



NEWSLETTER

January 2018

WWW.LILTFL.ORG

Cheryl Sosa, Editor

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csosa@liltfl.org

President's Message

January 2018

Dear Colleagues,

The beginning of a New Year, it's time to take advantage of all LILT will be offering for our own professional growth and our World Language students.

The following pages contain a consolidated reference of all the basic information regarding every upcoming LILT activity for LILT members and their students: LILT Professional Development Workshop Program (pp. 3-4), LILT Poster Contest and Student World Language Competition (p.4-5), LILT Awards, Grant, and Stipend (p.6), LILT Excellence in World Language Award Plaques (pp. 9-10), and Mail-In Membership Application (p. 11). You have for easy reference basic information in one resource! Each activity announcement directs you to our website

WWW.LILTFL.ORG for more detailed information,

instructions and fees, as well as any forms needed. **Please remember to join or renew your membership by February 15, 2018 to be able to participate in the poster contest and student World Language competition.**

Call for Proposals: We are currently looking for members to share their knowledge and talents by volunteering to give a workshop at the 2018 LILT Annual Conference. Please volunteer your time, give back to your profession, and fill out a Call for Proposals form that can be found on our website: **WWW.LILTFL.ORG**. The LILT Executive Board and I hope you will take full advantage of all the LILT programs highlighted within this booklet.

Sincerely,

Anahí Walton-Schafer

LILT President

Message from the Editor

What I need to say to the planners of the world, the governments, the strategists is, 'You have treated the arts as the cherry on the cake. It needs to be the yeast.'

-Shirin Neshat

ACTFL's definition of global competence includes "the ability to communicate with teachers, as social justice is really what we teach every day. Language educators have the one language." ACTFL 2014) As language privilege and responsibility to go beyond simply teachers we may want to focus on grammatical skills and approach imparting global competence in our students. Incorporating Social Justice Standards can be a useful addition to our repertoire.



Based on the definition of Sonia Nieto, social justice education includes many components, among them are:

- Challenging misconceptions and stereotypes that lead to structural inequality and discrimination based on human differences
- Offering students resources necessary to learn to their full potential, both materially and emotionally
- Tapping into individual talents and strengths that students bring to their education
- Creating a learning environment that promotes critical thinking and agency for social change

In my Spanish classes we spend a great deal of time studying the dictatorships of Chile and Argentina and my French students study the holocaust and the Resistance. I have found that students are fascinated with the topics and are deeply moved by what they learn. They have also been able to connect much of the sentiments and societal issues to be universal, making remarkable connections. While many of these themes are mature in nature, the feedback from my students reminds me why I am not yet ready to retire. I believe we have a responsibility to our students to educate and instill in them a compassion and curiosity they do not

necessarily get in other classes.

In the height of the craziness of the December holidays, I decided to 'treat' myself to a free workshop offered by the Met entitled "Civil Discourse." In the current climate I felt this was intriguing, as we seem to have forgotten as a culture how to have it. I attended a workshop that shared successful ways of 'sneaking' in art to prompt discussion about sometimes difficult topics, in a safe, respectful manner.

We often use art to teach about periods or movements and too often it ends there. I highly recommend the publication *Words and Actions: Teaching Languages Through the Lens of Social Justice* by Cassandra Glynn, Pamela Wesely, and Beth Wassell. This publication is available free to download on the ACTFL website. (www.actfl.org) Also recommended is the publication by Teaching Tolerance (tolerance.org) Please consider sharing a lesson in our newsletter highlighting how you can incorporate social justice questions in your WL classroom.

Cheryl Sosa
Editor

Got something to share? Please consider writing a review or article, perhaps share a successful practice or lesson with your peers? The editor welcomes your voice!

csosa@liltfl.org



BEST PRACTICES: WHAT'S ON YOUR PLAY LIST?

On SATURDAY, NOVEMBER 4th LILT held its 2017 ANNUAL CONFERENCE - *BEST PRACTICES: WHAT'S ON YOUR PLAYLIST?* at WILLIAM FLOYD HIGH SCHOOL in MASTIC BEACH. Joshua Cabral, the Keynote Speaker, presented an inspirational workshop entitled "Language and Culture: The Pathway to Global Citizenship." Other workshops covered topics such as using music and movies in the classroom, Google Classroom and ideas for teaching FLES. Some new initiatives included "Swap Shops" for Checkpoint A, B & C, where participants were able to share their best practices and their best ideas for classroom lessons. In total, LILT offered 4 sessions with a total of 20 workshops and 11 exhibitors.

