



# Language Association Journal

New York State Association of Foreign Language Teachers

---

VOL. LVIII

No. 2

---



# Language Association Bulletin

A Publication of the  
New York State Association of Foreign Language Teachers  
Founded 1917

VOL. LVIII

No. 2

---

---

## Contents

|   |    |   |
|---|----|---|
| Al Martino                                  | 2  | <b>Opening Doors for LOTE</b>   |
| Dorothy Rissel                              | 3  | <b>Editor's Note</b>  |
| Paul M. Chandler                            | 4  | <b>Leveling the Playing Field in the LOTE Classroom:<br/>An Overview of Current Practices</b> |
| Various                                     | 10 | <b>POINT COUNTERPOINT</b>   |
| Mary B. McBride<br>Dawn A. Santiago-Marullo | 13 | <b>Differentiated Instruction</b>   |
| Harriet Barnett                             | 15 | <b>Teaching ALL Students in a Heterogeneous<br/>Classroom, YAY!</b>                           |
| Karen Moretti                               | 17 | <b>The James E. Allen Award...A Time for Reflection<br/>and Celebration</b>                   |
|   | 18 | <b>NYSAFLT CONSTITUTION AND BY-LAWS</b>   |

---

### OFFICERS

*President:* Dawn Santiago-Marullo  
Victor Central Schools  
*President-Elect:* Patricia Ryan  
Rye Middle/High Schools  
*First Vice-President:* Janice Strauss  
Owego Apalachin Middle School  
*Second Vice-President:* Louis Baskinger  
New Hartford High School  
*Secretary:* Joseph Marcil  
Northern Adirondack Central School  
*Treasurer:* John Carlino  
Kenmore West High School  
*Immediate Past President:* Joan Militscher  
Raynor Country Day School

### DIRECTORS:

Ana Aguiar-Mady, North Shore Schools, Glen Head  
Isabel Cosentino, Centerreach H.S.  
Kathy Fagan, Schalmont High School, Schenectady  
Jo Ann M. Fralick, Cherry Valley-Springfield CSD  
Ana Gatta, Saugerties Central Schools  
Françoise Goodrow  
William Gunn, Minisink Valley High School, Slate Hill  
Cynthia Hering, Cortland Jr./Sr. H.S.  
Toni P. Johnson, Penn Yan Academy  
Jodi LaRock, Elizabeth-Lewis Central Schools  
Mary Frances Lovelace  
Nunzia G. Manginelli, Christopher Columbus High School, Bronx  
Maria Massimi, Westlake High School, Thornwood  
Mary B. McBride, Mill Middle School, Williamsville  
Karen Moretti, Waterloo Middle School  
Michele Pollard, Academy of the Holy Names, Albany  
Anna Reis, Horace Greeley High School, Chappaqua  
Frank Ricciardiello, E. Syracuse-Minoa High School  
Verna Richardson, School 29, Yonkers  
Beverly Stevens, Corning Free Academy

### EDITOR

Dorothy Rissel, University at Buffalo,  
nysafltbulletin@netscape.net

### EDITORIAL BOARD

Harriet Barnett, ACTFL  
Bill Heller, Perry Central H.S.  
Bob J. Johnson, Barger M.S., West Henrietta  
Alfred Valentini, T.R. Proctor Sr. H.S., Utica  
Nancy Wallace, University at Buffalo  
John Webb, Princeton University  
Larry Wells, SUNY Binghamton

### NEWSLETTER EDITOR

Linda Zusman, Gowana Junior High School  
970 Route 146, Clifton Park, NY 12065

### ADVERTISING BUSINESS MANAGER

Robert J. Ludwig  
1102 Ardsley Road, Schenectady, NY 12308

Subscription to the Language Association Bulletin is included in membership in the NYSAFLT. Annual Subscription rate for libraries is \$35.00  
Articles submitted for publication must be typewritten, double-spaced, in gender neutral language. Electronic submission is preferred. Please email Microsoft Word or WordPerfect files as an attachment to the editor at nysafltbulletin@netscape.net.

All rights reserved. No part of this journal may be reprinted or stored in a retrieval system without prior permission of the editor.

