, the author of *Moby Dick*. He wrote a short story *Los Encantados*, published in 1854, that takes place on the island.

- In 1832, the recently independent Ecuador, claimed the islands naming them *Archipelago del Ecuador*. In 1892, in honor of the 400 year anniversary of Columbus, the islands were renamed Archipelago de Colón. Although this remains the official name, Galapagos is more widely used.

- In 1833 the Ecuadorian government grants a concession to Frenchman José Villamil, who left Louisiana when the US purchased the territory, to establish the first settlement on Floreana, in the Galapagos. He raised fruits, veggies, cattle, pigs and goats, doing brisk business with whalers. By 1846, long after the colony was abandoned, many of the tortoise species had disappeared.

- In 1835 Charles Darwin visited the islands and documented his discoveries and explores the science of evolution and adaptation.

- In the 1940s-50s, a period of tragic human history, Isabella Island served as a penal colony. It was virtually impossible to escape. The prisoners were tasked with building a wall, in the middle of nowhere, with the sole purpose of the project to make the inmates suffer.

Today the Galapagos are one of the most biodiverse places on the planet and most of the islands are designated National Parks. Although it enjoys a thriving eco-tourism business, the Ecuadorian government enforces strict rules for entering and leaving the islands, limiting access even to Ecuadorians. Non natives of the islands are permitted to visit only 90 days each year.



## Communicating in the target language, what's just right?

*ACTFL advocates that 90% of instruction should take place in the target language...*

Managing the balance between the target language and the 'other' can be a daunting task. We want to engage our students but not lose them.

As we begin a new year it is important to set the tone from day one. While ACTFL advocates that 90% of instruction should take place in the target language, sometimes finding that 'happy place' is not so easy. "Research indicates that effective language instruction must provide significant levels of



meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency" (Oct 2012, The Language Educator.)

Although we may strive to attain this percentage, it is rarely easy at the start. We find ourselves doing all kinds of kooky things, playing charades, dancing around the room, using an endless supply of props and terrible drawing, repeating ourselves 'til the cows come home!

Consider these helpful suggestions for implementation in your classroom:

1. Begin the year with an explanation about why using the target language is essential to your goals, praising your students for their progress.
  2. Plan lessons that go 'bell to bell', idle time invites students to chit chat, unless they'll do it in the target language, better to avoid it.
  3. Mix it up, change seating regularly so students can pair up with different students.
  4. Post high frequency expressions around the room.
  5. Encourage students to use each other as a resource.
  6. Repeat yourself as often and as many different ways possible.
  7. When students ask a questions in English, shrug your shoulders and kindly reply, 'Sorry, I don't understand' in the target language.
  8. Pick 'hot topics' to talk about, topics that students are interested in talking about, let them pick the topic.
  9. Consider a 'personal notebook' or journal where they regularly write, focusing on effort rather than nit picking grammatical errors.
  10. Consider integrating music (in the target language) into lessons as well as playing different selections while the students are working.
  11. Reward them for using the target language, especially if they have visibly stepped out of their comfort zone. Prizes, tickets for points, food, whatever works best for your students! (My students have become very familiar now with the word for bribery .)
- Getting the students to use the target language is something that can easily wear the language teacher down. Don't give up!



## *LILT Mail-In Membership Application Only*

If you wish to enroll as a member on-line, please go to [LILTFL.ORG](http://LILTFL.ORG) and follow the appropriate link for NEW membership or RENEWAL membership.

**PRINT VERY CAREFULLY IN BOLD BLUE OR BLACK INK**

**\* REQUIRED FIELDS**

Last Name\* \_\_\_\_\_ First Name\* \_\_\_\_\_

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

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

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

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

E-Mail Address\* \_\_\_\_\_

School Name/District \_\_\_\_\_

School Address \_\_\_\_\_, State \_\_\_\_\_ Zip \_\_\_\_\_

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

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

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

☐ I am a **NEW** LILT member\*.

☐ I am **RENEWING** my LILT membership\*.

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

In order for your students to participate in LILT Student Foreign Language Competition and the LILT Poster Contest, your present LILT Membership must be paid by February 15th, 2018. Make your membership check PAYABLE TO LILT, and mail to:

Ann Marie Lombardi, 115 Watts Pl., West Islip, NY 11795



## FALL GENERAL MEMBERSHIP MEETING - OCTOBER 11, 2017

Join us as we kick off the new school year with a **professional development opportunity** for our members! **Dr. Sarah Jourdain** (Stony Brook University) will present: ***"High Leverage Teaching Practices in the World Language Classroom."*** A Certificate of Participation for CTLE credit will be given to each attendee at the end of the meeting. Come and celebrate all that's happening in world of World Languages! **We will also be honoring retiree, Elvira Morse.**

**WHEN:** Wednesday, October 11, 2017

**WHERE:** Domenico's of Levittown (516) 735-5535

**TIME:** 4:30 - 7:30 P.M.

**COST:** \$35.00 per person

(Includes dinner, soft drinks, dessert, coffee, tea & gratuity - cash bar available)

Due to space restrictions, we will not be able to accommodate "walk-in" registrations. Please reserve your seat online at [liltfl.org](http://liltfl.org) or by submitting this form and your payment **postmarked by October 1** to Jo Anne Orlando (see below). **Late registration will not be accepted.**

**DIRECTIONS:** Domenico's is conveniently located at 3270-A Hempstead Turnpike in the King Kullen Shopping Center in Levittown.

