



40 YEARS OF EXCELLENCE 1980 - 2020

NEWSLETTER

WWW.LILTFL.ORG

January 2021

Volume 41 Number 1

Cheryl Sosa, Editor

csosa@liltfl.org

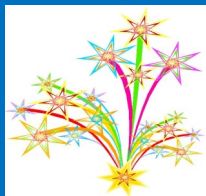
President's Message

Dear Colleagues,

Happy New Year! Although we are still not back to normal, I am proud of all of the World Language educators that have adapted as best possible to the ongoing situation. I have heard from many across the island of the struggles and challenges that they have had to endure. Hopefully, this too shall pass and we can soon get back into the classroom and our normal routine. Hang in there!

I am happy to report that LILT was able to accomplish many of our usual activities and events last year and will continue to do what we can in the safest way possible. We quickly switched over to being a "virtual" organization as have many other professional groups. Until we can return to group gatherings, we will continue to do so with your safety in mind.

With that in mind, registration is now open on our website for our Professional Development Workshops. These will be offered virtually and CTLE credit is available. Also open for registration is the Student Poster Contest, *Languages Break Barriers*, in honor of National Foreign Language Week and the Student World Language Competition. Please consider having your students participate in one or both of these activities and acknowledge all of the talented students in your classes. For details, information, online registration, submissions and deadlines please visit the LILT website. Good luck!



Last year's words belong to last year's language. And next year's words await another voice.

EMILY
SCHIFF-
SLATER

LILT has many ways to recognize outstanding World Language teachers. Consider applying for the Excellence in Teaching Award or the Teacher Incentive Grant to offset the cost of a project or supplies. Perhaps nominate an outstanding graduating student for the Excellence in World Language Studies Award or someone who advocates for the study of World Languages for the Friend of World Language Award. New LILT members can also apply for a stipend to attend our Annual Conference. Visit our website for descriptions, details and online applications. ***Deadline to apply is April 15, 2021.***

Our 2020 Annual Conference was a two day virtual event in November with over 100 attendees, 16 workshops and a virtual exhibit hall containing 10 vendor booths. Video networking opportunities were available and attendees were able to informally connect with friends and colleagues during their free time between workshops and a lunch break. Evaluations were extremely positive and LILT was happy to be able to still offer our Annual Conference last year.

Finally, as I prepare to step down from my position of President in June, it is my pleasure to announce the opening of the 2021 - 2023 LILT Executive Board elections. We are looking for a few good World Language Enthusiasts to join us! Any eligible LILT member may submit his/her own LILT Candidacy Application Form by ***February 1, 2021*** for any open position, if he/she meets the criteria set forth in the constitution. Online applications and board position descriptions are available on our website.

In closing, it is my sincere hope that all of you continue to actively participate in LILT and to help us grow with the times. It is because of our membership and their dedication to our profession that LILT remains your professional voice on Long Island. Don't forget to renew your membership!

Stay safe!

Donna DiNatale

President LILT



Message from the Editor

The new year suggests a new beginning, a fresh start, a chance to reboot. Arguably, this has been by far the most bizarre year of our lives. When January 2020 rolled in we could never have anticipated what awaited us. The optimism of a new year came to an abrupt halt in March, redefining what a new start actually would mean, changing the way we do everything. The events of this year have made us rethink, reimagine, redesign, rework everything. We endure the challenges of teaching with masks, shields, phones, intermittent wifi, as well as grieving personal losses, isolation, social unrest, climate disasters and elections that have tested the very core of our values. 2020 cannot be over soon enough, hoping for a better 2021 on the horizon.

December 4 is the date that the catholic church recognizes as St. Barbe's day. Among the many Provençal holiday traditions in December in preparation for the Christmas dinner table is the planting of lentils or wheat seeds on her day. According to the lore, dating from roman times, wheat or lentil seeds, *le blé de l'espérance*, seeds of hope, are planted on a saucer on top of a cotton wad and water. The plant should be part of the table setting on December 24th, usually there are 3 of them on the table, representing the holy trinity. The growth of the seeds will determine the fortune for the upcoming year. If the plant grows, tall and straight, the upcoming year will be a good one. Many make predictions about what the

year ahead will hold. **Quand le blé va bien, tout va bien** I decided to do this activity with my French class, hoping this would be an act of faith and hope that hanging over this black cloud of covid, we would have something to look forward to and maybe throw in a little grammar practicing the future. After planting the seeds, I grew quite nervous, the seeds were dormant for a few days as we experienced a sharp rise of positive cases in our district, moving to all remote learning for 8 days. I watered the



seeds, put them under my window, updating my lovelies every day. The growth was slow going. I was afraid this project would go amuck and the seeds would not grow in time for *Le Gros Souper*, not exactly the lesson I was hoping for. To my surprise, I came in to my chilly, empty classroom, checked the seeds, and

voilà! Growth! I was so thrilled to share the news with them! Tallish green wheat! The point, among all of the negative, the sadness, the dark days, we must not lose hope.

As we return to classes in January, let's hold on to the hope of better days ahead. Let's remember to be vigilant, kind and purposeful. Our students depend on us as we depend on each other. We at LILT continue to offer support to our communities and believe in the promise of better times, of *le blé de l'espérance*.

Cheryl Sosa , Editor
csosa@liltfl.org



DON'T FORGET TO

RENEW AND UPDATE YOUR LILT MEMBERSHIP FOR THE

2021 CALENDAR YEAR!

Benefits of Membership:

Networking and Socializing among other World Language, ASL and ENL enthusiasts
Email announcements and alerts regarding LILT and employment on Long Island
Discounted prices on many events and activities
Annual Fall Conference
Professional Development Workshops and Webinars
Fall and Spring Membership Meetings
Student Poster Contest
Student World Language and ENL Competition
Awards, Grant and Stipend opportunities
Student Award Plaques available for purchase

Your Professional Network and Voice on Long Island!