*See Editor's Note on Page 3*

# Opening Doors for LOTE

Al Martino

Associate in Foreign Language Education  
New York State Education Department

The current New York State requirement for languages other than English (LOTE) is perhaps not what everyone had initially hoped for. I would suspect that many had hoped that the requirement would have mandated a three-year sequence plus the passing of the traditional Comprehensive Examination in LOTE. And yes, for just a brief moment back on December 17, 1997, this hope seemed to become a reality. The crowd cheered. Administrators' heads turned. The public wondered in disbelief and confusion. It was only four short weeks later that the 'error' was corrected. In early 1998 the Board of Regents approved the present requirement for LOTE: **one** High School credit of LOTE for the *new* Regents diploma and **three** High School credits of LOTE for the new Regents with Advanced Designation. Following these requirements was the tightening up of the exemptions that were previously given to any child with a disability. In other words, the new requirements are intended for ALL students except those few exempted by the Committee on Special Education.

At the time, many teachers expressed concern over what was initially believed to be a lowering of the requirements. Five years later, many still wonder if that was the right decision for the students in New York State. Educators wonder whether or not this was the best decision for NYS teachers of LOTE. I would say to all those who question the requirement that I believe that YES, it was the best decision at the time. We now can say that New York State has a LOTE requirement for almost ALL children to learn a LOTE!

As the Associate in Foreign Language Education at the New York State Education Department, I consider myself a teacher--- forever a teacher!! But, I am also an administrator who sees the playing field in terms of what is fair and equitable for all students. The old system had two weaknesses. First, the *seat-time only* requirement did not encourage students, or teachers, to take the study of LOTE seriously. Since passing was not required, many students just filled up their time in the classroom leaving with little or no LOTE proficiency. Secondly, the old system allowed for far too many students to be exempted from the study of LOTE and hence never allowing those children the opportunity to experience the cultural richness, the lessons on tolerance and understanding, and the linguistic fun of learning another language. The current requirement only allows an exemption from the study of LOTE if, "A student is identified as having a disability which adversely affects the ability to learn a language...." (Section 100.2 (d) (iii) Commissioners Regulations. And in this statement is the crux of the issue: *LOTE for ALL students*.

The doors are now opened to greater numbers of students, with a greater diversity of learning styles, and a greater variety of academic, social and emotional needs. Now, only a few WILL BE exempted from the LOTE classes and therefore ALL students (almost) will now have access to that which was kept hidden from many students in the past.

Until recently, our LOTE classes had been primarily composed of the college-bound student. Upper level courses tended to be smaller and more manageable enabling the teacher to use the target language almost exclusively. Those students had the abilities to understand and meet the challenges of instruction in the target language. The lower level classes were taught in such a

way as to provide minimal communicative competence, often couched under layers of grammar. This method of instruction weaned out those who would be unable to meet the challenges of the advanced level class. In many cases, though not all, the objective of the LOTE program was to push students to mastery and to attain the highest level of LOTE possible within a particular school. Purposeful LOTE study was often equated to mastering the language. Usually this meant taking levels four, five and Advanced Placement courses. This can no longer be the modus operandi for second language programs. ALL LOTE study should be purposeful and meaningful even though all students will not reach the same levels of performance and proficiency. We should begin to rethink our philosophy of education and come up with new strategies for educating ALL students. This means that more than ever, LOTE teachers must enlist the support of their colleagues across the state.

What does this mean to the classroom teacher, who on a daily basis must confront those hundreds of glaring and sometimes less than exuberant eyes? Where does one begin philosophically in order to affect instructional changes that will help all our students? Fundamentally the issue revolves around the word mastery. Interestingly enough, while this word appears frequently in the vernacular of teacher education and training, it is not a word used to describe LOTE in our State documents. Our exams shed light on the fact that we look towards *language proficiency* as a goal for our LOTE instruction. John DeMado, in his brilliant treatise, *From Mastery to Proficiency: Shifting the Paradigm*, points to this philosophical conflict between mastery and proficiency and handles the discussion as such: Can one truly master a language? Is it ever even possible? These questions are counter-balanced by his definition of proficiency as "the ability of an individual to function, at some level, in at least one other language, largely based upon that individual's ability to function in L1 (student's native language)". ( p.17) This definition refocuses our direction of purposeful instruction in LOTE for ALL students. When we stop thinking of LOTE study in terms of mastery ( the mastery of words, the mastery of phrases, the mastery of grammar, the mastery of spelling rules, etc..) and we begin to think of it as a course of study that leads to proficiency for ALL students regardless of their ability, only then can we start to shed light on where we should be heading in the classroom.

With the new regulations for high school graduation, most schools have fully implemented two year programs in LOTE in the middle schools. These teachers met the challenge and have been guided by the structure of the NYS Second Language Proficiency Examination, *LOTE Standards, Modern Language Syllabus and Checkpoint A Resource Guide* to provide insight into the process. Students with IEPs and 504 Plans are embraced by the teacher who now has the demands of the IEP placed upon him/her on a daily basis. Teachers must also contend with larger class sizes and often little support for those students receiving services from the Special Education Department. Interestingly, however, the success rate in general of students in the two-year program is very high, and many students with disabilities are finding success here as well. The teachers have struggled but are proving that all students can achieve a level of proficiency, certainly not mastery,

by the end of grade eight. Indeed, entrance to a LOTE is guaranteed by State law and students, who previously did not have access to these programs are now having success and are achieving proficiency in a LOTE.