2018 LILT Professional Development Workshops

****All workshops will be held from 4 P.M. to 6 P.M.***

1. INCORPORATING ED PUZZLE WITH GOOGLE CLASSROOM – Levels 9 - 12

Presenter: Paula Luzzi

Date: Monday March 1

Location: Oyster Bay HS

Room: 209

Participants will learn how to create an interactive video and post or share it and collect data on Google Classroom. Students will be able to watch a video in the classroom and answer questions in a more active and dynamic way.

2. HAVING FUN WITH FLES – Levels K - 5

Presenter: Stacy Chesloff

Date: Thursday March 8

Location: Birch Lane ES Massapequa

Room: 23

Have your students learn content through fun and interactive games and activities that can easily be adapted for use in any classroom including conversation dice, easy button game, songs, graphing activities and more.

3. PREPARING FOR FLACS CHECK POINT A – Levels 6 - 8

Presenter: Lori Senia

Date: Thursday March 22

Location: Oakdale-Bohemia MS

Room: 32

Better prepare your students for all parts of the exam (writing, listening, reading, and speaking). Learn new and creative ways to help Checkpoint A students excel in the FLACS exam, especially on the speaking portion.

4. MAKE GOOGLE CLASSROOM WORK FOR YOU – Levels 7-12

Presenter: Anahí Walton Schafer

Date: Tuesday April 10

Location: Northport HS

Room: H123

Google classroom is a useful tool to achieve learning objectives and student proficiency in reading, writing, listening, and speaking. Participants will walk away with a myriad of language comprehension and production activities, projects, and assessments easily adaptable to all languages. Materials are geared to Checkpoint A and B levels.

5. TAKE A BITE OF THE PEAR – Levels K - 12

Presenter: Jamie Mare

Date: Thursday April 12

Location: Berner MS Massapequa

Room: 120

Learn how to provide powerful learning moments for every learner everyday with *Pear Deck and Pear Deck Factory*. Participants will be able to create interactive presentations and build engaging lessons in a new and fun way.

6. INTEGRATING GAMES INTO THE WL CLASSROOM – Levels 6 - 12

Presenter: Gala Handler

Date: Wednesday April 18

Location: Great Neck South HS

Room: 417

Searching for “techy” games to reach gamers? Trying to retool classic board games to engage student learning? Bring in your iPad or other electronic device and walk away with activities to help your students learn and keep in the Target Language!

7. BREAK OUT EDU IN THE WL CLASSROOM – Levels 6 – 16

Presenters: Susan Beitzinger & Elizabeth Villajos

Date: Thursday April 19

Location: Berner MS Massapequa

Room: 206

Breakout EDU is a new and innovative concept that will increase students' interest in the WL Classroom. You will learn how to apply reading, writing, listening, and speaking to create their own fun and exciting activity.

8. COMPREHENSIBLE INPUT IN THE WL CLASSROOM – Levels K - 12

Presenters: Deena Christophorou and Pedro Medina

Date: Thursday April 26

Location: Berner Middle School Massapequa

Room: 226

View a demo lesson using CI strategies and explore follow up activities such as choral reading, fluency writing, story-boards, embedded readings and more. Reading, writing and listening skills will be enhanced at any level of language learning.

9. ACTION! DIGITAL NARRATIVES IN THE CLASSROOM – Levels K - 12

Presenter: Regina Casale

Date: Monday April 30

Location: Longwood JHS

Room: 2203

Create and implement digital narratives in the classroom. Participants will screen narratives and film clips and lesson plans will be shared and reviewed. Walk away with lessons to use with your students.

****Mail in Registration Form Only** - If registering online go to: WWW.LILTFL.ORG**

*This form, accompanied by a **check** payable to **LILT** must be postmarked by **February 22, 2018** and sent to:*

Donna DiNatale, 98 Chelsea Drive, Mount Sinai NY 11766

Name: _____

Home Address: _____

Cell Phone: _____ **email:** _____

School: _____

I would like to register for the following sessions:

\$20 per session for members / \$30 non-members

____ 1. Fun with FLES

____ 6. Integrating Games

____ 2. Ed Puzzle with Google Classroom

____ 7. Break Out EDU

____ 3. Preparing for Checkpoint A

____ 8. Comprehensive Input

____ 4. Make Google Classroom Work for You

____ 9. Digital Narratives

____ 5. Take a Bite of the Pear

Member of LILT? ____ Yes ____ No (See page 11 for Membership Information.)