**LILT Membership must be up to date in order to be eligible for these activities.*

VISIT LILTFL.ORG TO RENEW AND UPDATE YOUR PERSONAL PROFILE
ONLINE

***Help us keep you connected! Click "Membership" on website
then LILT Personal Profile to update change of name, school, address,
phone***

WWW.LILTFL.ORG





“What you do has far greater impact than what you say.”
Stephen Covey, author and educator

We are looking for a few good World Language Enthusiasts!

In accordance with the LILT Constitution and Bylaws, the LILT Executive Board is calling for nominations for the following two year term positions for 2021–2023:

President

1st Vice President

2nd Vice President

Secretary

Treasurer

Member–At–Large

Any eligible LILT member may submit his/her own LILT Candidacy Application Form by **February 1, 2021** for any one of these positions, if he/she meets the criteria set forth in the constitution.

Detailed descriptions of each position can be found on the [LILT website](http://www.liltfl.org).

Online applications are now being accepted via [this link](http://www.liltfl.org).

[WWW.LILTFL.ORG](http://www.liltfl.org)





2021 Virtual Professional Development Workshops
Register on our website: www.liltfl.org

(CTLE hours available)

40 - 4 - 3: 40 Minutes, 4 Skills, 3 Modes of Communication

Presenter: TinaMarie DeFalco

Grades: 6 - 12

Date: Friday, February 5

Time: 4 - 6 pm

This workshop is designed to guide educators on how to organize a 40 minute lesson that focuses on differentiating student-centered instruction through the application of the 4 skills of language learning: speaking, listening, reading and writing, and activities within all 3 modes of communication: interpersonal, interpretive and presentational. Teachers will be able to implement structured lesson plans which highlight differentiated and student-centered instruction as well as organize and create lessons and formative assessments which are multi-modal in reference to the 3 modes of communication and 4 skills of language learning. Examples in English and French.

GoFormative: The ONE online platform you need to be using in your classes!

Presenter: Christina Margiore

Grades: 6 - 12

Date: Saturday, February 27

Time: 10 - 12 noon

Are you overwhelmed with all of the online tools and platforms? Do you wish there was ONE platform that could do it all? GoFormative is the answer! GoFormative is an online platform that gives so many possibilities to World Language teachers. From collaborative activities to assessments GoFormative can do it all. Attendees will learn about all of the amazing possibilities GoFormative has to offer and will learn how to create their own Formatives to use tomorrow. Bring your existing PDFs, Google Docs, and Word Documents- we will make them digital without having to re-do everything! Examples in English and Spanish.

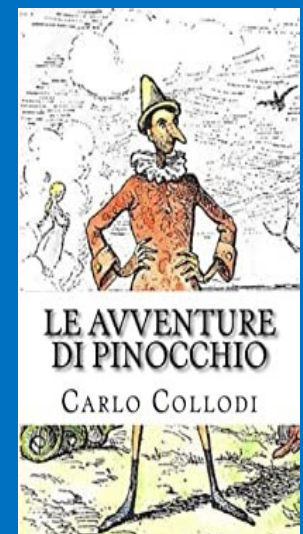
La Biblioteca in Classe

I think we all have this idea of what a perfect language classroom would look like- my image was a classroom split up into different sections, maybe a computer section with headphones where students could practice activities online or an individual listening activity; on another side a little library where students could have access to newspapers, magazines and books in Italian, and some computers scattered around where students could log onto and access Italian websites or Google Maps depending on what they needed. We all know the reality of this- funding is limited, classrooms are limited in size and shared throughout the day, and computers aren't easy to obtain in the classroom (but we can still hope!)

When I pictured the library in my dream classroom, I had always wanted to create an area in the classroom where students could go to that was "accogliente" (one of my favorite Italian words -"warm and inviting"); a place where they would want to relax and pick up a book to read. I was very fortunate enough to make this one dream come true. I was very honored to receive the Richard B. Gentile Teacher Incentive Grant from LILT in the 2019-2020 school year. With this grant, I was able to buy Italian children books (Amazon sells a lot of them at a great price!), a bookshelf, and two comfy chairs for my students and create a little language library for them.

Now I had to only focus on making it work in the classroom! While I knew some students would jump at the opportunity to read a book in Italian, others would need a little more coaxing and motivation to do so. I wanted to create a system that kept a record of when a student read a book and if they had understood it. I was lucky to have Victoria Pappas, our own Technology Integration Specialist in our district, to help me create a Google Form that asked specific questions about the book they read (see below for image). In order to make the form easily accessible to students, I created a QR code that connected to the form and taped that at the end of every book. All students had to do was scan the QR code with their phone and it brought them directly to the Google Form that asked them basic questions about the book they read. In order to make sure this was a success, I made this an extra credit assignment for the students (to see if there were any kinks I needed to work on before I rolled this out to all of my students). Using Google Forms definitely made this easier- I created a question where students put their class period in as an answer and this helped me organize their responses by class instead of sifting through all of my periods in one response. (I included an image of what the form looks like before they submit it).

Some things I loved about this was the ease of recording responses and the fact that I didn't have to be involved while students were doing this. The whole point of the library was that if students had extra time, they could go there without interrupting the rest of the lesson or needing me to guide them through it. I would let them use their phones to look up their new words while filling out the form and they could choose any book they want (some books were only in Italian and some were bilingual (one page Italian, the other in English)).



Since I shared the classroom with a Spanish teacher as well, she decided to have her students participate in this too and put some Spanish books for them to access in the library!

After a few months with the library, I had noticed that using Google Forms was working out well and students were exposed to more Italian words than we would have seen in the classroom. Some students mentioned that they liked the challenge of reading a book in Italian, while I noticed that some students were not motivated to go. Since I wanted this to be part of the classroom and make sure all students were taking advantage of this (for the added benefit of improving their Italian language skills), I made this a mandatory grade for the marking quarter. Students all had to read one book in the 2nd marking quarter and complete a corresponding Google Form for it. I didn't have it set up where students could sign out books to bring home, so students had to work on it while they were in class.