All LOTE teachers should be proud of this success, which has been achieved with very little research to guide them. Most of what I hear when I speak with teachers has to do with accepting this notion of ALL students having a right to attain proficiency in a LOTE. Certainly instructional style has a major impact on the whole process, but let's never forget the importance and relevance of the teacher's attitude.

How can we capture what those excellent teachers are doing and spread it amongst all of us? How do we get schools to understand that yes, attaining proficiency in a LOTE is possible for most students with learning disabilities? How do we get parents to see that the LOTE class of today is not like those classes of twenty years ago? The answers to these questions seem, on the surface, to be elusive. However, I believe strongly that we already have the answers in front of us.

The answer is Communication. Teachers are already having

success in modifying instruction to meet the diverse needs of their students. They are taking the time to make sure that their lessons follow what is often labeled as 'best practice' for the classroom. These teachers have read about brain research, multiple intelligences, and differentiated instruction, and are applying this to their daily instruction. Teachers are taking the information they learned in adolescent psychology classes and applying it to the types of learner activities that are age-appropriate and of high-interest. They are capitalizing on the common experiences of the middle-level learner to create interactive activities that engage students in real-life scenarios. Most of all, they are including all students in the LOTE classroom. Teachers need to connect with each other to share these good things that they do and to share their stories of success with students with disabilities. Through communication with each other, teachers will come to accept more fully the fact that LOTE is not solely a course of study for those academia-minded students. It is a tool that may actually help some of our students be functioning adults in a work force that is forever demanding that its employees have more and more skills.

## Editor's Note

Changes that over the past half decade have taken place in the New York State requirements in Languages Other Than English have brought us to the realization that the study of a LOTE is no longer the exclusive purvey of the college-bound student. LOTE classes are now open to ALL students in the State, and must consequently be able to accommodate students of different interests and talents. It is to the proposition that the learning of a LOTE is a beneficial experience for ALL students that the current that the current issue of the NYS AFLT Journal is dedicated.

In the first article, Al Martino outlines the changes that took place in State mandates, and sets the tone for this issue by affirming the success that LOTE teachers with a positive attitude have had in teaching languages other than English to most students. All students ARE having success at developing minimal proficiency in a language other than English, and will be prepared to take part in a workforce that will be called upon to function in contexts that are increasingly international.

Next, Paul Chandler, a guest author from the faculty of the University of Hawaii, reviews some of the important research that informs the development of inclusionary practices. He draws upon ideas such as the effects of teacher beliefs on instruction, practices of good language learners, and multisensory approaches that help learners with language learning disabilities. He also offers insights from work in language-learning anxiety, the use of learning strategies, and task-based instruction.

In the third article, Mary McBride and Dawn Santiago-Marullo discuss the application of work by Carol Ann Tomlinson to LOTE instruction. Indeed, the notions of beliefs and attitude on the part of the teacher come up again as they describe ways to "meet individual students where they are" and differentiate instruction.

The last article which focuses on the theme of LOTE for ALL, but certainly not the least, is by Harriet Barnett. Drawing on her many years of practical experience, she explains how our approach to teaching ALL students has changed; she provides many concrete suggestions for reaching ALL students, and closes with the recurring idea that the teacher must believe that ALL students CAN succeed and must LET THE STUDENTS KNOW that.

In addition, Karen Moretti's article on applying for and winning the James E. Allan award provides a personal outlook and information on applying for this prestigious honor.

One more section has been added that I hope MAY become an occasional feature. I have been receiving contrasting letters of opinion from NYS AFLT members regarding choice of language for students of LOTE in New York State. I have chosen to publish several of these so that we can stimulate fruitful discussion among our members. Should study of a particular language be required? Should more extended study of one language be the rule? See what some of our members have to say, and please feel free to respond through the editor. Please remember however, that the opinions expressed are NOT those of the Editor, NYS AFLT or the Board of NYS AFLT.