***We would like to honor any of our membership that has recently retired. If you know of anyone please forward names to: [jorlando@liltfl.org](mailto:jorlando@liltfl.org). Retirees must have been active members for the last 3 consecutive years of their employment.***

**MAIL IN FORM: TEAR OFF & RETURN FORM BELOW POSTMARKED BY 10/01/17**  
**or online at LILTFL.ORG**

NAME: \_\_\_\_\_

PHONE: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

EMAIL: \_\_\_\_\_

TOTAL ENCLOSED FOR FALL MEETING DINNER \$ \_\_\_\_\_ (Checks only payable to LILT)

**\*Please indicate any dietary restrictions: gluten free/dairy free/vegetarian**

**Return to: Jo Anne Orlando 8 Hallock Meadow Drive, Stony Brook, NY 11790**



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## Classes for the Community

Would you like to speak Italian and learn about Italian culture? Do you have some knowledge of Italian but you would like to learn more? Would you like to retain your language skills by practicing with other students? If you answered 'yes' to any of the questions above, we have an Italian class for you! The Center for Italian Studies is proud to sponsor our Italian Classes for the Community. These courses are designed to expose students to Italian language and culture according to prior knowledge and individual needs.



Courses and placement are as follows:

**Beginning Italian:** Students with little or no knowledge Italian.

**Intermediate Italian:** Students with the equivalent of 1-2 years of Italian non-credit course or 2-3 semesters of college credit courses.

**Advanced Italian:** Students with at least 3-4 semesters of non-credit Italian courses or 2-3 year college Italian.

The Center for Italian Studies is pleased to be offering the following Italian classes for the community. Class schedules and fees for 2017-18:

### FOR ADULTS:

40 hours of instruction (20 two-hour sessions) beginning October through April, \$260

Classes for 2017-2018 are available as follows:

**Stony Brook University:**  
*Saturdays, 10:00 a.m. - 12:00 noon*  
 Beginner Italian  
 Intermediate Italian  
 Advanced Italian

**Kings Park High School:**  
*Tuesdays, 7:30 - 9:30 p.m.*  
 Beginner Italian  
*Wednesdays, 7:30 - 9:30 p.m.*  
 Intermediate Italian

Persons interested in enrolling in any of these classes may call (631) 632-7444 for more detailed information, as well as scheduling and registration materials, or via email [atdonna.severino@stonybrook.edu](mailto:atdonna.severino@stonybrook.edu).

### FOR CHILDREN:

Ages 3 -5 and 6 - 11

Cost per 12 Class Session: \$120

Location: Setauket Elementary School, Main Street, Setauket

Please call 631-632-7444 for additional information or email [josephine.fusco@stonybrook.edu](mailto:josephine.fusco@stonybrook.edu)

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## PROFESSIONAL CALENDAR

### 2017

Oct 11 LILT Fall General Membership Meeting, Domenico's -Levittown

October 20-21 NYSAFLT Conference, Niagara Falls, NY

Nov 4 LILT Annual Conference "Best Practices: What's on your Playlist?" William Floyd H.S., Mastic Beach, NY

Nov 17-19 AATG/AATI/ACTFL Annual Convention, Nashville, TN

Feb 15 LILT Membership deadline

Mar TBA AATI National Italian Exam

Mar 1 LILT Student Foreign Language Competition deadline

Mar 16 LILT Poster Contest deadline

Mar 16 FLACS Conference, Hofstra University

Mar 31 LILT Plaques order deadline

Apr TBA AATF Suffolk Concours de Poésie

Apr 15 LILT Awards, Grant & Stipend deadline

### 2018

Jan 27 Multicultural Children's Book Day

Feb 8-10 NECTFL Conference, New York City

TBA LILT Spring General Membership Meeting

TBA ASL Convention, Salt Lake City, UT

June 25-28, AATSP Convention, Salamanca, Spain

July 18-20 AATF Convention, Martinique



## Need Professional Development hours?



There are many places that offer PDP credit for teachers, some are even free. Below are some institutions that offer quality opportunities. Check them out!

El Instituto Cervantes - <http://nyork.cervantes.es> offers workshops for teachers, courses and has a great library that members have free access to. They also host lecture series, author talks, book club, art exhibits as well as wine tasting, concerts and other events.

Museum of Jewish Heritage, A Living Memorial to the Holocaust- <http://mjhny.org> This museum offers amazing workshops, many are free for educators, they are interesting, relevant and can be adapted for use in the WL classroom. (Especially for French, German and Italian.)

The Tenement Museum- <http://www.tenement.org>

Great for teaching immigration. Museum offers many tours, including food walking tours of the neighborhood as well as offering many resources for units that we may be covering in our classes.

MOMA- [www.moma.org](http://www.moma.org) The Museum offers a variety of classes for educators at a reduced price.

The Metropolitan Museum of Art- <http://www.metmuseum.org> Museum offers various types of lectures, classes and events of interest to educators.

These are just some of the many institutions that offer professional development, events and exhibitions of interest to educators. Of course, be sure to check with your district to make sure that your time will be approved for PD hours. Don't forget to support your local teacher centers as well!

LONG ISLAND LANGUAGE TEACHERS, INC.



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