Now, all of this was working great until March 13th, 2020 came. After that day, we all know what happened and unfortunately this also had to put a stop to our language library. I was fortunate to see it begin and develop into something that the students were able to benefit from, but I would have loved to see it throughout the whole year.

I haven't started it again this year, but I am hopeful that I will be able to resume this again this coming September. One thing that I have noticed is that if students have an Amazon account and have Kindle Unlimited, there are many free books that they can read in Italian online. If you are lucky enough to be a Spanish or French teacher, there are many more titles (and downloadable free ebooks!) for students to access! Many of the Italian publishing websites (Mondadori for example) offer free ebooks to download for students, but they aren't available for the U.S., so it makes it a little more challenging finding free Italian ebooks for students to have access to.

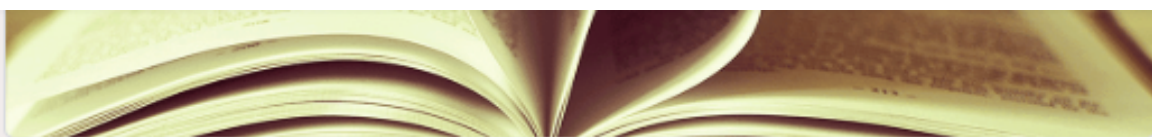
I would like to thank LILT and Mr. Richard B. Gentile for this opportunity- it was something I had always wanted to do and I am thankful that I was able to create this for my students. I am hopeful that I will continue this again in September and add on to our library!



Giuseppina Santi

Connetquot High School

LILT Member, 2020 Richard Gentile Award Recipient



Recensione del libro

Book Review

Nome e Cognome

*

Short answer text

Period: *

Short answer text

Qual è il titolo del libro? *

Short answer text

Quali sono cinque nuove parole che hai imparato? *

Long answer text

Di cosa tratta il libro? *

Long answer text

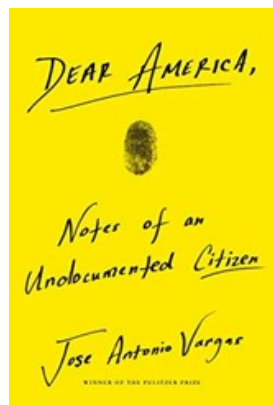
Ti piace il libro? Perché? *

Long answer text

Book Review

Dear America: Notes of an Undocumented Citizen

By, Jose Antonio Vargas



I want to invite you to try something. Think about this word. “**Home**”. What does it mean to you? Take a moment to describe it to yourself. What do you picture? What is your home made up of? A bed? A house? People? Places? Things? Let’s think deeper than that. Let’s think of a home in a more abstract sense instead of a physical space. How does your “home” make you who you are? Is it a place where you feel accepted and safe? Where your true identity can establish itself in peace? A place that defines your culture and the way you take on the world? A neighborhood? A community? A town? City? Country? A place that makes you, you? To me, a home is all of that. It is my safe haven, my most prized “possession.” The community in which I serve and the places I visit everyday. It is my values that have been taught to me and my culture. It is who I am, and what makes me, me. It is my identity.

Now, let’s switch the perspective. What if you just discovered that your “home” is not actually yours. You are told you don’t have the “right” to call it your home no matter how real it is to you due to some antiquated rule or law. Imagine that there are people who don’t actually want you there, in your own “home.” People you have never met. You don’t belong because your culture doesn’t fit within theirs, or at least that is what they believe. People who know nothing about you pass judgments and doubt upon your identity and reason for even being a part of this place you call “home.” The thing that is a part of you, your self-consciousness, your identity, you, is forbidden. You are forbidden. You are not welcome. The people who share this “home” with you disown you. They look down on you and tell you to get out, leave, go back to where you came from, not realizing or probably even caring that there is nowhere for you to go. This is all you know. This IS your home and you for that matter. You start to question yourself and anything you have ever believed in, worked toward, thought, loved, cared for. You are lost. You are homeless. Who are you? This is Jose Antonio Vargas’ life crisis and that of so many others like him.

To quote Vargas, the author of this book, right from his prologue, “This book is about **homelessness**, not in the traditional sense, but the unsettled, unmoored psychological state that undocumented immigrants like me find ourselves in. This book is about lying and being forced to lie to get by; about passing as an American and as a contributing citizen; about families, keeping them together and having to make new ones when you can’t. This book is about constantly hiding from the government and, in the process, hiding from ourselves. This book is about what it means to not have a home.”

This book is not about politics or the argument of laws and rules that exist, although it will challenge you to think about these topics from the perspective of one immigrant’s life struggle about identity and the feeling of being homeless. It is about living as a citizen in a country that does not want you no matter how much you try to prove yourself and show your worth. It is about hope and disappointment; love and hate. About living within the constraints of stereotypes and cultural tradition whilst constantly trying to adapt and reinvent yourself. About trying to be true to yourself when you don’t even know who you are. A constant battle of fear and hopelessness, while trying to maintain positivity and humility.

It is a book about dreamers, in the literal sense but also the political term connected to a group of immigrant minors and young adults whose identities were created in this country that does not want them. It makes you really ask yourself. Where are we really “born”? At first thought, one might simply see this topic as one that is unrelatable for many as it is centered around the identity of a dreamer. The plight of the dreamers is that they are born in one place, but become who they are, or try to, in another. But the irony in that term, dreamer...aren't we all dreamers? We are all searching for our own identity and who we are and in order to do that, don't we need to dream? Through the structure of his story, Vargas invites the reader to deeply think by posing his points through the use of questions. One question that came to mind while reading his story was, what does it mean to be born? This left me thinking about all the implications this could mean and it seemed purposeful on Vargas' part to get the reader to try and feel something, anything similar to what he is trying to feel. Is where we are from or where we are born automatically a part of our identity? What if you left your birthplace at an early age and have no connection to that place whatsoever? Or another perspective, you only recently found out, as an adult, that you are not actually from where you always thought you were from. What happens now? Who are you?

