



Language Association Journal

New York State Association of Foreign Language Teachers

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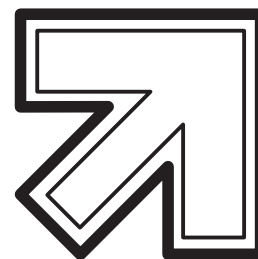
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Language Association Journal

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No. 3

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From the Editor:

Dear NYSAFLT colleagues:

I hope that you enjoy this issue of the journal, which highlights professional growth and development.

Reflecting this theme, Dr. Stacy Bernstein, Nancy Ketz, and Maureen Shiland, all National Board Certified Teachers (NBCTs) in World Languages Other than English (WLOE), describe the National Board Certification process (such as portfolio, assessments, core propositions, and national standards) and highly recommend it to their LOTE colleagues as an outstanding form of professional development. The authors share their own experiences as well as the testimonies of other New York State NBCTs in WLOE.

The Teacher to Teacher section further reflects this theme. Danielle Wagner, a pre-service French teacher, feels better prepared for her student teaching and professional career after an authentic experience of being an English Language Assistant in France for an entire school year. Rose Hosp, a retired Spanish teacher, is convinced that applying your linguistic and cultural proficiency in a meaningful way does not end with retirement, as she shares the highlights of her multiple Habitat for Humanity trips to Guatemala. Jenny-Lynn Knotek reflects on her experience of using Audacity, a freeware program for recording and manipulating audio, to improve speaking skills of her elementary school learners of French. Jill Wagner shares her insights from the trenches of creating HOLA (an acronym for Helping Other Learners Achieve), a program which is based on the premise of FLES and involves high school students teaching the basics of a foreign language in an elementary classroom.

I look forward to receiving your contributions to the next journal issue, which will focus on heritage language learning and teaching, with a submission deadline of February 1, 2010.

May you have a successful completion of the fall semester and an enjoyable holiday season!

Cordially,
Dr. Elvira Sanatullova-Allison
Editor, *Language Association Journal*

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National Board Certification in WLOE: Self-Directed Professional Development

Stacy Bernstein, Ed.D., Nancy Ketz,
and Maureen Shiland

Foreword

National Board Certification (NBC) has been around for two decades, but has been available in World Languages Other than English (WLOE) only since 2002. Presently in New York State, there are 26 teachers who are Nationally Certified in Spanish or French. The authors of this article, all National Board Certified Teachers (NBCTs), are members of the NBCNY Support Network, a group that provides awareness sessions, workshops, and support to new NBC candidates. In respect to the theme of this NYSFLT *Language Association Journal* issue, Professional Growth and Development, we chose to collaborate on an article that describes the National Board Certification process as an outstanding form of professional development. We also surveyed other New York State NBCTs to find out more about their National Board Certification experiences. We would like to acknowledge Marie Campanaro, Henry Cline, Kelly Linehan, and Georgette Schmidt for their contributions to this article.

What Does the National Board Certification in WLOE Consist of?

The WLOE portfolio consists of four entries in which the candidates need to show direct evidence of their teaching through a commentary in which they must describe, analyze, and reflect on the evidence:

- *Entry One: Designing Instruction Over Time.* Candidates show their ability to plan, implement, and assess instruction.
- *Entry Two: Building Communication and Cultural Competence.* This is a video entry with written commentary in which candidates demonstrate how they enable students to fulfill developmentally and culturally appropriate real-world tasks in the target language.
- *Entry Three: Engaging All Students.* This is another video entry with written commentary in which candidates demonstrate how they use varied instructional strategies and materials to engage all students in using the target language in meaningful, interactive, and culturally appropriate tasks.
- *Entry Four: Documented Accomplishments: Contributions to Student Learning.* Candidates illustrate their partnerships with students' families and community, their development as a learner and collaborator with other professionals, and the connection between each accomplishment and its impact on student language learning.

In addition to the four portfolio entries, candidates take six 30-minute tests at a local assessment center to demonstrate their expertise in their target language. The six WLOE assessments are Speaking, Listening, Reading Comprehension, Writing, Language Acquisition Theory, and Error Correction.

National Board Certification is based on Five Core Propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

While preparing the four portfolio entries and six assessments, National Board Certification candidates demonstrate adherence to the 14 National Standards for WLOE:

1. *Knowledge of students:* Accomplished teachers of WLOE draw on their understanding of adolescent development, value their students as individuals, and actively acquire knowledge of their students to foster their students' competencies and interests as individual language learners.
2. *Fairness:* Accomplished teachers of WLOE demonstrate their commitment to the principles of equity, strength through diversity, and fairness, setting the highest goals for each student.
3. *Knowledge of language:* Accomplished teachers of WLOE have the ability to function with a high degree of proficiency in the languages they teach, know how languages work, and draw on this knowledge to set attainable and worthwhile learning goals for their students.
4. *Knowledge of culture:* Accomplished teachers of WLOE know and understand the target cultures and target languages, and know how these are intimately linked.
5. *Knowledge of language acquisition:* Accomplished teachers of WLOE are familiar with how students acquire competence in another language, understand varied methodologies and approaches used in the teaching and learning of languages, and draw on this knowledge to design instructional strategies appropriate to their instructional goals.
6. *Multiple paths to learning:* Accomplished teachers of WLOE actively and effectively engage their students in language learning and cultural studies. They use a variety of teaching strategies to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking.
7. *Articulation of curriculum and instruction:* Accomplished teachers of WLOE work to ensure that the students' language experiences are sequential, long-range, and continuous over a period of years, from simple to sophisticated use of language.
8. *Learning environment:* Accomplished teachers of WLOE create inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target language occurs and in which students learn actively.
9. *Instructional resources:* Accomplished teachers of WLOE select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all their students, and foster critical and creative thinking among them.
10. *Assessment:* Accomplished teachers of WLOE employ a variety of assessment strategies appropriate to the curriculum and to the learner, and use assessment results to monitor student learning, to assist students in reflecting on their own progress, to report student progress, and to shape future instruction.
11. *Reflection as professional growth:* Accomplished teachers of WLOE continually analyze and evaluate the quality of their teaching in order to strengthen its effectiveness and enhance student learning.
12. *Schools, families, and communities:* Accomplished teachers of WLOE work with colleagues in all disciplines, with families, with members of the school community, and with the community at large to serve the best interests of students.
13. *Professional community:* Accomplished teachers of WLOE contribute to the improvement of instructional programs, to the advancement of knowledge, and to the practice of colleagues in language instruction.

14. *Advocacy for education in WLOE*: Accomplished teachers of WLOE advocate both within and beyond the school for the inclusion of all students in long-range, sequential programs that also offer opportunities to study multiple languages.

How Is the National Board Certification Process a Form of Professional Development?

Research suggests that the National Board Certification process is outstanding professional development that positively affects a teacher's performance in the classroom (Hakel, Koenig, & Elliott, 2008). Completing the portfolio requires teachers to think critically about their teaching practices. Lustick and Sykes (2006) found that National Board Certification candidates demonstrated better planning practices and assigned more cognitively challenging assignments than their pre-candidate colleagues. Bond et al. (2000) found that National Board Certified Teachers outperformed their non-certified colleagues on 11 out of 13 dimensions of teaching, including subject matter expertise, ability to adapt and improvise instruction, and intellectual engagement of students.

Unlike other professional development programs, National Board Certification centers on what teachers do in their classrooms to affect student achievement. By completing the certification process, teachers have had the opportunity to reflect critically on their instructional practices and how they are meeting the varied needs of their students (Flanagan, Cody, Graham, Holmes, Kuemmel, & Ledesma, 2008).

Additionally, National Board Certification is a cost effective professional development program. While the cost of registering for the process is \$2,565 (most of which is covered by the Albert Shanker Grant), Cohen and Rice (2005) found that the time required to complete the portfolio translates to \$12,500, which is significantly less than most other professional development programs. While the knowledge gained during formal education is of a different nature than the practical expertise garnered during the National Board Certification process, there is support that the process is a worthwhile alternative for teachers wishing to continue their education without the requirements of a traditional college/university classroom setting. And for the working professional, a commitment of one to three years for the National Board Certification process is far less daunting than the five to eight years needed to complete a doctoral degree.

Furthermore, in these difficult economic times, it is worthwhile to explore professional development opportunities that are little to no cost. The \$2,500 Albert Shanker Grant is available to tenured public school teachers in New York State. Many districts also provide incentives such as candidate support groups, release time to work on portfolio requirements, and stipends for those who achieve certification. It is hard to find other professional development opportunities that are provided at little cost, with ongoing support, that often result in additional pay!

Why Do Teachers Choose to Pursue National Board Certification?