# Leveling the Playing Field in the LOTE Classroom: An Overview of Current Practices

Paul M. Chandler  
*University of Hawaii at Manoa*

## Introduction

The goal of this paper is to support what I call “inclusionary” practices in LOTE (languages other than English) or foreign language (FL) classrooms. By inclusionary LOTE instruction, I mean instruction that meets the needs of learners of varied abilities, since normally we have all types of students in our classes. Teachers can be inclusionary by employing a variety of instructional techniques. I provide a synthesis of suggestions from current practices, thus offering an overview and specific suggestion to help teachers better understand their learners and to improve instruction in LOTE classrooms.

In a recent article, Lowe reconsiders what we know about language learning aptitude, suggesting the following: “Motivation, learning styles and strategies, as well as teaching styles and methods are part and parcel of the language aptitude picture for many researchers and test designers today”(Lowe 1998: 14). Furthermore, he illustrates in a series of smaller to larger boxes how several features affect language learning. In his description, the smallest, inner box is **aptitude**. Surrounding this aptitude box in a slightly larger box is **motivation**. The third, slightly larger box is the **affective filter**, where emotions such as anxiety and pleasure come into play. The next layer that surrounds those mentioned previously is **learning styles** and strategies. Finally, **teaching methods** and styles form the outermost box, engulfing all the other features. Lowe’s original description also shows an arrow pointing outward from the figure toward the goal: **Language to be Learned**.

In this paper I will follow Lowe’s lead by considering--in the same order--some of the teaching implications from these areas, implications that I hope will promote “inclusionary” practices in LOTE classrooms

Because different types of learners are affected by anxiety, I consider emotional factors that seem important to both teachers and students, offering suggestions for helping those anxious students. Then I present suggestions in language learning strategy instruction. Finally, in the last section, I propose some basic guidelines for delivering effective communicative language instruction.

## Keep beliefs in mind

In Figure 1, I provide a few examples--the list is far from exhaustive--of assumptions about teaching and learning LOTE. As you read them, you may recall beliefs of your own. The list is meant to serve as a reminder that our beliefs about language learning *always* influence our instructional choices, and they must be revisited periodically as we learn more about second language acquisition. For example, I believe that the first and last words of utterances are more salient to LOTE listeners, so some of the tasks that I develop may reflect this belief. At the same time, I believe that learners of LOTE need to process longer amounts of natural discourse, so comprehension tasks in my classes build up to short, authentic listening passages with focused tasks that are manageable for the level of learner (e.g., beginner). In most cases, learners are encouraged to ask for repetition or clarification as needed. A third belief is that partial comprehension is often sufficient to meet the needs of the task at hand. These few examples demonstrate that analyzing our theoretical beliefs impacts directly on our instructional approach to language teaching.

**Figure 1**

### **Assumptions about Language Teaching and Learning**

- FL learners can benefit from training in the use of learning strategies
- The practice and assessment of learning strategies may facilitate FL learning
- Learners manage material by using learning devices and memory tricks (e.g., use mnemonics, rhymes, and cues; group or categorize information)
- FL learners can improve their information processing (e.g., employ pre-task preparations, use models, advance organizers, and examples)
- While we do not automatically know which techniques are best for whom, rehearsal, practice and review of key information help keep it in memory
- Students enhance organization, storage and retrieval of information by chunking data and by frequent reentry and recycling (as opposed to single, lengthier study sessions)
- FL teachers and learners assume that some information deserves special or more attention because it is harder, more important, irregular, etc.
- Learners may be able to speed up their FL acquisition with intensive communicative practice (i.e., learn to narrate in the past after fewer years of study).
- Since learners must manage many linguistic features and cultural information, we may lighten their cognitive load by breaking tasks into smaller, more manageable steps
- Being supportive and building motivation is an important goal in the FL classroom

(P. M. Chandler)

## **What do good language learners do?**

In order to assist average and weaker language learners, a good point of departure is to consider what successful FL learners do. While not all of the strategies used by good language learners will work, or are necessarily appropriate, for weak learners, some may prove helpful to different types of students. (In a later section of the paper I examine special instructional techniques for weaker FL learners.) Figure 2 includes a number of good practices that can be shared with learners as they consider how to learn a LOTE. For example, when cognitive overload strikes, weaker learners usually panic and shutdown, whereas good language learners attempt to guess what was said or use a fixed expression to request repetition or clarification, thereby maintaining or advancing the conversation. This list is like a set of “best practices” drawn from research with successful FL learners.