Vargas touches upon all of these points in an eye opening, “put yourself in his shoes” manner by organizing his story into three parts 1: Lying, 2: Passing, and 3: Hiding. Lying about who he really is to employers, friends, and family in more ways than just his citizenship status. Passing as an American when he is constantly being reminded by the media and society that he really isn't. Hiding in plain sight trying to make a name for himself as a journalist whilst having to hide his true status and subject himself to rejection. He describes the discrepancies and misconceptions of society both in his life and those in similar or worse situations than his while always being cognizant of the privileges and help he received by the kind people he was lucky enough to have met throughout his life. Throughout the chapters, he carefully details the decisions that were made for him by family who were trying to give him a better life. Decisions that, while made with good intentions, have their own consequences that bring about other struggles to many. He makes you think about human rights, whether everyone should be entitled to them and what that even means. He describes the difficulties within the fear of never knowing what could happen tomorrow and constantly wondering “will tomorrow be the day I get deported?” Finally, he lives with the constant struggle of whether he should feel grateful or ashamed of the accomplishments he has made when others in his shoes were never given the opportunity.

As an ENL teacher, I connected Vargas' story to that of my students who come from all over the world and live similar lives to his, some not yet known to them. I fear they will live with this struggle for much of their own lives setting them up to deal with an uphill battle on top of all the other changes and challenges they are already dealing with. It gives me more of a perspective into the importance of having an identity and how much it can affect your life and self-worth. How words can do damage and stereotypes really are more hurtful than helpful. How giving up your time and helping others can majorly impact the life of someone else. How your environment and the society around you affects the person you become and how you deal with the world. It is a lot to think about, but it is something that we should all do as educators everyday. As an educator and a child of immigrants, I highly recommend this book.

Vanessa Sosa

LILT 2nd Vice President



Congratulations to the Winners of the LILT 2020 Holiday Cooking Contest!

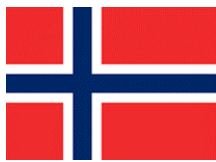
Bill Anderson – Cookies: *Spritz (Sweden)*



Lorraine Sabio – Main Dish: *Sugo Milanese di
Acciughe (Italy)*



Simone Pavlides – Breads and Pastries:
Koulouri (Greece/Cyprus)



Samantha Thomas – Desserts: *Krumkaker
(Norway)*

Enjoy the recipes and Happy Cooking!

Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together.

Guy Fieri

2020 HOLIDAY COOKING CONTEST RECIPES

William Anderson
Category: Cookies

Spritz

As a child, I remember growing up in Western New York (Jamestown) and looking forward to a Swedish Christmas celebration that included the delicious Spritz cookies. Spritz cookies are traditional Christmas cookies in Scandinavian countries. They are simple butter cookies, shaped by putting the dough through a cookie press. The name comes from the German word spritzen, meaning “to squirt” because the soft dough is squirted or pushed through a cookie press to make fancy designs. A Norwegian tradition is to make them in shapes of S’s and O’s. As kids, we loved helping mom to make and decorate these cookies.

Recipe

TOTAL TIME: Prep: 20 min. Bake: 15 min./batch + cooling

YIELD: 4 dozen.

Ingredients

1 cup butter, softened

2/3 cup sugar

1 large egg, room temperature

1/2 teaspoon almond extract

1/2 teaspoon vanilla extract

2-1/4 cups all-purpose flour

1 teaspoon baking powder

Prepared frosting, assorted sprinkles and decorating sugars

Directions

1. In a large bowl, cream butter and sugar until light and fluffy, 5-7 minutes. Beat in egg and both extracts. Combine the flour and baking powder; gradually add to the creamed mixture.

2. Using a cookie press fitted with the disk of your choice, press dough 1 in. apart onto ungreased baking sheets. Bake at 350° until the edges are firm and lightly browned, 12-13 minutes. Remove to wire racks to cool. Frost and

decorate as desired.



Baking cookies is comforting, and cookies are the sweetest little bit of comfort food. They are very bite-sized and personal.

Sandra Lee

Samantha Thomas
Category: Desserts

Krumkaker

Krumkaker are Norwegian Christmas cookies made on an electric Krumkake Maker, similar to an Italian Pizzelle Maker or Cialde di Montecatini iron. However, rather than producing flat disks spiced with anise, Norwegian Krumkaker have a distinctive cardamom flavor and are taken hot off the iron and rolled into their classic cone shape. My great grandmother used to make these on a Krumkake Iron, which she used on her gas stove. My mom, her cousin and I make these every Christmas season with a little powdered sugar on top. We affectionately call them the 'pain cookies' because you have to roll them with your fingers when they are still quite hot! We all agree, however, that they are absolutely worth it every year!

Recipe

Prep time: 15min

Cook time: 45min

Yield: 3 dozen cookies

Supplies:

Cone roller

Krumkake iron



Ingredients

1/2 cup butter

4 eggs

1cup granulated sugar

3/4 tsp ground cardamom

1 tsp vanilla extract (or rum, lemon extract, almond extract)

1 1/2 cup flour

2 Tbsp cornstarch

Confectioner's sugar for dusting

Directions

1. Grease Krumkake maker with cooking spray and turn on so it can preheat.
2. Melt butter and cool slightly.
3. In a medium mixing bowl beat eggs with an electric mixer on medium speed for 1 minute.
4. Add sugar and beat about 3 minutes, or until sugar is almost dissolved. (do not over beat)
5. Stir in the cooled butter, cardamom and vanilla into egg mixture.
6. In a small mixing bowl, combine the flour and cornstarch. Then add to the egg mixture. Stir just until smooth.
7. Drop batter by half a tablespoon onto the heated Krumkake maker. (if your iron cooks two at a time, drop a 1/2 Tbsp on each side) cook for 40-60 seconds, until golden brown. When they are done, quickly remove the hot Krumkake from the iron and roll it into a cone shape using the wooden roller. You only have to hold the shape for a few seconds because they harden quickly. When cool, dust with confectioner's sugar. Store in metal tin lined with wax paper.