I have enclosed a check for \$ ____ for a total of ____ sessions.

***Please indicate: ____ CTLE Certificate ____ Certificate of Attendance**

2018 LILT Student World Language Competition

LILT Student Foreign Language Competition is an opportunity for language students of all levels to submit original works in any of the several categories listed below which will then be judged and awarded prizes. ***Your LILT membership dues must be paid by February 15, 2018 in order for your students to be eligible for the Poster Contest.***

DEADLINE FOR SUBMISSION OF ENTRIES: Your envelope or package containing your check, entries and completed registration forms can only bear a **UNITED STATES POSTAL POSTMARK** by **THURSDAY, MARCH 1**

COMPETITION CATEGORIES:

I. Written Original Poetry: There is no specific topic. All subjects for original poetry are acceptable and they must be in good taste.

II. Written Original Essay

Topic: "A day without...."

III. International Dance Video: There is no specific topic. All types of dance are acceptable that are part of the culture of target language being studied and must be in good taste*.

IV. International Vocal Music Video: There is no specific topic. All songs are acceptable and must be in good taste*.

V. Language Production Video

Topic: "Let's Talk "(Interview with historical or popular figure of the target language) - See note below*

VI. Poetry Recitation Video: There is no specific topic. All subjects for poetry recitation are acceptable and must be in good taste. Must be level appropriate*.

VII. Multi-Media Presentation

Topic: "Going Green?" - See note below**

VIII. ASL Song Interpretation Video: There is no specific topic. All songs are acceptable and must be in good taste*.

IX. ASL Poetry Interpretation Video: There is no specific topic. All subjects for poetry interpretation are acceptable and must be in good taste. Must be level appropriate*.

** Acceptable media submissions for the SIX (6) VIDEO PRODUCTION COMPETITIONS (III, IV, V, VI, VIII, and IX) are CDs.*

*** Submissions for the Multi-Media Computer Program (VII) Competition must be on CD only.*

For further details regarding LILT Competition guidelines and requirements, and to download registration forms, see LILT website at: WWW.LILTFLL.ORG. (Click on 2018 Student World Language Competition 2018.)

Submissions should be sent along with a check payable to LILT to:
Anahí Walton-Schafer, Northport High School/World Languages Dept.
154 Laurel Hill Rd., Northport, NY 11768

2018 LILT Poster Contest Theme:

Languages: Windows to the World

DEADLINE FOR SUBMISSION OF ENTRIES: FRIDAY, MARCH 16

Encourage your students to participate in the Poster Contest celebrating National Foreign Language Week, March 5-11, 2018.

Your LILT membership dues must be paid by February 15, 2018 in order for your students to be eligible for the Poster Contest. Please read the directions carefully to avoid disqualification of student entries. All information and required check-off list and submission form are available on the LILT website, www.liltfl.org. Click on Poster Contest then download:

1. Directions for Students
2. Directions for Teachers
3. Drop-off Locations
4. Submission Form (print 2 copies)
5. Poster Contest Check-off List

CONTACT PERSON:

Dr. Patricia Lennon-Murphy
Poster Contest Committee Chairperson
E-mail: plennonmurphy@liltfl.org

LILT Awards, Grant and Stipend

Application Deadline: April 15th

KATHLEEN ANN LYONS MEMORIAL LILT EXCELLENCE IN TEACHING AWARD: The Kathleen Anne Lyons Memorial Excellence in Teaching Award, in the amount of five hundred dollars (\$500), is to recognize and honor the work of outstanding teachers of World Languages on Long Island.

LUCILLE DIPIETRO LAMBERT LILT STUDENT AWARD FOR EXCELLENCE IN WORLD LANGUAGE STUDIES ON LONG ISLAND: The Lucille DiPietro Lambert LILT Student Award for Excellence in World Language Studies on Long Island of five hundred dollars (\$500) is presented to outstanding graduating seniors whose teachers are able to acknowledge fine language achievement by nominating their top language student(s). Each school may nominate more than one June graduate.