**Figure 2**  
**What Good Language Learners Tend to Do**

- find their own way, taking charge of their learning
- organize information about language
- are creative, developing a “feel” for the language by experimenting with its grammar, expressions and vocabulary
- make their own opportunities for practice in using the language inside and outside the classroom
- learn to live with uncertainty by not getting flustered and by continuing to talk, listen or read without understanding everything
- use mnemonics and other memory strategies to recall what has been learned
- make errors work for them and not against them (by reviewing, questioning, improving, negotiating meaning, etc.)
- use linguistic knowledge, including knowledge of their first language in learning the new language
- use contextual cues to assist comprehension
- make intelligent guesses and predictions
- learn chunks of language as wholes or formalized routines to help them perform “beyond their competence”
- learn tricks or conversational devices to keep conversations going
- learn production strategies to fill in gaps in their competence
- learn different styles of speech and writing, and learn to vary their performance according to the context

(Adapted from Brown, 1994: 191-192)

One more point should be made about good learners. Often the better language learners group themselves (or we group them) according to their abilities. That is, the stronger students tend to sit next to each other and work well together. Sadly, weak students attempt to hide in the back or sit on the sidelines. Sometimes teachers depend on the “stars” to help those who struggle. By using a variety of grouping strategies, the classroom teacher can facilitate improved outcomes. We should sometimes group those who excel together to let them shine and expand their horizons. And those who struggle can learn from each other’s efforts, success stories, and mistakes. At other times we do indeed want to pair a strong and an average or weak student so that the better of the two can provide assistance, better models, different learning strategies, and so forth.

Numerous experts have written in depth on types of motivation. Here I am concerned primarily with getting students involved and excited in the LOTE classroom. As teachers attempt to motivate (i.e., engage) students, some of the following suggestions may prove useful in developing and keeping their interest: 1.) Give clear goals so learners understand why they are doing things (e.g., to practice vocabulary and also to learn their classmates’ favorite pastimes); 2.) vary topics and tasks to keep learners interested; 3.) use visuals that are eye-catching and relevant to the task at hand; 4.) game-like activities provide pleasurable tension and challenge through the process of attaining some ‘fun’ goal while limited by rules; 5.) entertainment (e.g., jokes, songs,

TV video clips) produces enjoyment, which may increase motivation; 6.) play acting engages the imagination, taking learners out of themselves (though some are shy and may feel intimidated at first); 7.) information-gap activities can be engaging because everyone works at the same time in pairs so that no one is on the spot (e.g., what is in your friend’s drawing; opinion-gap exchanges); 8.) personalization draws learners into activities; 9.) open-ended cues that invite multiple responses are more engaging than items with only one correct answer (Based on Ur, 1996: 281.) These suggestions help us engage students in valuable language learning tasks.

To close this section, Brown (1994: 199) recommends the following version of “Ten Commandments for Good Language Learning” which teachers might consider posting in the classroom. Column 1 is the teacher’s version and Column 2, the learner’s. By examining what the items mean as a group, teachers will facilitate classroom discussions on what works for different people and how to apply the items to ones self.

**TEACHER’S VERSION**

1. Lower Inhibitions
2. Encourage risk-taking
3. Build self confidence
4. Develop intrinsic motivation
5. Engage in cooperative learning
6. Use right-brain learning
7. Promote ambiguity tolerance
8. Practice intuition
9. Process error feedback
10. Set personal goals

**LEARNER’S VERSION**

- Fear not!
- Dive in.
- Believe in yourself
- Seize the day
- Love thy neighbor
- Get the BIG picture
- Cope with the chaos
- Go with your hunches
- Make mistakes work FOR you
- Set your own goals

**Assisting weak learners: multisensory structured language teaching practices**

Over the past twenty years numerous studies have searched for explanations of why some learners struggle and fail in LOTE classes. In the language disability literature, we find calls for and examples of multisensory structured language instruction to help learners who suffer from identified disabilities. Not all at-risk learners have disabilities, but many still struggle, and often fail, LOTE classes.

In their research, Sparks, Ganschow and Pohlman (1989) found evidence that points toward a progression of language learning difficulties. Those learners who exhibited serious L1 phonological difficulties on a battery of tests tended to fail LOTE classes early (at the introductory level). Students who exhibited some syntactic and/or semantic difficulties managed to complete a portion of their language studies, usually failing in the second semester or the second half of the first year of college-level study. Finally, those who demonstrated semantic problems were able to complete a year of study, finally failing in the third semester or second year. This trend is mentioned to make teachers aware of possibly critical points for at-risk learners. Knowing how far at-risk learners often get pushes teachers to help them achieve much more by early, careful planning to meet their needs. The progression is very telling if we consider our own experiences with weak learners who have failed or dropped out of our LOTE classes. While some learners may “self select” against studying a LOTE, others may actually fail and exit LOTE classes once they reach the breaking point in their abilities.