There are many reasons why teachers choose to pursue National Board Certification. Henry Cline (NBCT 2006, Jamesville-DeWitt) decided to pursue NBC with a colleague as a follow-up to achieving the DELE Nivel Superior the previous year. Georgette Schmidt (NBCT 2003, Jamesville-DeWitt) welcomed the emphasis the NBC process placed on "taking the time to reflect" on her teaching. Kelly Linehan (NBCT 2004, Niskayuna) wanted "to continue to grow as a teacher and to explore practical applications of effective teaching directly in the classroom with the students (versus taking theoretical continuing education workshops)." Maureen Shiland (NBCT 2005, Saratoga Springs) noted a "search for ways in which I could grow professionally." Nancy Ketz (NBCT 2003, Holland Patent, retired) pursued National Board Certification, stating:

...after 30 years of teaching, I wanted to have the opportunity to assess how I had developed as a teacher over the course of my career, to see where I stood based on the national standards, and to discover whatever weaknesses I needed to overcome during my final four years of teaching prior to retirement. I wanted to know that I had pushed through to my final day doing whatever I could to reach my personal potential.

Marie Campanaro (NBCT 2003, Spencerport) stated:

I had been itching to further my graduate studies. As I explored possibilities, I found few masters or doctoral programs that consisted of content that I could truly use in my middle school classroom. I was not interested in pursuing an administrative degree. I first read about National Board Certification in *New York Teacher Magazine*. When I investigated, I knew it was exactly what I needed to satisfy my desire to continue studying as well as to directly impact my classroom teaching.

Stacy Bernstein (NBCT 2003, Lakeland Copper Beech) indicated a desire to

...demonstrate my teaching skills to an anonymous entity, without any of the preconceived ideas of what I was like as a person. I sought the opportunity to show that I knew my content area well, that I knew how to teach that content to my students, and that my students were benefiting from the instruction I was providing. I wanted to be an even better teacher.

The National Board Certification process presents a variety of challenges to its candidates. Nancy Ketz cited that "the toughest challenge for the 2003 candidates was that we were in the first cohort to go through the process. As the WLOE pioneers, we had no one to turn to for help." Georgette Schmidt agreed, adding that "reading and interpreting the directions was a challenge." Marie Campanaro credited her family for their assistance, allowing her "to devote the hours of study and writing required to successfully pursue the certification." Calling portions of the assessment "intense" and "intimidating," she overcame the challenge by seeking out "current texts on foreign language methodology and language acquisition in order to learn (or relearn) terms that I hadn't seen since my college days." Kelly Linehan felt that "efficiency and organization were essential. I became very focused on my planning and the deadlines for the NBC portfolio. The support that I received through the Union College NBC group was invaluable." (The NBCNY Support Network that now provides support throughout the state began five years ago in the Schenectady area. It is now expanding statewide.) Henry Cline added that one of his major difficulties was

...understanding the complexity of the questions. I needed to collaborate extensively, especially with all of the writing. I improved my writing process through endless correction and rewording. The most difficult part was writing so much in so few pages. The editing process was endless. Clear, concise, convincing! Those three words that haunted me, now make me smile, knowing that I made it. Personally, I had to dedicate a great deal of time thinking about how I approached the planning of my lessons, something that I had not previously questioned. Professionally, I needed to make sure that I was using up-to-date strategies, and then analyzed if they were effective for student learning. Since this process, I have completed the CAS at Syracuse University in which I needed to analyze what good instruction looks like. Sound instruction mirrors what the NBC asks of teacher candidates.

How Does Achieving National Board Certification Impact Teaching?

For Georgette Schmidt, "after the National Board Certification process, my teaching changed because when planning my lessons, I now ask myself how this method or learning activity will improve

student learning.” The biggest reward she identified was that her “students benefited from [her] improved teaching and curriculum writing.”

Kelly Linehan expressed the impact that National Board Certification has on her teaching practice, stating:

I am much more constructively critical of myself when reflecting upon lessons, and am more apt to change direction during class when I sense that students are not as actively engaged or motivated as I would like. The NBC process has helped me most by strengthening my relationships with other colleagues. We now share ideas and give one another feedback much more frequently. I look forward to professional challenges and have the confidence to pursue other teaching opportunities. Since NBC, I have begun teaching nights at the college level and have written curriculum for two new Spanish courses at a local college. I now focus my energies more on activities that provide growth as an educator.

Henry Cline indicated:

The NBC process made me continue to analyze and reflect on my teaching. I always keep student achievement in sight and remember that true educators never stop trying to stay highly qualified. I am the son of a farmer and have always seen education as a means of betterment. The NBC process takes perseverance, dedication, extreme organization, and commitment, all qualities that I possess, as well as demand, of my students. These qualities have and will always make me a life-long learner.

According to Marie Campanaro:

I always felt that I was a good teacher and my students’ results confirmed that I relayed information effectively. However, the process of completing NBC was so intense that it radically changed my focus in the classroom. Too often we focus on our final exams and lose important steps in language acquisition and, especially, in infusing culture in our lessons. I found that I had begun to concentrate too much on vocabulary acquisition instead of celebrating the language and the culture. I was able to turn that around. I find, and I have spoken to other NBCTs in other disciplines who concur, that we rarely plan or do anything in the classroom without thinking about the *why* and the *how* since going through NBC. Each portfolio piece of the NBC process requires a reflection of the lesson. I find myself reviewing this process throughout my planning and teaching. Upon achieving National Board Certification, I gained a confidence and have increased my involvement in school-wide and professional committees. I find myself more likely to seek out new research and ideas. I enjoy collaborating much more with other teachers to create lessons and activities than I had before. I am now trying to more fully utilize technology in my lessons.

Three Personal Testimonies

Maureen Shiland (NBCT 2005):

Lighting a Fire – What National Board Certification Has Done for Me

After 20 years of teaching, I began to search for ways in which I could grow professionally. I contemplated returning to graduate school and hesitated because I wanted to do something that would focus solely on my performance in the classroom and I found that focus in the National Board Certification process. It has renewed my enthusiasm and has motivated and given me the confidence to share that enthusiasm with other teachers.

National Board Certification is a powerful way in which a teacher can expand the opportunities for professional growth both inside and outside of the classroom. Traditionally, the career ladder for a teacher has been to become an administrator, as very few opportunities have presented themselves for a teacher who wants to remain in the

classroom but still have a voice outside of the classroom. Outside of the classroom, I have started a Support Group within my district for teachers who are pursuing National Board Certification, and have led a Take One Support Group for teachers in another district. Through these groups, I have worked with science teachers, special education teachers, art teachers, English teachers, and elementary teachers. Their perspectives and ideas have informed and enriched my classroom practice and motivate me to continue trying new ideas. Inside my classroom, I find myself constantly revising my learning goals, integrating more culture and content into my lessons, and being mindful of the importance of giving students choice as much as possible.

This year, for example, my students in Spanish 3 worked in pairs to write stories in the past tense. The students produced imaginative stories that were beautifully and colorfully illustrated. I enlisted the help of our audio-visual department who scanned each illustration and story so that we could create a class set of stories for each student. I then asked for a student volunteer to design an original cover for their class book. The person from AV who helped me even suggested adding a page at the end for autographs. The classes invited our Superintendent and Assistant Superintendent of Schools as well as our Principal to come to our book publishing party for which the students had prepared Spanish foods such as gazpacho, tortilla española, and even paella! During this event, several pairs of students read their stories for their guests and class in Spanish and then gave a summary in English. The students presented them with their very own books that were personally autographed by each student. I received wonderful feedback from the students and their parents. There was a definite sense of pride when the students saw their finished product. One student commented that his mother was including the book with his high school accomplishments. Through the certification process, I am more mindful of the importance of utilizing other members of the school community to help me have that impact on student learning.

I am now beginning my 25th year of teaching and feel very fortunate to have expanded my network of professional colleagues and to have a renewed enthusiasm. I owe much of this to National Board Certification. Besides my work as a Support Provider, I have become active on our district’s Professional Development Committee. I personally know of other NBCTs who are now adjunct professors at local colleges and universities because they have the certification. The role that a teacher can have in a school is beginning to change. Achieving National Board Certification has given me opportunities and the confidence to expand my reach beyond the classroom and to work with other teachers, which I enjoy doing very much. So, if you are contemplating your next steps in your teaching career, consider National Board Certification. You never know what doors will open for you.

Stacy Bernstein (NBCT 2003):

My Story

I became interested in National Board Certification because I wanted to prove I was an excellent teacher. After years of receiving observation reports indicating “satisfactory performance,” I sought the opportunity to show that I knew my content area well, that I knew how to teach that content to my students, and that my students were benefiting from the instruction I was providing. National Board Certification gave me the chance to demonstrate my teaching skills to an anonymous entity, without any of the preconceived ideas of what I was like as a person. I thought that if I achieved National Board Certification, it would demonstrate that I am, indeed, an excellent teacher.

Sometime during my certification process, I changed my outlook. I was already an excellent teacher; I knew that. I now wanted to be an even better teacher. I began to think about those students I just couldn’t reach with my instructional practices. Would these students

benefit from alternative assessments, maybe focusing on speaking skills rather than grammatical acuity? I thought about the students who always received outstanding grades – was I challenging them enough? Was I challenging them in ways they needed to be challenged, or was I simply confirming they are good test-takers? I thought about my Heritage Language Learners. What exactly was I doing to increase their language skills? I stopped looking to show off my own teaching skills and started to really examine what I was doing to increase student language learning.