Lorraine Sabio
Category: Main Dish

Sugo Milanese di Acciughe

My grandmother from Sicily, Italy made this recipe often but especially for Christmas Eve since Italians do not eat meat but seven different types of fish. I follow the tradition and make it to celebrate Christmas Eve.

Recipe

Ingredients:

two cans of anchovies
plain bread crumb
two heads of garlic
one can or box of tomato puree
one pound of pasta preferable long but short will do
salt for the pasta water
olive oil

Directions

- 1) In a small frying pan, toast the bread crumbs in a tablespoon of olive oil . Mix often with a wooden spoon so it does not burn. Once toasted, set aside in a serving dish.
- 2) In a saucepan, saute two heads of garlic in a tablespoon of olive oil while melting two cans of the anchovies. Once melted, add the tomato can stirring often for approximately 20 minutes.
- 3) Boil and salt water for pasta.
- 4) Once pasta is cooked, plate the pasta and add the sauce to taste.
- 5) Top with previously prepared toasted breadcrumbs. Italians do not mix cheese with fish!!



Why 7 fishes? There are several thoughts on this. One is that the sacred number 7 represents the 7 sacraments, others believe it stems from the 7 hills of Rome. However, the more 'Catholic' explanation is that it reflects the 7 sorrows of the Virgin Mary.

Simone Pavlides

Category: Breads and Pastries

Koulouri

My paternal grandparents were from Cyprus. They immigrated in the early 20th century from a city by the sea and a small mountain village. This village was well-known for its hand-made lace, which my grandfather sold in France, so the story goes. After he had established himself in New York, he returned to Cyprus to marry. Nico and Anna arrived at Ellis Island in 1930 and established a family with strong traditional ties to their home country. They were Cypriot Greeks. Growing up, I spent every Sunday at Yia-Yia and Papou's house in Queens with all the aunts, uncles, cousins, parents, and siblings. There, we would enjoy the Greek-Cypriot foods my grandparents loved and celebrate all the holidays and birthdays of our family members. Every Christmas, New Year's Day, and Easter, my yia-yia would make this bread she called koulouri. I do not know why she never called it by its other names, tsoureki or vasilopita, but she didn't. This is why I have left the name as she used it. The basic recipe is the same for all the breads. The difference being, primarily, in their shaping and the surprise that goes inside.

For the Christmas bread, my grandmother would add an almond to the dough during shaping. When it comes time to slice the bread, the guests get the first pieces followed by the oldest in the household down to the youngest. Whoever gets the almond has good luck for the year. Similarly, the New Year's bread has a coin inside. The same method for slicing applies, as well as the luck to the receiver of the coin. This bread is still what we eat on Christmas and New Year's Day for breakfast with Greek and Cypriot cheeses. If you like baking, you should find this a nice challenge. Enjoy!

Recipe

Ingredients

2.5 envelopes yeast

1.5 sticks butter, melted

1 cup milk

3 eggs

2 cups sugar

1.5 Tablespoons corn oil

2.5 lbs. AP flour

.5 lbs. cake flour (Wondra, Swanson, etc.)

.75 teaspoon (t) makhlepi

.75 t mastica

These are Greek spices. They should be ground to a powder.

.5 t salt

1 cup water, warm

1 cup sesame seeds, boiled in water and drained

Almonds or foil-wrapped coins



Method

Start yeast in warm water according to the instructions on the packet. Let rise.

Melt butter. Set aside.

Scald milk. Remove from heat.

In a bowl, mix eggs and sugar.

Add the butter and oil to the mixture.

In a large mixing bowl, combine flour, cake flour, salt, and the Greek spices.

Mix in the yeast starter to the flour mixture.

Add the butter mixture to this.

Add the milk and the water. Add more water if the dough is too dry. The dough should pull neatly from the sides of the bowl. Cover and let rise for 3 hours. If you have a proofing oven, use it.

After 3 hours, the dough should have doubled in size. Beat down and knead. Cover, let rise 2 hours.

Beat down and knead. Divide the dough. You should be able to make at least one 12" loaf and a few smaller ones.

Insert either a coin or an almond to each loaf – almond for Christmas, coin for New Year's Day.

Roll the loaves in the sesame seeds. You can make designs out of small pieces of dough placed on top of the loaves. Some use crosses or "X'mas", or "21". Be as creative as you like.

Cover and leave to rise in the tins you will bake them in for two more hours.

Bake at 350 degrees F for 45 minutes or until the loaves are a deep brown and a toothpick inserted in the center comes out clean.

Mahlepi (also known as mahlebi or mahlab, amongst its various other spellings) is a unique Greek spice with a distinctive, fruity taste. Mahlepi powder is made from the inner kernels of fruit pits from a native Persian cherry tree.

Mastiha, or mastic, is a crystal, resinous spice and natural chewing gum that hails exclusively from Chios, where it has been produced since antiquity and long known for its medicinal value.

The Traveling Teacher



COVID has lent a new meaning to isolation, introducing new language into our everyday conversations, increasing the frequency of discussions about quarantining, mask breaks, masking-up, el COVID, or la COVID? Unable to travel to the many places we love, we try to recreate some of our past experiences as we dream about what awaits.