For learners who clearly demonstrate phonological weaknesses, a multisensory learning approach such as the Orton-Gillingham method, has proven effective (e.g., direct instruction of

L1 and L2 phonology and grammar). The multisensory structured learning approach has resulted in significant improvement in FL aptitude in at-risk and also in learning-disabled learners, even though after a year of studying Spanish or Latin, these students still lagged behind those in the control groups (i.e., average and good FL learners); and at-risk students made greater progress than those who were diagnosed as learning disabled (Sparks, et al. 1995, 177-178). In the 1990s, Sparks, Ganschow and their colleagues described the effects of Multisensory Structured Language teaching in several issues of *Annals of Dyslexia*. In figure 3, I highlight and expand upon some of their recommendations. While it is not always possible to provide the amount of extra attention learners need, understanding their plight allows us to schedule other options into our teaching day, such as specific review sessions in which students read, write and say new target language sounds, words, and expressions; additional dictations; and focused practice with listening comprehension materials that also include visuals. Of course, the teacher's guidance and understanding are invaluable.

Since phonological difficulties seem to be the most harmful, common, and early problems to affect weaker students, one of the best times to spot problems is while they are learning the sound system and orthography of the new language (i.e., alphabet, spelling, stress patterns). Responding to the suggestions in Figure 3, I strongly recommend frequent dictations and partial dictations during the first semester or year of study. I sometimes divide the chalkboard into thirds and have three good or average volunteers complete the dictation at the board while the class writes at their desks. This allows everyone to benefit from the minor mistakes on the board. It develops an atmosphere of sharing as well, since the weaker students can readily see that everyone makes mistakes. Alternatively, dictations are revealed on a transparency providing immediate feedback for review. By collecting and examining students' dictations periodically we can see which sound/letter combinations require special attention and review. Students of all types benefit from frequent dictation practice. Besides improving students' learning of the target language phonology, dictations expose students to many other important linguistic features beyond basic spelling (e.g., syntax, morphology, semantics, discourse).

**Figure 3**

**Suggestions for Overcoming Language Difficulties**

- provide compensatory strategies
- modify the pace of instruction
- provide tutorial support
- simultaneously present materials in both visual and oral formats
- allow extra time on tests
- increase visual support with transparencies, chalkboard, etc.
- provide more hands-on activities
- teach entirely in the target language; reserve English for rare clarification of difficult grammar point
- class should be very structured with well-defined daily activities
- frequent review is paramount
- emphasize simultaneous writing and pronunciation: students must see, hear and say the language they are learning
- use a progression: first teach sounds, then syllables, then words, and finally expressions and sentences
- for group work with weak learners, instruction should focus carefully on one sound, syllable, word or expression at a time, teaching for mastery of each item
- teach vowel sounds, then consonants similar to those of English, then consonant sounds that differ in the two languages
- review flashcards of sounds, syllables, words or expressions already learned
- provide careful, detailed grammar rules and generous examples (probably in English for at-risk and language disabled students)

(Based on Sparks, et al 1991)

**Foreign language anxiety research**

Anxiety among language learners varies according to personality type and is common among both strong and weak LOTE learners. Often students become frustrated, anxious or totally overloaded with the barrage of new information coming at them in the LOTE classroom. Making efforts to keep anxiety low is one way teachers can assist all learners. Brown (1994) offers the guidelines to help students who demonstrate certain cognitive/learning styles; each learning style is followed by some specific suggestions.

- Students show low tolerance of ambiguity: practice brainstorming, retelling stories, role plays, paraphrasing tasks, finding synonyms, jigsaw techniques, and skimming tasks.
- Those who show excessive impulsiveness: practice making inferences, complete syntactic or semantic clue searches, scan for specific information, attempt inductive rule generalization.
- Students who exhibit excessive caution or are overly reflective: practice small group techniques, role plays, brainstorming, and fluency techniques.
- Those who are too field dependent: perform syntactic or semantic clue searches, scan for specific information, proofread, categorize and cluster activities, use information gap techniques.
- When students are too field independent: work with integrative language practice, fluency techniques, retelling stories and skimming tasks.

(Based on H.D. Brown, 1994, p.202)

By including a variety of activities in the LOTE classroom, we naturally develop a more inclusive learning environment. Anxiety may be the result, rather than the cause of FL difficulties, so teachers must make concerted efforts to keep the affective filter low (Krashen & Terrell, 1983). Beside Brown's recommendations, Young (1999) suggests numerous ways of helping students cope with what can at times be a very stressful learning experience (Figure 4).