Before I started the National Board Certification process, I considered starting a doctoral program in literacy and language learning. My mother, who was a teacher in Florida, encouraged me to do the National Board Certification process first. Many of her colleagues had completed the process, and she knew that it was something I would find interesting. (Florida is one of the states with the highest number of National Board Certified Teachers, as there is a strong financial compensation for the NBCT distinction.) On the day before I took my assessment center exercises, I received a mailing about a new doctoral program in instructional leadership at a local university. I made the decision to apply for the doctoral program immediately after I took my assessment center exercises, and my first doctoral seminar was on the evening after I found out I had achieved certification (November 21, 2003).

My dissertation focused on how teachers meet the needs and address the gifts of Heritage Language Learners. Since achieving National Board Certification, I have taught countless professional development workshops on topics including instructional technology, adapting curriculum for the English Language Learner, and infusing literacy skills into the Middle School LOTE curriculum. I hope to further my research with Heritage Language Learners, particularly Middle School Spanish students.

Nancy Ketz (NBCT 2003):

From a Snowball to an Avalanche

When National Board Certification first became available to LOTE teachers in 2002, I didn't hesitate to pursue it. After 30 years of teaching French, and four years prior to my impending retirement, I wanted to see what I had accomplished throughout my career, to assess my strengths and weaknesses, according to the national standards, and to make the necessary changes to reach my personal potential as a LOTE teacher. I wanted to "go out with a bang" and without any regrets.

My initial approach to the certification process was to study the Five Core Propositions, the 14 WLOE Standards, and the requirements for the four portfolios. My abilities regarding the first three propositions, the first 11 standards, and the first three portfolios, all dealing with the "act of teaching students," were reasonably strong. There was room for improvement, but this was a question of tweaking and revising my actual practices. However, I was shocked by the NBC's stress on collaboration with colleagues and the educational community, as well as the NBC's insistence that "effective teachers must advocate for LOTE." The truth is (and for those of you who know me now, believe me, I'm not kidding) I used to be extremely shy. I also came from that generation of teachers who learned to work in isolation. In my first six years of teaching, I was the only LOTE teacher in the district, so isolation was a natural result of the situation. There were no opportunities to network with teachers from neighboring districts, and I had never heard of NYSAFLT.

As I considered what I could possibly do to produce Entry Four (Professional Accomplishments) and demonstrate the collaboration content required by standards 12 and 13, I realized that I needed to find ways to network with colleagues. I realized further that if those opportunities were not available, I would need to create my own. I immediately implemented a three-pronged approach: (1) I registered to participate in a SED-sponsored Title III grant that, after peer

review, would lead to publication and induction into the NYS Academy of Teaching and Learning (NYSATL); (2) I contacted the Center State Teacher Center to propose the initiation of a LOTE Professional Circle for our three county region; and (3) I contacted NYSAFLT with a workshop proposal for the 2002 Annual Conference. Never in my wildest dreams did I ever expect that all three approaches would come through, and all at the same time!

As a result of the Title III grant, I now have a learning unit featured in the SED Curriculum Guide for Checkpoint C. The LOTE Professional Network that I initiated and now facilitate, which is attended by 12-32 teachers per session, meets five times per year, and is now in its eighth year. One of the highlights of this network was a group advocacy effort to promote level IV LOTE classes. (For more information about this, you can refer to my 2008 *NYSAFLT Language Association Journal* article "Grassroots Advocacy.") So much for "the snowball." It was the NYSAFLT Annual Conference workshop on "Application Projects in the LOTE Classroom" in 2002 that started "the avalanche." I started to receive e-mails from some of the workshop attendees, a first step in collaboration with colleagues in the educational community. The following year, I proposed and presented a different workshop, "LOTE: Matching the 28 NYS Standards," which was then published in the *NYSAFLT Language Association Journal (2004)*. As a result of this workshop, I was invited to be on the NYSUT LOTE Subject Area Committee (on which I am presently co-chair), and as a result of that, I co-presented at various NYSUT-sponsored conferences.

As the snowball continued to pick up speed, I was honored to be nominated and elected to the NYSAFLT Board of Directors. This position, along with our LOTE Professional Network's advocacy efforts, led to my appointment as NYSAFLT's Chair of the Public Advocacy Committee. Whenever I am meeting with NYS Senators or Assembly members in Albany, or with our Senators and Congress members in Washington, I remember that, prior to National Board Certification, I had a very quiet life! My work with NYSAFLT has led to workshop presentations and keynote addresses in five of the NY regions, and ultimately to my present position as President-Elect.

Although my current job description is "retired teacher," I continue to direct my district's Mentoring and New Teacher programs and the local National Board Support Network. National Board Certification's emphasis on collaboration and collegiality directly led to all of my professional accomplishments in the past eight years. I cannot think of any other form of professional development that could have provided me with the push to self-direct my professional collaborations as I received from the NBC process.

CONCLUSION:

What Advice Do the NYS NBCTs Have for Fellow WLOE Teachers?

Georgette Schmidt recommends that "it is important to stress that teachers going through the National Board Certification process need a strong support system. They need peers to read their entries and give feedback."

According to Henry Cline:

...first and foremost, NBC is an opportunity to evaluate your own current strategies and methods, decide if they are effective, and then make changes to them so that students realize the benefits. Pursuing National Board Certification demonstrates your commitment to the profession as well as to yourself, to be your best. The NBC is a challenging process that can be very humbling. This process is a difficult one, and may require more than one year for successful completion. Only 1/7 candidates is successful on the first attempt in World Languages, which most likely is considered the most difficult of the NBC assessments due to the breadth of knowledge and skills that are required. In the event that you are not successful the first time, remember why you started the original process and do not become discouraged.

Marie Campanaro states:

...although I have three teaching certifications (elementary, secondary Spanish, and secondary English) and a Masters Degree in Education, no course of study gave me the opportunity to examine every detail of my classroom management, lesson planning and execution, or rationale behind teaching as the NBC process did. LOTE teachers in particular would benefit from this experience. There is a critical shortage of LOTE teachers in our country. By effectively training our students, we increase the likelihood of students pursuing LOTE in their lives and in their future careers.

Marie also reminds us that "although the NBC process is grueling, there is help. There are web sites, Teacher Centers, NYSUT workshops, and even a NYSAFLT Special Interest Group to help teachers ready for this challenge." (Authors' note: Marie, who is the Chair of NYSAFLT's Public Advocacy Committee, is the facilitator of the NYSAFLT SIG for NBC).

The NYSUT Information Bulletin "National Board Certification" (2008) emphasizes:

...experienced teachers attaining certification observe that their accomplished practice has been validated and that they are recognized for their achievements in their communities and schools. Teachers also note changes in their professional lives: greater collaboration with their colleagues, interest and respect shown by parents and the enthusiasm their students demonstrate when they take part in the process. Less-senior teachers indicate that National Board Certification offers opportunities for them to become recognized as leaders in their profession without leaving the classroom for other jobs in education. Remaining a teacher over the course of a career becomes more attractive as the process renews them.

The consensus of our focus group is unanimous: National Board Certification is an outstanding form of professional development, and we highly recommend it to all teachers, especially to our LOTE colleagues. For anyone interested in pursuing NBC, Kelly Linehan sums it up best: "My advice is to be prepared for lots of hard work!" Truly, it is hard work, but the results are well worth the efforts.

For more information about the National Board Certification process, please, refer to the website at <http://www.nbpts.org>.

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Stacy Bernstein, Ed.D., currently teaches Spanish at Lakeland Copper Beech Middle School, where she is the advisor to the National Junior Honor Society. She is Vice-President of her local Delta Kappa Gamma chapter. Stacy's research interests include Heritage Language Learning, English Language Learners, and integrating technology into the LOTE classroom. Nancy Ketz taught French for 33 years, most recently at Holland Patent High School, where she coordinates the Mentoring and New Teacher program. She facilitates the Central NY NBC Support Network and the Center State LOTE Professional Network. Nancy is currently President-Elect of NYSAFLT. Maureen Shiland teaches Spanish at Saratoga Springs High School and is currently in her 25th year of teaching. She is on the Board of Directors of Nueva Esperanza, Inc, a non-profit organization dedicated to helping young men and women from El Salvador receive an education. In addition, she is an active member of NYSAFLT, AATSP, and ACTFL.