Once a month my *querido esposo* and I meet at Noamar market, a small tapas place in Babylon Village and pretend we are enjoying ourselves sitting in the Plaza Mayor as we look out the window, pinning over our next adventure. Sipping a glass of Rioja and enjoying a tortilla española, I glanced across the table at the products on display and staring at me was the red cross of the knights of Santiago de Compostela on a book cover. I was immediately transported back to earlier times when we had amazing opportunities to explore the city.

The first time I visited Santiago I was studying in a post-graduate program in Salamanca. I was fortunate to be awarded a scholarship to spend the summer studying Art, Film and Mythology at the University. When my courses were completed my husband and I designed a road trip, our own pilgrimage of sorts, that took us through Galicia with Santiago as the final destination. Although not the *Camino*, it was an unforgettable journey.

Galicia had been on my bucket list since I was young, believing my grandfather originated there with his steel blue eyes and his mother's red hair. When my great grandmother referred to him as Gallego, it took a while for me to realize she was not just identifying his ancestral origin. (In many dialects of Spanish *gallego* is used to refer to a simple person.) After reading *¿Qué me quieres, amor?* by Manuel Rivas, I was even more curious about Galicia. (The book, originally written in Gallego is the basis of the film *La Lengua de la Mariposa*.)





Galicia is a most interesting region of Spain, seeming sometimes more Portuguese or Irish than Spanish. It is one of the autonomous regions of Spain with its own language, cultural practices and politics. Unlike its oriental *compatriota*, Galicia is one of the poorest regions of Spain. It does not have the bustling seaport of Barcelona, nor it's stunning architecture. It is not home to world renowned artists like Gaudi, Dalí or Miró. However it is the ancestral homeland of Julio Iglesias, Ernesto 'Che' Guevarra, Fidel Castro and Francisco Franco. Hmmm? It does not have the beach resort of San Sebastian or industries of Bilbao. Neither does it share its borders with the warm, sunny Mediterranean. Galicia is a green, mountainous, fierce part the peninsula. Its people are tough, hardworking and



for the most part farmers and fishermen. It is nicknamed the land of a thousand rivers for its fluvial abundance. Without going too far into the weeds, this region has a very Celtic feel to it, as it is documented by anthropologists and historians the presence of Celts pre-dating the Romans and Visigoths. This is evidenced still today especially through music. The *gaita galega* or bagpipes, are used in both traditional Galician music as well as contemporary compositions. Although the Galician bagpipes are a little different than their Scottish and Irish counterparts, the resulting tone is the same. The *triskel*, a symbol plastered all over Galicia, also represents a direct connection to Druid mythology. The *triskel* is a geometric symbol of three curved arms uniting at the center. The number three is a sacred number in Celtic mythology, representing the balance of the past, present and future as well as the balance between the mind, body

and spirit. One arm represents feelings and emotions, one reason and ideas, and one the difficult path of the soul learning from the spirit world and the gods. One can easily understand how this was assimilated into Christian mythology as the holy trinity and incorporated into the introspective journey of the *camino*, the pilgrimage that begins in many different places and culminates at the cathedral in Santiago.



Although A Coruña is the provincial capital of Galicia, Santiago is the regional capital and is a UNESCO World Heritage Site. It is most known for its cathedral and the pilgrimage that has been a central part of the city's ethos dating back centuries. Santiago, or Saint James, is the patron saint of Spain. There are several versions of the legend but they all end with Saint James' bones being laid to rest at the site of the cathedral. The story goes something like this. Around the year 40 A.D., after the death of Jesus, James the Apostle set out to preach Christianity in Gaellecia . He arrives somewhere in the southern Iberian Peninsula and preaches his way north through Portugal. He continues eastward, preaching all the while. Once arriving at what is now Zaragoza, he was discouraged by his lack of success. It is then that the Virgin Mary appeared before him in flesh and bone on a marble pillar. She ordered him to build the first Christian church around this pillar on the banks of the Río Ebro. Today the Basilica de Nuestra Señora del Pilar is one of the most venerated sites in Spain and Nuestra Señora del Pilar is the Patroness of Spain, Zaragoza and the Guardia Civil, and also of the Sosa family. This apparition inspired James to continue his path with great enthusiasm and courage necessary to convert the populations as he continued on his journey.



After about 2 years James returns home to Palestine where he is denounced by the Jews and is ordered beheaded under the rule of Herod Agrippa. Here is where the legend differs a bit. One suggests his disciples placed his body in a rudderless boat, guided by God and the wind, that washes up on the shores of Galicia. Another tells of his disciples bringing the body to the shores of Galicia in a boat made of stone, accompanied by angels and celestial music. Either way, they arrive on the Galician coast via a series of *rias*, where they moor their craft to a stone pillar. James' body, placed on top of nearby stone, immediately transforming the stone into a sarcophagus. (This is allegedly how the town of Padrón got its name.)



Hoping to bury his remains, his disciples request the assistance of Queen Lupa, ruler at this time of the Roman region of Finisterra. The queen believed them to be arrogant and sent them to the court of King Duyos, an enemy of Christianity, who imprisoned the men and were later freed by divine intervention. At this point again the legend varies. One version is that Queen Lupa set her troops after them when a strange event occurred in the waters of the River Tambre which made her immediately abandon the pursuit and change her hostile attitude. Another is that mocking the Christians, she sent wild beasts to move the body but miraculously upon arrival to the disciples, the bulls were transformed into oxen and a cart, which carried the body to the decided resting place. The oxen, once set free, walked until they found a spring where they paused momentarily to drink. It is here that the saint's remains were laid to rest. (This fountain still exists in the Rúa do Franco in Santiago and although it cannot be accessed anymore its waters are said to be capable of curing eye diseases.) Either version, Queen Lupa converted to Christianity and ordered the demolition of all Celtic places.