**Figure 4**  
**Suggestions for Making**  
**the Learning Context Less Stressful**

**Dispel misconceptions about learning LOTE**

- all language learners make mistakes
- reading and listening comprehension are not absolutes; learners do not have to understand every word to get meaning from what they read or hear
- your pronunciation is not expected to be perfect, but will improve over time with practice for quite some time you will be able to understand more than you will be able to say or write

**Provide effective and engaging language instruction**

- focus on processing language before requiring full production (at first learners may respond best to choice questions (e.g., yes or no, choice A or B)
- engage learners in preparatory activities (e.g., prelistening, prereading, prewriting)
- offer structured input as well as structured output practice (these focus on one language feature at a time, e.g., first person singular; Lee and VanPatten, 1995)
- encourage learners to teach each other
- be supportive by highlighting small successes as they are achieved (at the end of the hour, recap everything accomplished in class; provide praise where due, even for small things)
- focus on the exchange of information rather than practice of structures out of context

**Recognize individual differences**

- identify weak language learners and accommodate them as much as possible
- acknowledge the variety of learning styles that exist in your class
- evaluate your own learning and teaching styles and add other techniques to your repertoire of teaching strategies

(Adapted from Young, 1999: pp.242-244)

**Implementing learning strategy instruction: Identify, model, practice, evaluate**

Learning strategy instruction may help many students who forget or have not tried different strategies. The classroom teacher prepares to use learning strategies (LS) by doing a needs assessment with the LOTE learners. The first goal is to identify what LS learners have attempted to use or are currently using. To complete the needs assessment, the teacher may choose from a variety of techniques (e.g., think alouds, journals, surveys). Have learners compare and share strategies, since what works for one may or may not work for others. The learner should assess the merit(s) of the strategies by asking themselves: "Which strategies do I prefer? Which help me most? Which are most efficient?" The teacher's role will be to encourage learners to employ strategies in learning tasks. We can do this in two ways. In some cases, it may be easiest to build the strategy directly into the language task, so that it becomes part of the learning routine (e.g., frequently use brainstorming and predicting in reading lessons.) Of course, some learning strategies may lend themselves better to

direct instruction and practice, resisting embedded placement into tasks. For example, think aloud procedures require special training and practice if students have never used them.

Presentation and modeling (and review) of strategies is important. If learners are to be strategic, they need to learn how and when to use strategies. The teacher must describe and demonstrate the use of the strategy being employed. Moreover, using a strategy once may not be enough for learners to use it well or to internalize it. Students often become cognitively overloaded by the amount of information they must process. Therefore, building the strategy practice into specific phases of tasks is one way of helping learners build their LS repertoire. LOTE learners should work with strategies in an on-going fashion, since practice may refine their use and, importantly, help them get greater control of their learning.

Graham (1997) cites studies in which strategy use changes over time. Therefore, to permit adjustments, evaluation of learning strategies should be conducted a few times each year. The strategies and learning techniques students use may seem to serve current needs (i.e., to get through the task; to pass the test). Still, the hope is that continued practice will lead to improvement over the long term (i.e., automaticity). But, as learners advance, they may need to adopt different strategies for novel situations. Teachers will want to help their students evaluate the efficacy of their strategies through familiar procedures (e.g., retrospective interviews, checklists, short reflection/discussion sessions). In addition, just as we test in formats that are similar to our classroom practices, we should also assess learning strategies using formats that are familiar to our students. And, these procedures should be non-threatening, keeping the affective filter in mind. Successful LS use may lead to increased motivation.

**Teaching methods and styles: Delivering task-based instruction**

At this point I offer some general guidelines for teaching communicatively with newer task-based materials. While I have endorsed the use of direct instruction of phonology with weak or at-risk learners, I also support the more careful teaching of phonological aspects of language with regular classroom learners through an abundance of dictations during the early stages of learning. Along with learning phonology--to be able to "crack the code" of the LOTE--teachers must explore ways of keeping the focus on meaning.

With the growing use of task-based textbooks, the following suggestions are given as general guidelines. I include four steps (Figure 5) to assist those who are less familiar with task-based teaching. In Appendix A you will find a culminating, paired activity to be used at the end of the first chapter in a beginning college-level Spanish class. As you examine that guided activity, reflect on how you would use such tasks with students in the language(s) that you teach. How might you alter this for use by younger learners? Do learners need more models? Are the instructions clear? Are the learners already used to doing this type of activity? Do they need additional vocabulary? How many minutes would your students need to complete the interview process? Would they perform the writing task in class or at home? Would you grade the task? If so, how? Will a similar type of culminating activity appear on subsequent tests? How will information learned in class be incorporated into assessments?