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JNCL-NCLIS Exeutive Summary

September 25, 2009

- A new provision in HEA from Rep. Rush Holt's International Education Leadership Act established a Deputy Assistant Secretary of International and Foreign Language Education who will be officially appointed soon. During JNCL-NCLIS' Legislative Day, Senator Daniel Akaka introduced the National Foreign Language Coordination Council Act of 2009 (S. 1010), which was streamlined and made more inclusive of language community input.
- The Foreign Language Education Partnership Program Act will soon be reintroduced by Rep. Holt after extensive discussions with the language community. As part of the reauthorization of ESEA, this bill may be considered as a new Part II of the Foreign Language Assistance Program. The bill has been endorsed by over 70 international, language, and education associations. Fifteen bills have been introduced in the 111th Congress dealing with languages and language education including a number of English as the Official Language bills.
- The Administration and both the House and Senate Committees have provided appropriations requests. Please see the JNCL-NCLIS website for details of the over four dozen federal programs whose funding we track. Regarding major programs, the President and the House would level-fund the Foreign Language Assistance Program. The Senate would increase FLAP to \$28 million. Civic Education (including exchanges) was eliminated by the President, level-funded in the Senate, and increased to \$35 million in the House. The President and the Senate essentially level-funded Foreign Languages and International Studies in Higher Education, but the House would increase these programs by almost \$10 million. NEH would be funded by the Administration at \$171.3 million, the House at \$170 million, and the Senate at \$161.3 million. All are increases. Education and Cultural affairs would be funded at \$633.2 million, \$600 million, and \$635.2 million respectively. These are all sizable increases.
- JNCL-NCLIS' Executive Director contacted and met with numerous government officials in ED, DOD, State, Homeland Security, and the Intelligence Community to discuss program administration and policies.
- JNCL-NCLIS' staff drafted and suggested questions regarding languages and international education for the Secretary of Education in Congressional hearings.
- Based on the deliberations of a breakout session at the annual JNCL-NCLIS Delegate Assembly, a working group drafted and distributed for input a policy paper on "Foreign Language Strategies, Objectives and Goals." The final paper was distributed to our networks, including policy makers.
- Working with a talented summer intern, the staff created, developed, and distributed a "Public Advocacy Workshop and Simulation." (Please see the JNCL-NCLIS website.) The simulation by Phyllis Thompson (TFLA), Sharon Rapp (AFLTA), and Rep. Holt's Legislative Director, Chris Gaston is intended to be used by member associations and their members to provide a primer for next year's Legislative Day.
- JNCL-NCLIS' staff continues to research, consult, and seek information regarding the new Administration's Education Economic Stimulus Package and the Race to the Top Fund. Foreign language programs and teachers eliminated by budget cuts are eligible to be replaced under stimulus funds for State Aid to Schools/Critical Needs (\$53.6 billion) and Title I (\$13 billion). In the Pell Grant provisions (\$15.6 billion), the increased support for Junior and Senior Foreign Language majors should be in consideration. Also, foreign languages qualify for support under technology (\$900 million) and teacher quality (\$400 million).
- JNCL-NCLIS' staff sent numerous mailings and alerts urging our members to act on the Education Economic Stimulus funds in the \$5 billion for the Secretary's discretionary "Race to the Top" program. The language community was encouraged to take responsibility for ensuring that language and international education are a key element in what the President and Secretary consider a major reform in American education by commenting on the need to include languages as a priority for reform. This did not endorse, however, other provisions included in the Race to the Top.
- JNCL-NCLIS' staff consulted with the Coalition for International Education to produce two videos commemorating the 50th anniversary of the National Defense Education Act (Title VI/Fulbright/Hays). The first video was part of a program on Capitol Hill for the anniversary attended by Members of Congress and staff and was also previewed at the JNCL-NCLIS Delegate Assembly. Both videos are now available at <http://www.usglobalcompetence.org/>.
- New members of the Administration and Congress were researched, and in a number of instances contacted, to determine their interest and support for language (including ESL and ELL) and international education.
- Finally, over the summer the Executive Director researched and compiled past JNCL-NCLIS documents, policy statements, articles, summaries, alerts, and other materials to create a rough JNCL-NCLIS archive, which remains to be organized by date or subject.

Teacher to Teacher

Being An English Language Assistant in France

Danielle Wagner

The State University of New York at Stony Brook

Prior to completing my Master of Arts in Teaching program for French and starting a career, I decided to improve my language skills and cultural knowledge with an authentic experience in France. Through the language assistantship program run by *l'Education Nationale*, I became an English Language Assistant. For seven months in 2008-2009, I worked in a French high school alongside native French teachers of English in Anglet, Aquitaine, in the beautiful Basque coastal region. My time spent in Anglet became a hands-on way to learn basic aspects of language teaching and cultural transmission. Although there were two official training sessions, I felt the most practical training was in the classroom with the teachers and on my own as trial and error. My role was not very academic-based, like grammar instruction, rather more for culture and for the students to benefit from a native speaker.

The six teachers, who taught almost exclusively in English, had different roles for me. Sometimes I read aloud texts that the students were studying, providing them with input from a native speaker. At first, this activity seemed banal to me because I wanted lots of interaction and discussion with the students, but it proved challenging for the students, no matter what their level. I had to be reminded often, at first, to speak slowly. After a few weeks, I got used to the pace that the different classes could handle. Another important skill was circumlocution – giving synonyms, antonyms, and other phrases to express similar ideas. Sometimes it went both ways, as the students and professors offered me French words and expressions. This was one of my favorite parts because it related directly to what I will have to do during my teaching career. I used English almost exclusively with the students and was encouraged to see that using circumlocution was an effective tool for making myself understood without using French. It was fun seeing the students' faces light up when they comprehended my sometimes funny movements, drawings, or explanations.

Another role for me was to correct student errors, either in writing or during one-on-one speaking sessions. If my role reading aloud seemed boring, this was far worse. I felt this group of students was missing out on the authentic interactions and the cultural knowledge that I was there to provide. I did not like being their grammar book (I do not know the technical intricacies of English like the teachers did!) or dictionary because that material can be looked up and studied on the student's own time. The students did not like this arrangement either and some tried asking me questions about life in New York and various American things, which I gladly answered. The one-on-one discussions were not as focused on error correction but more on fluency and confidence with their own language skills. We spoke about their internships, which are a required part of their degree programs, but also about personal interests and opinions on various things, like the month-long student strikes in December and President Obama's election.

My most challenging role was to lead half the class at a time in activities for speaking practice. It took a long time to figure out the appropriate skill levels of the students and appropriate topics to discuss. The skill range was so varied within the class. I had to make sure that at least every student produced something authentic during our time together, and sometimes I saw the class for only half an hour once a week. The subjects

of study, like architecture, design, and engineering, were not my preferred topics of conversation. It was interesting seeing classes conducted in the L2 relating to their area of study – not at all like what the typical high school teacher discusses here! I was impressed with the amount of research the teachers had to do to prepare for those classes. The vocabulary is not very common, definitely not textbook material, so they mainly used articles from the related industry, all authentic materials. The common themes I settled on were environmental issues and starting a new job. All the classes studied the environmental theme at some point, so we discussed political cartoons and debated controversial statements. The starting a job topic was a result of all their internship experiences that I heard about, so I provided them with other ideas to expand their stories and reports.

As for the cultural aspect of my role as an English Language Assistant, I might have learned more about Americans and the Basque people than I did about the French. When you are closely surrounded by your own culture, it is difficult to detect the things that we do differently from others. The Basque people are unique because they are very aware of the differences between their culture, the French, and others due to the long struggles they have been through to keep it. The best learning opportunity that I found was through discussing differences. It may sound ignorant but the most profound thing that I learned was how much the geography of the United States has shaped American society. From the variety of terrains within our country to the layouts of our small towns, all have an effect on how we live. In my teaching, I hope to get my students to see some of these things, to be able to learn about another culture, and appreciate their own by exposing them to some of the differences I experienced. I know that not many students are able to travel at a young age to France or other francophone countries to see these differences in action, so it will be my role to share this information with them.

During my seven months in Anglet, I certainly improved my language skills and cultural knowledge of French and more than I had imagined for my L1. I also picked up practical experience of the basics of language teaching along the way. Armed with a variety of contacts in France, a few suitcases worth of authentic materials and intangible, unforgettable experiences, I have a new perspective on language and culture and feel prepared to take on and succeed during student teaching and beyond.

Danielle Wagner spent Fall '08 until Spring '09 participating in this assistantship program in Anglet, France. She will receive her M.A.T. from the State University at Stony Brook in December '09. As she completes her student teaching assignments in Long Island schools, she anticipates employment as a long term substitute at JFK Middle School in the Comsewogue SD, for grades 6, 7 and 8. She is a member of both NYSAFLT and LILT.

What A Deal: A Habitat for Humanity Trip to Guatemala

Rose Hosp, retired

The message from a fellow retiree on my answering machine said, "Call me. Do I have a deal for you!" Well, I returned the call. The "deal" was to pay about \$2,000 to join her and 16 others on a Habitat for Humanity Global Village trip as interpreter to Flores, Guatemala. It was such a great "deal" for this retired Spanish teacher that I have done it four times...so far.