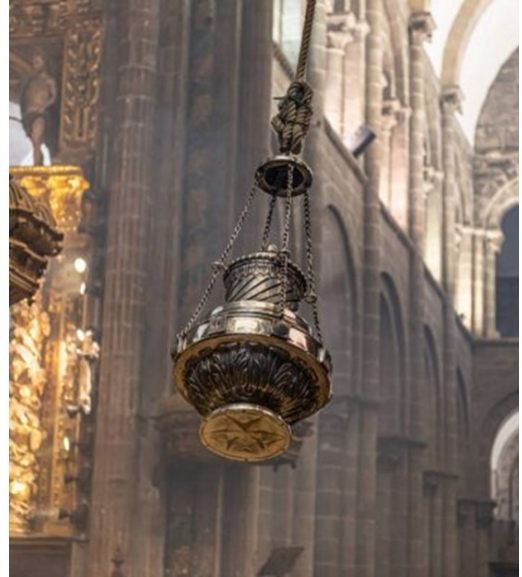
As time passes with warring factions turning lands' governance several times over the burial place was forgotten and it is not until 813 when the hermit Pelayo rediscovers the grave, allegedly under a bed of scallop shells, under a field of stars, naming the site Compostela. Around this site was built the impressive Cathedral that is the third frequented pilgrimage site for Christians.

There is another side to Saint James the Greater. He is also known as Santiago Matamoros, or Saint James the Moor Slayer. According to lore, during the Reconquista, the Catholics were faring particularly poorly at the Battle of Clavijo in 844. The Christians were sorely outnumbered and near defeat when St. James himself appeared, sword in hand, on a white horse. (In spite of him having been dead for almost eight centuries.) He charged the enemy, leading the Christians to victory, slaying over 5,000 infidels in the battle. The Christians emerged victorious and James is resurrected to hero status. His legendary acts glorified him and served as a uniting force in northern Spain against the moors. This protector of the Christians would later become the protector of the conquistadores during the conquests of the Americas and Philippines, believing he would protect them against the heathen, indigenous gods. Quite ironic when you think about it.



Like many historical figures Saint James is no stranger to controversy. Many churches and museums in Spain depict him atop a white horse, sword extended, crushing victoriously the bloody bodies of the infidels. Quite contrary to El Greco's depiction as a saintly healer who was the first apostle to be martyred. Many look to have the violence of the Saint sanitized, removing the bloody heads from many of the statues in churches and squares all over Spain, replacing them with flowers. Interestingly, these opposing images seem to represent well Spain's history of violence and religious devotion and current trends to rewrite history through a twenty first century lens. Seems that we are not the only people rethinking the consequences of our history.

The city of Santiago de Compostela is truly unique. As with many cities in Spain, I think the best time to experience it is during Holy Week. Spending Palm Sunday mass in the cathedral is an experience you will not want to miss, regardless of your faith. During our last trip to the city we were able to have our students take part in a procession, an experience that absolutely thrilled them, once they realized they were not marching with Klan members. We also had the opportunity to experience the swinging of the *botafulmerio*, which weighs about 117 pounds. During mass the censers are suspended 65 feet above the parishioners, waiting for the point in the mass when the *tiraboleiros*, a team of 8, will swing the censer, emitting a strong incense over the attendees. This leashing of the censers happens only a few times during the year, Palm Sunday and Easter being two of them.



The cathedral itself is quite impressive, rivaling the beauty of Saint Peter's. Unfortunately, this cathedral had not been as well taken care of through the centuries and may not seem quite as artfully beautiful, but it is truly a beautiful place where one can reflect and meditate with pilgrims from around the world. The cathedral is the final destination for those on the pilgrimage, or el *camino*. There are many different paths, or *caminos* to take, one can walk, ride a bike, run...but the purpose is the same. The *camino* is both a communal and personal journey, reminding

the pilgrim of the value of introspection, reflection, reevaluation. The pilgrim spends time as part of nature connecting on a spiritual level. As we quarantine and adapt to social distancing and all the other restrictions, I think we could all use a little *camino* in our lives. Although I have not yet walked the pilgrimage myself, it is a bucket list item. Regardless of your take of the Saint and his historical value, the city of Santiago is simply truly special. There is much to see and experience and is so different from many of the other wonderful Spanish cities. (Yes, I love them all!)

And the food! The gastronomy of Galicia is packed with delectable dishes. The best gambas al ajillo I have ever eaten have been here and the city will challenge even the most dedicated meat eater to enjoy Galicia's octopus and cod, among other perlas del mar. The Galician empanada is full of seafood, served more like a square pie than the perhaps better know version crescent shape. All of that into account, hands down, my favorite food from Galicia is the Tarta de Santiago. This is so simple yet so delicious! The tarta sports the cross of the Knights of Santiago, one of the many prestigious guilds active during the crusades and Reconquista, to which Velázquez belonged to.

I have been privileged to visit many pilgrimage sites, including Lourdes and Fatima, the Vatican and paid homage to St. Anthony, St. Teresa, St. Francis, St. John of Patmos, but Santiago feels different. I have always questioned the commercialization of faith, the relics required to create an economy based on believers. Santiago offers the traveler the opportunity to reflect, to embrace those Celtic beliefs of balancing, graphed in the *triskel*, such an appropriate symbol for the region. Galicia's natural beauty and underdevelopment lends itself to finding the simplicity in your life and the value therein.



Cheryl Sosa
Editor

Tarta de Santiago

The origin of this cake goes back to the Middle Ages and is a favorite of pilgrims and locals alike. It is also one of my favorites and is a great option for those who have gluten issues. This almond cake was named after the apostle St. James. For centuries each cake has been marked with the cross of the knights of Santiago. This delicious moist cake is packed with almond flavor and then coated in powdered sugar. I recommend a nice café to accompany it.