RICHARD B. GENTILE LILT TEACHER INCENTIVE GRANT:

The Richard B. Gentile LILT Teacher Incentive Grant is for a project or projects a teacher may wish to inaugurate for which a district would not normally budget. The maximum for this award is six hundred dollars (\$600).

LILT FRIEND OF WORLD LANGUAGES AWARD: The friend of World Languages Award is open to an individual or association who advocate, promote and/or further World Languages study on Long Island above and beyond their daily responsibilities.

LILT STIPEND to attend a world language professional conference other than LILT.



Motivational Strategies Applied for Foreign Language Instructors

Students in the years of transitioning to and then entering secondary education require creative strategies to grasp their interest. This is even more so when attempting to teach these students a foreign language. When instructing students on a foreign language, it is necessary that certain motivational strategies be administered in order for students to be active and successful in retaining the curriculum of the language. This is a pivotal transition for students of this age, allowing motivational strategies to vary in creativity and various approaches. Various motivational trajectories worldwide and throughout a range of disciplines view the perspective as expectancy-value (Graham, Courtney, Tonkyn, & Marinis). When reviewing expectancy-value perspective, one must be knowledgeable that “this perspective holds that motivation is influenced by a learner’s sense of competence in a given domain and the value they attach to success in that area” (Graham, Courtney, Tonkyn, & Marinis, 2016, p.684). Motivational strategies that correlate with this perspective and will be successful for a classroom instructing foreign language would be classroom atmosphere, allowing students to create individual short-term goals, and connecting the language to student’s interests and lives beyond the classroom.

Allowing students a sense of competency and self-efficacy will allow a motivational foundation for students when engaging in the practice of learning another language (Graham, Courtney, Tonkyn, & Marinis, 2016). These goals can be successful by the implementation of motivational strategies beginning with the atmosphere of the classroom. The atmosphere should embrace the students and be nothing short of encouragement and friendly. The goal is to embrace all students and allow them to recognize this atmosphere with the utilization of paired assignments (Tanriseven & Dilmac, 2013). This strategy allows the students to collaborate with their peers and gain motivation off of the fact that the majority of their peers are experiencing the same feelings. Allowing them to accept this fact will stabilize a motivational foundation and the students will begin embracing the language and its utilization will rise.

Once the motivational foundation is stabilized, students should be encouraged to create personal short-term

goals. These goals allow them to break up the language into smaller sections and seem more feasible for their motivation. These smaller goals will allow the students to build their confidence and motivation one goal at a time and become successful students in learning a foreign language (Maeng & Lee, 2015). Short term goals allow the students to develop personal motivation at different levels and gradually gain confidence and encouragement to continue the progress of the foreign language and continued success. Because of this strategy, the use and fluency of the foreign language will increase in the classroom.

In the article, *Facilitating Willingness to Communicate in the Second Language Classroom and Beyond*, the results of the analyzed study determined that students incorporating their personal interests or topics of their choice into the classroom increased their interest and inclined their motivation (Zarrinabadi, Ketabi, & Abdi, 2014). When students were prompted to discuss a topic as assigned by the instructor, their confidence and motivation was at a lower level than when they were allowed the option of a topic of their choosing to discuss and incorporate into the course (Zarrinabadi, Ketabi, & Abdi, 2014). When utilizing this strategy, students are encouraged to include the foreign language with their daily life and not just in the classroom.

In conclusion, motivational strategies are required for instruction in the department of foreign language, especially during a pivotal period for students when they are physically and emotionally experiences changes at a critical point in their lives. Such motivational strategies will increase the usage and fluency of the language as the course continues. Establishing motivational strategies during this critical point in their lives will not only allow them success in the course of foreign language, but the strategies of a welcoming classroom, embracing short-term goals, and presenting topics of their choice will build foundations in their character as they begin enduring plans for secondary education and the career field.