Each trip has been to a different part of Guatemala: Flores in the jungle near the ruins of Tikal, Coban in the mountains to the north central part of the country, Puerto Barrios on the Caribbean coast, and, this past January, Panajachel at Lake Atitlán. Each trip had the same team leader and ended with a couple of days in Antigua. The routine has been to fly into Guatemala City to be met by Habitat-Guatemala representatives, stay the first night in Guatemala City, and travel to location on the second day. My first Spanish conversations have been with the hotel personnel, usually showing them pictures of the snowy, wintry landscape I have just left behind in Central New York.

Our first activity on location is to meet with the local Habitat-Guatemala workers and volunteers as well as the families who will receive the houses we work on. We worked on two houses the first two trips, then three on each subsequent trip with 24 volunteers. On this year's trip, the families totaled 30 people: three couples and their ten, eight, and six children respectively. It was school vacation, so the children were at the work site each day helping and playing.

We set off to work around 7:30 a.m. after having a nice breakfast at the very comfortable hotel we stay at. The hotel packs a lunch for us – in Flores, each day we had a chicken sandwich, a ham and cheese sandwich, a small slice of watermelon and pineapple, two hard-boiled eggs, a box of real fruit nectar or juice, and a package of four Sponge Bob cookies. In Flores, we traveled to work standing in the back of a pick-up truck, but on other locations we have had the luxury of a van. Work is usually close by: 15 minutes by truck or van and, in one case, a short walk from the hotel. In Panajachel, we were about 10 miles from the sites, but it took about 50 minutes by van on mountainous, unpaved roads as we climbed some 4,000 feet from hotel to site.

The houses are comprised of four rooms (maybe 400 square feet) plus bathroom and are made out of cement blocks (not quite as heavy as ours) placed up to the corrugated metal roof. All inside walls are cement blocks as well. On the worksite, what does a retiree do when she is not speaking Spanish to everyone in sight? She is moving materials: blocks, sand, stone, dirt or cement in bags, pails, or wheelbarrow. She is mixing cement on the ground by the front door or inside one of the rooms with a shovel or maddock (a hoe-like tool). She could be cutting wire or metal bars, making C-clamps, tying the rebar in groups of two or four to the clamps placed about every foot on the rebar, filling the horizontal spaces between the mason-laid cement blocks with mortar, "finishing" the mortar so rain will run off, or whatever "gofer" job that needs doing.

After four or five days on the job and seeing the house raised about five levels of blocks, we have a closing ceremony with the families, a very emotional time as we foreigners who arrived as strangers leave as friends. I have had to translate several of these ceremonies. There were many pauses for the lump in my throat to dissolve and many tissues for the tears. The families usually give us some little gift as a token of their appreciation. The houses are completed by the paid mason and his workers who start and finish the houses in less than a month. Our days there save them about a week's work. Our donation to Habitat, part of our expenses, pays for the materials for the houses we work on, about \$3,000 per house. As the owners pay their mortgage, that money, in turn, buys materials for other houses. And so Guatemala has been able to construct 28,000 Habitat houses since 1979...and the need is still great.

It has been a most fulfilling experience for me – a fun vacation, a way to exercise, an occasion to meet other Americans from all over the U.S.A, a chance to help others help themselves, and best of all, a wonderful opportunity to use Spanish.

Anyone interested in taking advantage of this special "deal" can visit habitat.com/global_villages for more information.

Although currently retired, Rose Hosp has enjoyed a distinguished teaching career, having taught for 34 years in the Holland Patent school system and then as an adjunct instructor

at Utica College. She has also taught Spanish in an Elderhostel-like program, the Mohawk Valley Institute of Learning in Retirement at SUNY. She continues her involvement with Habitat International and is planning her next trip, a visit to El Salvador in February 2010.

Using Audacity with Elementary School Students to Improve Speaking Skills

Jenny-Lynn Knotek

New Paltz Central School District, New Paltz, New York

Being a FLES teacher of 450 students, it is difficult for me to ensure that each student is getting adequate time to speak and use the target language. My classes meet for 20 minutes each, three days out of a six-day cycle. The students in grades 3-5 range in age from eight to eleven, and virtually every student in the school participates in language classes. I want to include activities in my lessons that allow the maximum time for each student to speak in the target language. I also want activities upon which students can reflect and through which they can improve their own language skills. Despite our technology today, many students, especially in the lower grades, do not have the opportunity to listen to themselves speaking and, thus, they are denied the chance to correct their own pronunciation or to expand their ears beyond their own teacher's voice. However, I did not want to buy language laboratory software that had to be modified for an elementary school-aged student; I would rather take the time to create my own activities and have them be developmentally appropriate and directly related to my students and curriculum.

With the Sally G. Hahn Outstanding FLES Program Memorial Award, our department decided to purchase a class set of quality headphones with attached microphones. Using the school computer laboratory, I chose to create activities and use resources that previously had been inaccessible at school, due to a lack of ability to record on the computer.

I decided to start the process of adding audio-recording with my youngest students, the third graders. The first activity I chose to create was an individualized audio recording of *The Three Little Pigs*, a unit that many students enjoy. Each year, we work on this tale for about a month. Students learn the vocabulary that appears most often throughout the story, and we play many games to reinforce the new words. Students listen to me tell the story, during which time they act out the new vocabulary, as they hear it throughout the narration, as well as perform pantomimes with masks. Eventually, students also follow along in their own story books, as I read the story to them. Finally, students read parts of the story to each other in class.

To allow myself the opportunity to listen to each of the 150 third graders I teach recite a version of the story, I used the newly purchased headsets and Audacity (<http://audacity.sourceforge.net>), a freeware program for recording and manipulating audio. My school technology assistant was able to download Audacity to the school computers as well as locate and download to a universal folder the LAME file. A LAME file is a file that allows the recorded material to be exported from Audacity as MP3 files.

Our first day in the computer laboratory was used to introduce students to Audacity and to record a small piece of them speaking French – I used the numbers 1 through 10 as my example. I demonstrated each step that my students had to take in recording the audio to their folder in Audacity, from recording, playing back, to exporting their voice. The hardest part of the process was exporting the file as an MP3. On a personal computer, locating the LAME file only needs to be done the first time you save a file as an MP3. However, on our school network, it needed to be done each time the students logged into the network. I relayed this issue to my school technology assistant; she and the rest of the technology team in the district have since remedied this problem. Students now locate the LAME file only once, and it is saved for subsequent MP3 exports, regardless of logging out of the network.

The third graders impressed me with their computer-savvy knowledge. While many students did need my help during the actual *The Three Little Pigs* recordings, many were able to use my handout and simply follow the directions to export their MP3s. The most difficult part of the process was the preservation of the headsets themselves; many students wanted to move the microphones around, which can be damaging to the wires. In future presentations, I would spend more time emphasizing the proper use of the equipment itself.

After the first day of introduction to Audacity, the next three class sessions were spent in the computer laboratory recording the story in three pre-determined segments. Students were able to record and play back their segments sequentially; some decided to erase and start over, based on what they heard.

Many of my students were very interested not only in listening to their classmates' versions of the story but also in sharing their own recordings. Because of the simplicity of using Audacity, this was easily accomplished. I made a folder for each class, labeled with their classroom teacher's name, which was accessible by the students; this is where they saved their MP3 files. I had this folder open on my desktop and projected it on the screen in the laboratory. I could tell immediately, no matter where I was in the room, which students had successfully saved their MP3s. The students in the class could also see who was finished; when they completed their own recording, they could click on these files to hear their classmates'. The files open automatically in Windows Media Player, which the students already knew how to use.

I took the segments of the story and used Audacity to assemble mixed versions of the story. Each of the three segments was chosen from three different students' recordings. I then put these recordings on my MP3 player and took them to each of my classes with a set of computer speakers. In each class, we listened and repeated the activities that we had done when I told the story; we also had fun guessing who the storytellers were for each version.

I was also able to upload these versions of the story to my website for a short time, allowing parents and families the unique opportunity to really hear their children using the target language. In the future, I would like to adapt and build on this project with the possibility of including drawings of the main plot and connecting the visual and aural components with Photostory or MovieMaker (iMovie for Mac users).

When I asked students what they thought of this activity, the overwhelming majority said that it was fun. Many students replied that they liked being able to hear themselves talk in French; it was neat to see if they sounded like me, their teacher. As their teacher, I have since noted a marked increase in the number of students asking me how to pronounce words that they read on handouts, either previously-learned or new vocabulary. Also, when I answer a question, many students now repeat the word back to me and look questioningly at my face to see if I approve of how they are saying it.

As a result of this activity, I have noticed more enthusiasm for speaking the target language as well as more effective pronunciation and self-awareness in my students. I plan to continue to introduce the headsets and Audacity each year, building up the number of activities where students can record their voices for playback. These activities are vital for me as the teacher, in order to be able to effectively listen to and help each of my students, as well as for my students, in order that they themselves become more active learners in studying a target language. For the short time it takes to introduce the process of recording with Audacity, it is well worth the outcome.

Jenny-Lynn Knotek received a B.A. in French with concentration in Education from Muhlenberg College and an M.A. in French from Middlebury College. She is certified in 1-12 French and Spanish and has taught French, grades K-8, grades 9-12 summer school, and adult evening classes, and Spanish, grades K-2 small setting special education classes and grades 3-5. Currently, she teaches French and Spanish, grades 3-5, at New

Paltz Central School District and is a member of NYSAFLT, NNELL, and AATF.