Ingredients:

4 large eggs
1 Cup sugar
1 teaspoon almond extract
Zest of one lemon, finely grated
2 Cups almond flour
 $\frac{1}{2}$ teaspoon salt
 $\frac{1}{4}$ Cup powdered sugar for the decoration

Preparation:

Line the bottom of an 8 inch cake or springform pan with parchment paper and set aside. In a large bowl beat the eggs and sugar. Beat for about 4-5 minutes. Beat in the almond extract and lemon zest until smooth and uniform. Mix together with the almond flour and salt until well incorporated. Bake for 40-45 minutes in a 350 degree oven. Unmold the cake and let cool. Using a stencil of the cross, sprinkle the powdered sugar on top.

¡Buen Provecho!



Often when you think you're at the end of something, you're at the beginning of something else. Fred Rogers

Congratulations to Brother Richard Hartz, German teacher at Chaminade High School and Kathy McAleer, ASL teacher at Great Neck, on their recent retirement. We wish them both much health and happiness as they begin the next chapter. We thank them for their dedication and devotion to educating the children of Long Island.

**I'm Bilingual, What's Your
Superpower?**

**LILT WORLD LANGUAGE
T-SHIRTS**

NEW COLOR! BLUE!

Show your bilingual pride!

Order form available at www.liltfl.org





2021 POSTER CONTEST

Celebrate National Foreign Language Week!
March 7 - 13, 2021

Poster Contest Theme:
Languages Break Barriers

DEADLINE FOR SUBMISSION: FRIDAY MARCH 8, 2021

***Please read the directions carefully to avoid disqualification of student entries.**

(Teachers must be current members of LILT)

All information, required check-off list and online submission form are available on the LILT website: WWW.LILTFL.ORG

1. Directions for Students: *Please check each poster carefully for errors*
2. Directions for Teachers
3. Online Submission Form
4. Poster Contest Check-Off List

Contact Person:
Paula Luzzi
Poster Contest Chairperson
pluzz@liltfl.org



STUDENT WORLD LANGUAGE COMPETITION 2021 REGISTRATION AND SUBMISSIONS WILL BE ONLINE

BEGINNING JANUARY 1 - WWW.LILTFL.ORG

Directions:

- **Submitting teacher must be a current member of LILT**
- Teacher registration fee - \$10 for up to 5 entries / \$15 for 6 - 10 entries (maximum)
- All entries will be submitted online
- Deadline to register and submit - *Monday March 15, 2021*

Written Categories: Theme: *Family, Family Life, Spending Time With Family*

- Original Essay
- Original Poetry

Video Categories:

- International Vocal Music and ASL Song Interpretation
- International Dance Video
- Poetry Recitation Video
- Authentic Speaking Task, ASL Presentationa Video: *Family, Family Life, Spending Time With Family*

***All Entries must Be Age / Level Appropriate.
*Please refer to specific directions for each category on the
LILT website.***

*Awards: First, Second, Third Place and Honorable Mention in each category and “Best of Video” to submitting teacher

Category Divisions for World Language and ASL:

A - Elementary grades K to 5

B - Grades 6-12
Levels 1 and 2
Levels 3 and 4

C - College/AP/IB/Honors

Native Speaker division in each category

Note: All Dance Video Submissions will be judged together



Laughter, song, and dance create emotional and spiritual connection; they remind us of the one thing that truly matters when we are searching for comfort, celebration, inspiration, or healing: We are not alone. Brené Brown

Dr. Gladys C. Lipton

It is with deep sadness that we have learned of the recent passing of Dr. Gladys C. Lipton, past President of NYSAFLT (1973 - 1974). Dr. Lipton taught French and Spanish and elementary school in the New York City Public Schools and served as the Assistant Director of Foreign Languages in New York City. She retired from the New York City Public Schools early and brought her expertise to the Anne Arundel County Public Schools in Maryland where she was the Coordinator of Foreign Languages and TESOL language programs. After retiring from the Anne Arundel County Public Schools, Dr. Lipton worked at the University of Maryland Baltimore County in the Modern Languages Department. She was the author of over 200 articles, language dictionaries in French, Spanish, Italian and German, and books on the teaching of FLES.

She was an active presenter in professional organizations at the state and national level including ACTFL, AATF, AATSP and NNELL. During her AATF Presidency she initiated National French Week which is still celebrated with gusto across the country. Her efforts were recognized with many awards including the top rank of Commandeur in the Order of Palmes Académiques, the Distinguished Alumna from Brooklyn College, and the medal from the French Renaissance Society.

In lieu of flowers, donations may be made to one of the following:

Adat Shalom Reconstructionist Congregation www.adatshalom.net

Commission on FLES*, American Association of Teachers of French, 302 N. Granite Street, Marion, IL 62959-2346

Juvenile Diabetes Research Foundation, <http://www.jdrf.org/midatlantic/>

Six Degree Singers (<https://www.singsix.com>)





January 12: NYSAWLA Conference Begins (virtual)

January 23: LILT PD Workshop: *Movie Talks - An Unintimidating Introduction* (virtual)

February 1: LILT Candidacy Applications Deadline (online)

February 5: LILT PD Workshop: *40 Minutes, 4 Skills, 3 Modes of Communication* (Virtual)

February 27: LILT PD Workshop: *Go Formative* (virtual)

February 28: LILT Poster Contest Submissions Deadline (online)

March 1 - 5: National Foreign Language Week

March 6: YSAFLT Spring Conference (virtual)

March 15: LILT Student World Language Competition Deadline for Submissions (online)

March 8: LILT Poster Contest Deadline for Submissions

March 31: LILT Student Award Plaques Order Deadline

April 6: NYSAWLA Annual Conference Ends (virtual)

April 15: LILT Awards, Grant and Stipend Application Deadline

April 22 - 24: NECTFL Annual Conference - Hybrid Format (NYC)

July 29 - August 6: NYSAFLT Summer Institute (virtual)

October 22 - 23: NYSAFLT Annual Conference (Syracuse, NY)

November 19 - 21: ACTFL Annual Conference (San Diego, CA)

He who learns but does not think is lost! He who thinks but does not learn is in great danger!

Confucius