Submitted by Daniela Higueros

LILT Member at Large

References

- Graham, S., Courtney, L., Tonkyn, A., & Marinis, T. (2016). Motivational trajectories for early language learning across the primary-secondary school transition. *British Educational Research Journal*, 42(4), 682-702. doi:10.1002/berj.3230
- Maeng, U. m., & Lee, S. (2015). EFL teachers' behavior of using motivational strategies: The case of teaching in the Korean context. *Teaching & Teacher Education*, 4625-36.
- Tanriseven, I., & Dilmac, B. (2013). Predictive Relationships between Secondary School Students' Human Values, Motivational Beliefs, and Self-Regulated Learning Strategies. *Educational Sciences: Theory & Practice*, 13 (1), 29-36.
- Zarrinabadi, N., Ketabi, S., & Abdi, R. (2014). Facilitating Willingness to Communicate in the Second Language Classroom and Beyond. *Clearing House*, 87(5), 213-217.
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LILT BRUNCH AND MOVIE EVENT



On Sunday December 17 LILT members, family and friends attended our first social event of the school year. Plaza Cinema and Arts Center in Patchogue hosted a brunch and foreign movie. Several of our members had the pleasure of spending a wonderful Sunday afternoon with colleagues and friends viewing *Julieta*, a film directed by Pedro Almodovar, followed by delicious catered brunch. A special thank you to LILT member Regina Casales for helping us organize this event.

Save the date!

LILT would like to again invite members, family and friends to another such event in the Spring. Upcoming screenings:

Frantz (French): Saturday 3/3

A Ciambra (Italian): Saturday 4/28

Submitted by
D. DiNatale
1st VP LILT



SAVE THE DATE:
Spring Membership Dinner
Thursday May 31, 4:30 to 7:30
Old Street Grill, Smithtown

Retiring teachers who have been LILT members for the past three consecutive years will be honored.

Forward names to: ddinatale@liltfl.org



LILT Excellence in Foreign Language Award Plaques

Long Island Language Teachers, Inc. (LILT) is proud to make available, for purchase by your school district, plaques to recognize Long Island students who have demonstrated excellence in foreign language study. One plaque is to be awarded to one student per language who:

- A. is currently enrolled in the most advanced language course in your school,
- B. has demonstrated the most outstanding performance in foreign language studies,
- C. is selected by you or the appropriate school personnel.

The plaques are available for Junior High School or Middle School graduating students and/or Senior High School graduating students

The plaque will read as follows:

Long Island
Language Teachers, Inc.
Proudly Recognizes
(Name of Student)
For
Superior Achievement in
(Language)
(School Name)
June 2018

LILT offers ONE (1) AWARD PER LANGUAGE at the following cost:

Junior High + School/Middle School	\$70*
Senior High School	\$85*

*This fee includes postage and administrative costs.

Please use the official **LILT Plaque Order Form** (see next page), one per each plaque order.

*LILT can no longer accept purchase orders. In order to have your plaque ready by the Spring, LILT must receive your order with payment by **March 31st**. A check, payable to LILT, MUST ACCOMPANY THE **LILT PLAQUE ORDER FORM(S)**. NO PLAQUE WILL BE ORDERED BEFORE PAYMENT IN FULL HAS BEEN RECEIVED. All fees are non-refundable.*



Mailing Instructions:

Complete order form(s) AND a check for payment in full made payable to: LILT.

Mail the above to *LILT 2nd Vice President, Jo Anne Orlando, 8 Hallock Meadow Drive, Stony Brook, NY 11790*

ORDER FORM

Please duplicate if ordering more than one plaque.

N.B.: ALL ORDERS ARE NON - REFUNDABLE.

Type of Award (please check one)

_____ **Junior High School/Middle School** **@ \$70 each**

_____ **Senior High School** **@ \$85 each**

Please print in black or blue ink using block letters.

Name of Contact Person _____

Home Phone Number _____

E Mail Address _____

Name of District _____

Name of School _____

School Telephone Number _____

Delivery address for your plaque(s) _____

Name of Student _____

Language _____

Date of Award Ceremony _____



LILT Mail-In Membership Application Only

If you wish to enroll as a member on-line, please go to 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 World 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

2018 Professional Calendar

Feb 8-10 NECTFL Conference, New York City

Feb 15 LILT Membership deadline

Mar TBA AATI National Italian Exam

Mar 1 LILT Student World 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

May 31 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

October 20-21 NYSAFLT, Niagara Falls

Nov 16-18 ACTFL Convention New Orleans

LILT T-SHIRTS STILL AVAILABLE IN LIMITED QUANTITIES



I'm Bilingual
What's Your Superpower?

AVAILABLE FOR PICK UP AT CON-
NETQUOT HS OR NORTHPORT HS

OR ADD \$5 FOR DELIVERY

CONTACT DDINATALE@LILTFL.ORG



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