HOLA – Helping Other Learners Achieve

Jill Wagner

Niagara Falls City School District,
Niagara Falls, New York

¡Hola! [Hello!] is all it takes. A simple greeting like hello, along with a smile, can invite people into our worlds. It can brighten a person's day, and a bond is formed through this simple greeting. When I began this quest in 1998, I was on a personal journey to prove that learning foreign languages involved a lot more than classes starting at the middle school level and ending at the high school level. For years, I have read and researched numerous articles stating that it is best to learn another language at a young age. Nevertheless, how young should one be to start learning a foreign language? Research says that learning before age 10 is vital, due to brain development. Age 10 would place a child in about fifth grade in most schools, so why not start learning earlier?

At first, I searched on the Internet, which was good for me, since there was so much to get done. The first search was to find out when the best time to learn a foreign language was. Most articles indicated anytime, preferably, before age 10. By the age of 10, the brain has not reached full growth and is still developing. Since research indicated before age 10, I decided to start teaching a foreign language to my own children.

While watching MTV3 and VH1 "en español" and dancing around my living room, my son and I would sing along in Spanish. We were having fun and, all the while, learning the language. The results were unbelievable! My son would light up when he heard a familiar song, and he was only a few months old. In addition, as he got older, I began reading to him in Spanish and singing silly songs to him. When he started to speak, to my amazement, he spoke in both languages. He began to recite the numbers in Spanish and English when he went up and down the stairs of our home, and, since there are 15 steps, he learned up to number 15. I bought a book with colors, shapes, and animals in Spanish and began to read to him nightly. After a few weeks, he started to say the words with me and was able to identify them as I pointed to them in both languages. Astounded by this discovery, I began to read and speak more to him in Spanish. It was a lot of fun, and, really, what harm could it do? I thought this would only benefit him, and it did. My son is now six years old and loves speaking Spanish. I also have a daughter who just turned three, and she also enjoys learning the language. My children have triggered many ideas for the development of an elementary school program.

Luckily, with help from the Niagara Falls City School District, Niagara University, and SUNY College at Buffalo, as well as after years of research and encouragement from my colleagues, HOLA was created. HOLA is an acronym for Helping Other Learners Achieve and is based on the premise of FLES¹. The program involves high school students teaching the basics of a foreign language in an elementary classroom. The elementary students build upon previous lessons, while the older students gain confidence and build relationships with the children. The certified classroom teacher supervises and evaluates everything.

While creating an elementary school foreign language program is a futuristic goal for the attainment of all second languages, careful planning within the program will ensure success. Starting simple plants the seed for future expansion that can allow for a more in-depth course to develop, such as a FLES (Foreign Language Elementary School), FLES* (pronounced 'FLES star')², or FLEX (Foreign Language Elementary Experience) program, which involves a certified teacher, along with daily instruction in the target language. In addition, with this program, high school students gain insight and learn techniques to instruct elementary school children. By doing so, the program creates many opportunities for high

school students to develop their leadership skills. These skills build confidence and allow for mentoring elementary school children who may be cousins, brothers, sisters, or even friends. In this course, everyone benefits from participating. The high school students create positive relationships and trusting bonds with the young children. The elementary school students gain the exposure to the language before age 10 with a chance to strengthen their language skills year after year to gain fluency. The HOLA program is based on the following principles:

1. Believe in yourself. Self-confidence and a strong determination will help keep the pace to develop the program. Rely on expertise and knowledge to further the cause of doing what is right for the children in schools.
2. Network. Talk to people. People can help give support, feedback, and ideas to aid in the development of the program.
3. Write, research, write, and more research. The more research you have done to back up the program, the more support you are likely to gain within the school district.
4. Involve your school. Getting your school involved offers a chance to pilot the program and to receive feedback to help it flourish.
5. Involve parents. Parental support is one of the best ways to build a positive relationship between the school and the community. In addition, when parents assist in the classes, they can add to the learning and help support the environment created. Another set of helping hands can never hurt.
6. Promote the program. Any advertisements made, such as flyers, posters, or simply word of mouth, can benefit the program, especially if parents and students are involved.
7. Stay positive. Anything is possible if hard work and dedication are put to good use.
8. Visit other schools. Call local schools and see if a similar program is available in order to gain ideas. Remember, elementary school teachers and school principals are your best assets, especially with networking.
9. Keep on promoting the program. Join professional organizations like NYSAFLT. This will help get the word out about the program.
10. Believe in yourself that you can make it work.

In the process of the HOLA development, it was necessary to market the program. After numerous attempts to get something going, I decided to take a graduate class on curriculum writing at Niagara University. It was there that I learned about a constructivist approach to teaching. It was really an eye opener! My professor was intrigued by the thought of students teaching younger students. Since Niagara University works with the Niagara Falls City Schools frequently, my professor was able to convince the school district to allow me to work on the development of the program at an upcoming constructivist conference over the summer. At the conference, I was teamed with two colleagues. We spent an entire week working on the design of the HOLA program. The Board of Education requested a presentation at their monthly board meeting, and HOLA was on its way.

Helping Other Learners Achieve is a program designed to teach high school students how to teach Spanish at the elementary school level. Elementary school students learn the basics of Spanish through song, dance, storybook play, and repetition. HOLA is a full-year high school course that meets every day for 48 minutes. The students and I develop a list of topics, write lesson plans, mock teach, and complete self-evaluations, along with peer evaluations to improve the lessons. In addition, posters, resources, and rewards for the children are handmade by the high school students. Each student is assigned a class and grade level, along with a partner.

I never really thought that it would come to fruition, so when there was interest, I felt scared and overwhelmed. The important thing to remember is to take it one step at a time.

Here is a list of steps that I took to create the HOLA program:

1. Survey teachers. Ask them if they would be interested in an elementary school foreign language program. After receiving

responses from the teachers, plan a meeting with them. Keep in mind that these teachers are the experts in their classes and can contribute greatly to the program.

2. Develop criteria for taking the class. Students need to have taken Spanish III and have an overall Spanish average of 80% or better, along with a teacher recommendation.
3. Have a meeting with new students. I now call them my apprentices, since they will be learning how to teach from me. Explain the program and the expectations. It is a good idea to provide the students with agenda planners, including a calendar to help keep them organized.
4. Develop a timeline and topics for instruction. It was decided to begin the HOLA teaching portion during the 20-week marking period. My apprentices and I had plenty of time to work on developing our lessons. We also discussed what to expect from an elementary school student, according to age and grade level.
5. Speak with the apprentices about what makes a well-rounded teacher. They, for the most part, have been in school for nearly 13 years and have experienced a variety of teachers. They know good teaching when they see and experience it. This vital conversation not only helps shape the lessons but also builds trust between the apprentice teachers and you.
6. Create a transportation plan. How will the students get to their participating school? Transportation is a major issue. Legally, a district employee should not be driving students. I appealed to the school district, and a school bus was provided. Do whatever it takes to develop a transportation plan. The last thing you want to do is scramble at the last minute, especially after the school year starts.
7. Plan lessons and mock teach. Once the class is off to a good start, it is important to demonstrate to students a few lessons that can work in the elementary school. For example, if teaching a lesson about animals is the scenario, a wonderful story to use is *It's Not Easy Being a Bunny* by Marilyn Sadler. The book is in English. However, I translated the animal names into Spanish and read the book to my students using the new vocabulary. By introducing the new word with its picture from the book, the students were asked to follow my motion as the word was repeated. Many children's books are written using a pattern that reinforces vocabulary, so why not use these books and insert Spanish? Chances are that they are familiar with the story, so by adding new words in Spanish, it becomes fun and much easier for them to learn. At first, my apprentices thought that it was just silly. Yet, when it came to their teaching the lessons, they were anxious to receive feedback from their peers about their performances and what they could do to make the lessons better. Modeling different lessons allows students to see how ideas evolve into a teaching practice.
8. Teach students how to write a valuable lesson plan. Remembering that these are high school students is key. We discussed the NYS standards and how valuable they are to teaching. The apprentices really develop a finer appreciation for all teachers at this point. I remember a student asking me, "Do you really do this every time you teach us a lesson? Wow!" The students learn how to plan by utilizing a checklist. By indicating what they want their students to do, how long each part of the lesson is, and what standards will be used, a complete lesson is ensured. Students must write their lesson plans, but we work on the plans together in class and use a simple format.
9. Mock teaching and/or practice is necessary. This was so much fun! We all had evaluation sheets in front of us and assessed each group. We created a rubric to help critique each lesson, and every group was provided with immediate feedback. Some groups enjoyed sharing each other's ideas. This also built confidence, which carried over into their elementary school classes.
10. Put it all together in the classroom. My apprentices were nervous and excited to put their lessons to work. We

traveled to the elementary school, and each group went to its classes. They began with introductions and then continued with their 25-minute lessons. The elementary school teachers provided the apprentices with immediate feedback by answering a simple questionnaire. The elementary school students were so excited to learn and say "Hola," yet a bit upset when they said "Adiós," because they had to wait a week for the next lesson.

11. Evaluate after each lesson. The next day in school we discussed the elementary school teachers' evaluations, along with ways we could improve and how to enhance new lessons. By writing in journals, the apprentices self-evaluate. The journals are a useful tool for self-expression and a comfortable way for my apprentices to discuss anything they want me to know about HOLA. My apprentices are the glue that holds the program together. I respect their thoughts and value their opinions very much.

HOLA is an enjoyable elementary school foreign language program that incorporates the use of high school seniors to teach Spanish to elementary school students using a natural approach. Children embrace learning as a fun experience because there are no final exams, tests to take, nor stresses of any kind. It allows language to be taught to children in an uninhibited way with the use of older students as their guides. High

school students gain insight and learn techniques of how to instruct elementary school students to use another language while providing future opportunities to create and build positive relationships with the children. The elementary school teachers always tell me how excited the children are when they know it is an HOLA day. It is delightful to see the students' faces light up when they see each other. All are so eager and willing to learn. The HOLA program is not meant to replace a traditional FLES or FLEX program, however, it can be used to enhance all foreign language programs.

NOTES

¹ FLES and FLES* were created by Gladys Lipton who is the main inspiration for this program.

² FLES* is an umbrella term for all programs involving foreign language in elementary schools.

³ Sadler, M. (1983). *It's not easy being a bunny*. New York, NY: Random House.

Jill Wagner graduated from the State University of New York College at Buffalo and currently teaches Spanish for the Niagara Falls City School District in Niagara Falls, New York. She has been teaching for 14 years and holds permanent certifications in Spanish and French grades N-12.

Call for Nominations For 2010 NYSAFLT Elections

Candidates are sought for the following offices for terms beginning January 1, 2011:

DIRECTORS:

Director, Long Island Region, three year term
 Director, Northern-West Region, three year term
 Director, Southern Tier Region, three year term
 Director, Syracuse Region, three year term
 Director, Westchester Region, three year term

OFFICERS

Secretary, two year term
 Second Vice-President, one year term
 First Vice-President, one year term
 President-Elect, one year term

NOMINATIONS COMMITTEE

2011 Committee Members, one year term

Requirements –

- A candidate for an office must have been a member of NYSAFLT for five years preceding 2010.
- A candidate for a Director position must have been a member of NYSAFLT for three years including 2010.
- A candidate for the Nominations Committee must have been a member of NYSAFLT for two years preceding 2010.

Any member of NYSAFLT may make a nomination.

For more information or to make a nomination, visit our website or contact:

Lillian Carey, chairperson
 Nominations Committee
nominations@nysaflt.org

CALL FOR PAPERS

Language Association Journal

2010 Vol. 61, No. 1
Heritage Language Learning and Teaching
Deadline for Submission: February 1, 2010

The *Language Association Journal* is the official peer-reviewed journal of the New York State Association of Foreign Language Teachers (NYSAFLT) and is published three times per year. It has a thematic approach and welcomes a spectrum of submissions ranging from scholarly articles to teacher-to-teacher exchanges regarding language learning and acquisition, instruction, curriculum, assessment, policy, advocacy, teacher education, and other areas of professional interest to language educators.

Submission Guidelines:

- The manuscript must not be previously published or considered for publication elsewhere.
- The manuscript must be written in English. Examples within the manuscript may be written in other languages and must be italicized and accompanied by translation.
- The manuscript should not exceed 8,000 words.
- For a blind review, omit all references that would reveal the author's identity in the manuscript.
- Follow the guidelines, as outlined in the *Publication Manual of the American Psychological Association, 5th edition* (2001) (APA style resource: <http://www.psychwww.com/resource/apacrib.htm>)

Be sure to:

- use Times New Roman font size 12 double-spaced.
- proofread the manuscript to ensure that it is as error-free as possible.
- send an electronic version of the manuscript to nysafltjournal@nysaflt.org as an email attachment in Microsoft Word.
- provide brief biographical information in the email, which should appear at the end of your article and include:
 - your name, title, affiliation, and contact information.
 - your educational background.
 - what languages, ages/grades, and language proficiency levels you have taught in your teaching career.
 - professional affiliations or involvement in language education.

All properly submitted manuscripts receive an email acknowledgement from the editor. Submission of a manuscript does not guarantee its publication. After an initial review by the editor, those manuscripts that meet specifications are sent to one or two members of the Editorial Board for anonymous evaluation. Each of the reviewers is asked to make one of three recommendations regarding each submission: (1) publish as is, (2) publish after revising/rewriting, or (3) do not publish. When all reviews are received, the editor makes the final decision regarding manuscript's publication and notifies the author about the submission's status. All manuscripts accepted for publication are subject to editing.

Dr. Elvira Sanatullova-Allison
Editor, *Language Association Journal*

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NYS AFLT is pleased to announce the Summer 2010 Teacher Travel Cultural Awards

PLEASE NOTE: the Dec. 15 deadline has been extended (this year only) to Jan. 15.

- Applications and descriptions are available at www.nysafl.org in the Members Only section. Some dates are TBA.
- In order to be eligible for NYS AFLT travel stipends, applicants must be members of NYS AFLT.
- Requirements may vary by award. Check individual applications online.
- Questions should be directed to the appropriate chairperson.

AATI Italian Cultural Institute Award*

- Università per Stranieri di Perugia
- \$500 honorarium from AATI Italian Cultural Institute
\$700 NYS AFLT travel stipend
CONTACT: Rosa Riccio Pietanza
rmp@aol.com

*Must be a member of NYS AFLT and AATI

Academia Latinoamericana de Español

- Choice of Peru, Bolivia or Ecuador

\$700 NYS AFLT travel stipend

CONTACT: Jill Dugan
jdugan001@nycap.rr.com

Cemanahuac Cultural Awards

- Cemanahuac Institute in Cuernavaca
- Universidad Internacional

\$500 NYS AFLT travel stipend available for each

CONTACT: Jill Dugan
jdugan001@nycap.rr.com

Costa Rica Cultural Award

- Academia Tica

\$500 NYS AFLT travel stipend available

CONTACT: Jill Dugan
jdugan001@nycap.rr.com

Don Quixote School

- Choice of Madrid or Salamanca

\$700 NYS AFLT travel stipend

CONTACT: Karen Martín Sánchez
salachic@yahoo.com

French Cultural Services Award

Locations to be announced

\$700 NYS AFLT travel stipend available

- NYS AFLT members who are members of AATF must apply directly through AATF (<http://frenchteachers.org>). Non-members of AATF should apply directly to French Cultural Services (www.frenchculture.org).
Deadline: January 15, 2010.

- If you are notified by the French Embassy that you are a scholarship recipient, you may apply for the NYS AFLT travel stipend.

Deadline: May 1, 2010

CONTACT: Abbe Guillet
anguillet@yahoo.fr

Goethe Institute Cultural Award

- Locations in Germany vary
- This award is for travel in Summer 2011

\$700 NYS AFLT travel stipend available

CONTACT: John Lalande II
lalande@oswego.edu

Québec Awards

- Université de Québec à Montréal
(July 26 – August 13)
- Trois Pistoles (Date: TBA)
- Collège de Jonquière (July 12 – July 30)

\$150 NYS AFLT stipend available for Trois Pistoles and for UQÀM

CONTACT: David Graham
mrquebec@gmail.com

**Check the NYS AFLT Website for actual dates for all programs.
They will be posted as soon as they are announced by the schools!**

And NYSAFLT offers more... For you... AND ...your students!

Post-Secondary Study Scholarships

Undergraduate Student Scholarship

A \$500 scholarship awarded to an undergraduate student pursuing a degree in foreign language education whose teacher/sponsor is a NYSAFLT member.

CONTACT: Barbara Kruger krugerb1@flcc.edu

Graduate / Post-Secondary Student Scholarship

A \$500 scholarship awarded to a NYSAFLT member who is pursuing a post-baccalaureate certification program and/or graduate degree in foreign language education.

CONTACT: Barbara Kruger krugerb1@flcc.edu

Recognition Awards for Outstanding Programs

James E. Allen Distinguished Foreign Language Program – Secondary and Post Secondary

Regional awards are presented in each of NYSAFLT's ten regions to recognize outstanding language programs at the secondary and post secondary levels. A state-wide winner is chosen from among the regional secondary winners. Applications available online.

CONTACTS:

Secondary: David Makepeace
dmakepeace@livoniacsd.org

Post Secondary: Virginia Levine
virginia.levine@cortland.edu

NYSAFLT/ Hahn FLES Award

An award given to an outstanding FLES program in New York State, with monies up to \$1000. Application available online.

CONTACT: Harriet Barnett
hnsb123@verizon.net

Student Awards and Grants

Québec Student Award

Centre Linguistique de Jonquière
DATES; July 5 – August 6
Application available online.
CONTACT: David Graham
mrquebec@gmail.com

Zimmerman Travel Grants

Funding of \$10 per student to a maximum of \$300 to add a special feature to a student trip.
Application available online.
CONTACT: Jo Zimmerman
chazimm@gmail.com

2010 NYSAFLT Budget, Approved at the Annual Business Meeting, Friday October 9, 2009

INCOME			EXPENSES	
300 Membership	\$74,000		210 Board of Directors	
300 Organizational Membership	\$800		Board Of Directors	(\$18,500)
303 Advertising	\$6,000		Executive Committee	(\$5,500)
311 Regional Meetings	\$7,500		211 Headquarters Supplies	(\$1,500)
314 Annual Conference	\$88,350		211 Headquarters Operations	(\$10,000)
315 Merchandise	\$1,000		211 Staff	(\$43,150)
316 Webinars	\$1,000		212 Equipment	(\$1,500)
318 Colloquium*			213 Journal	(\$15,000)
319 Summer Institute	\$14,000		214 Newsletter	\$0
320 Donations	\$4,275		215 Committees	(\$50)
410 Non-Restricted Interest Inc.	\$4,500		216 Sunshine Fund	(\$300)
411 Papalia Interest Income	\$50		217 Membership Development	(\$6,500)
412 Ludwig Interest Income	\$50		218 Merchandise	(\$500)
414 Rossin Interest Income	\$50		219 Affiliations	(\$7,000)
417 Zimmerman Interest Income	\$50		220 Officers Expenses	(\$250)
418 Hahn Interest Income	\$2,600		224 Regional Meetings	(\$5,700)
420 Corporate Support	\$0		225 Insurance	(\$1,600)
415 Securities Change in Value	\$0		230 Colloquium	(\$1,500)
			231 Summer Institute	(\$13,000)
	\$204,225		232 Annual Conference	(\$46,000)
<p>* Colloquium co-sponsored with NECTFL in 2010 – no income.</p>			233 Funded Awards	
			D. Ludwig Memorial Award	(\$200)
			Hahn FLES Award	(\$2,600)
			ACTFL Papalia Award	(\$200)
			Rossin Award	(\$300)
			Zimmerman Award	(\$300)
			233 NYSAFLT Awards	
			Annual Conference Scholarships	(\$600)
			Best of Annual Conference Stipend	(\$500)
			Dominican College Award	(\$25)
			Fulvi Scholarships	(\$2,000)
			Graduate Scholarship	(\$500)
			James E. Allen Awards	(\$100)
			K. Lyons Mem. Scholarship	(\$300)
			Summer Inst. Pre-Service Schol.	(\$450)
			Summer Inst. Scholarships	(\$400)
			Teacher Incentive Grants	(\$500)
			Teacher Travel Scholarships	(\$5,300)
			Undergrad Scholarship	(\$500)
			234 Ballots and Elections	(\$2,000)
			239 Nominations Committee	(\$1,200)
			240 Public Advocacy Committee	(\$500)
			241 Foreign Language Week	(\$1,700)
			243 Posters	(\$250)
			245 Banking and Credit Card Fees	(\$4,550)
			250 CPA Fees	(\$1,200)
			251 Legal Fees	(\$500)
				(\$204,225)

***Teacher Travel Scholarship Detail**

Germany	(\$700)
France	(\$700)
Italy	(\$700)
Costa Rica	(\$500)
Mexico (2)	(\$1,000)
South America	(\$700)
Quebec	(\$300)
Spain	(\$700)

Planned Giving

Several years ago, NYSAFLT learned that we were to be the beneficiary of a very generous contribution from a former member who recently passed away. Sally G. Hahn felt so strongly about the benefits of early language instruction that she made it possible for NYSAFLT to make an annual award of up to \$1000 to an outstanding FLES program in New York State. This year, NYSAFLT will also be able to offer funding to a deserving FLES teacher in the state to pursue interests that will contribute to strengthening the FLES program in his/her school district. All award money will come from interest earned on the Hahn bequest, which has been carefully invested by our Financial Management Committee

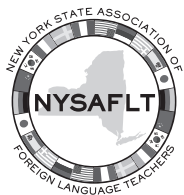
If you would like more information about how you can make a planned gift to NYSAFLT and impact a cause near to your heart, please contact John Carlino, Executive Director, at NYSAFLT headquarters.

2010 MEMBERSHIP RENEWAL

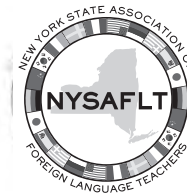
Don't miss a single benefit that NYSAFLT has to offer you! Check your membership renewal date on the cover of this Journal. You can renew conveniently online at www.nysaflt.org (click on Membership, not Members only). It's quick, easy and safe! Or, you can use the membership form in this issue.

	Rate	
Regular	\$55	(2 years for \$105)
Associate	\$35	
Student	\$15	
Retiree	\$25	(2 years for \$45)

NYSAFLT membership is by calendar year (January – December).



NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS, Inc. MEMBERSHIP APPLICATION



NYS AFLT membership is by calendar year – January 1 – December 31
Memberships received after August 31 will be credited to the following calendar year
and will not count for the current year's membership status.

LAST NAME:	_____	FIRST NAME:	_____
STREET ADDRESS:	_____	REFERRED BY:	_____
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SCHOOL PHONE:	() _____	YEARS OF TEACHING EXPERIENCE:	_____

Please select the region (only one) in which you would like to be included for regional mailings:

<input type="checkbox"/> Buffalo	<input type="checkbox"/> Northern (East / West) circle one
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<input type="checkbox"/> Long Island	<input type="checkbox"/> Southern Tier
<input type="checkbox"/> Mid-Hudson	<input type="checkbox"/> Syracuse
<input type="checkbox"/> NYC	<input type="checkbox"/> Westchester

Please check the language(s) you teach:

<input type="checkbox"/> French	<input type="checkbox"/> Russian
<input type="checkbox"/> German	<input type="checkbox"/> Spanish
<input type="checkbox"/> Hebrew	<input type="checkbox"/> ESL
<input type="checkbox"/> Italian	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Latin	

Please check the level(s) at which you work:

<input type="checkbox"/> Elementary/FLES	<input type="checkbox"/> Senior High
<input type="checkbox"/> Middle / Junior High	<input type="checkbox"/> Post Secondary
<input type="checkbox"/> Other _____	
<input type="checkbox"/> Dept. Chair / Supervisor	
<input type="checkbox"/> Methods Instructor	

NYS AFLT is an organization made up of teachers who volunteer their time and talents. Please check any of the following activities with which you would be willing to help!

<input type="checkbox"/> Annual Conference Hospitality	<input type="checkbox"/> Colloquium (April)
<input type="checkbox"/> Annual Conference Registration	<input type="checkbox"/> Summer Institute (Aug)
<input type="checkbox"/> Workshop Presenter	<input type="checkbox"/> Other _____

Membership Type: Please indicate your membership category by circling the correct amount and entering it on the line below:

Regular	\$50 (2 yrs. \$95)
Associate (part-time)	\$30
Retiree	\$20 (2 yrs. \$35)
Full-Time Student	\$15
Life - Regular	\$1250
Life - Retiree	\$500

Enter Membership Amount Here: _____ \$

Please consider making a donation to NYS AFLT to help support one or more of the following award funds:

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Anthony Papalia Fund	(Research)	\$
Dorothy Ludwig Fund	(Service)	\$
Gertrude Rossin Fund	(Culture)	\$
Kay Lyons Fund	(Leadership)	\$
General Scholarship Fund	(General)	\$
Charles Zimmerman Fund	(Teacher-led Travel)	\$
Student Study Abroad Endowment Fund		\$

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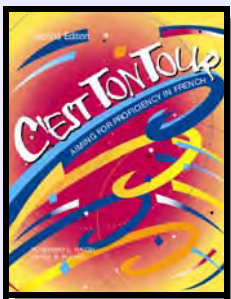
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JOIN OR RENEW ONLINE OR RETURN COMPLETED APPLICATION WITH CHECK (PAYABLE TO NYS AFLT),
CREDIT CARD INFORMATION, OR SCHOOL DISTRICT PURCHASE ORDER TO:
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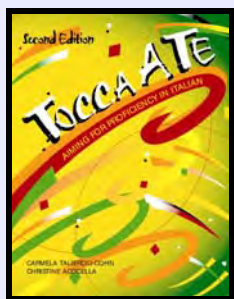
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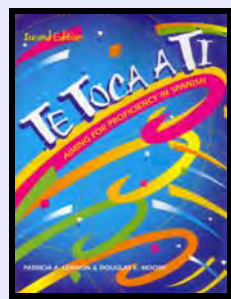
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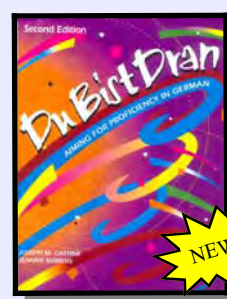
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