**Figure 5**  
**Delivering Task-based Instruction**

**Step 1: Preparation**

- Do students have the prerequisite knowledge and skills to complete the task?
- Set up the task giving clear instructions.
- Provide examples or models orally and in written form as appropriate to demonstrate how to complete the task, maybe with one or two students, or use yourself or a famous person to illustrate.
- Model, model model: Present and model any Useful Vocabulary or new material before having students pronounce and work with the new terms.

**Step 2: Task completion**

- Give a specific time frame (e.g., ten minutes).
- Watch the time as students complete the task; shorten or lengthen the time as appropriate.
- Monitor students performance, moving around the room to listen and facilitate as needed.
- If students have problems, don't be afraid to stop the activity.
- Ensure that the students are carrying out the task properly and using the target language.

**Step 3: Follow-up**

- Randomly check with a few students or groups—but not necessarily all, and certainly not in order—about information they have gleaned from the task, as well as their own personal information or opinions.
- Deal with or confirm important information that came up during the task; this is perfect time to make corrections without putting anyone on the spot.
- Reinforce any important ideas or material that grew out of the task for everyone's benefit.

**Step 4: Students should use the information**

- Students should know that they are accountable for information to be learned during the task (e.g., information may be on the next test; they need data for a follow-up task).
- Have students do something with the information they learn in a task (Lee & VanPatten 1995) such as write a summary or descriptive paragraph, narrate what happened, retell events in a correct sequence, or dramatize a scene based on what happened (See sample in Appendix B).

(P. M. Chandler)

In conclusion, regardless of the ability levels of our LOTE learners, we must find means of facilitating their learning. Those students who are anxious need to feel comfortable and reassured. At-risk or weak students may require additional assistance and direct instruction using multisensory structured approaches to improve their FL aptitude and experience more success in language learning. All students need to develop and maintain a useful repertoire of learning strategies that should be updated periodically. Normally we have all types of students in our classes. By keeping the above suggestions in mind, classroom teachers will

cope better with the variety of ability levels found among our students. We can maximize the amount of the LOTE the learners process by tailoring instruction to focus on meaning at all times. Using carefully organized and focused tasks that require only one new structure at a time (e.g., structured input and structured output), all students can benefit from the processing of comprehensible language in small group activities (Lee & VanPatten, 1995).

**Some caveats**

Since classroom teachers have multiple demands on their time, and often lack adequate support for “fitting it all in,” professional development efforts should include training in the identification of learning difficulties. For too long, this area has received little, or improper, attention in our school systems, leaving such tasks by default to school counselors, psychologists or nurses who also may not be prepared to support learners at risk of failing LOTE classes.

Teachers with large class sizes and mixed classes (e.g., 3rd and 4th year French at the same time) must continue to use their creativity to meet the needs of students who excel and those who struggle. It is essential that we develop alternative means of delivering special assistance to weak learners. If native speaker volunteers are available in the community (e.g., volunteer grandparents), they may be able to give simple, limited dictations, review flashcards with specific sounds, and reread simple texts to, and along with, at risk students several times per week. Other teachers may be pushed to work with at-risk students individually while the rest of the class continues to work on reading or writing tasks during a portion of the class hour.

Those who need more information than could be presented here about multisensory structure language instruction are advised to read some of the articles by Richard Sparks, Leonore Ganschow, and their colleagues published during the 1990s in the annual volumes of the *Annals of Dyslexia*. Careful planning to provide a strong phonological base (i.e., spelling, sound/symbol correspondence) early in the learning process will assist all language learners, hopefully decreasing the need to reteach phonology at every level of instruction. In most university programs phonology is not taught until the third year (i.e., advanced study), when in reality, it should be introduced early, slowly expanded upon, and reinforced throughout the learners' course of study. Because developing appropriate pronunciation takes a lengthy period of practice, early attention to this often overlooked area will develop oral production closer to the target language. For those with weak first language literacy skills, the benefits in their first language aptitude will contribute to greater success in their coursework in English and other courses. While at-risk and learning-disabled students have not achieved the same level of proficiency as good language learners, multisensory structured instruction at least gives them the opportunity to improve their aptitude and learn more of the LOTE.

Teachers who have few task-based materials available must seek out more recently published books and articles. These will aid the building of a new repertoire of appropriate instructional materials. We can work with phonology in meaningful ways too. Dictations are but one example. When students make forced choices to identify correct words, for example, they demonstrate that they are processing the target language. For example, Lee & VanPatten (1995) demonstrate how learners of many languages must perceive and process gender agreement by contrasting a famous man and a famous woman and the adjectives used to describe each. Another example, for Spanish, has learners indi

cate whether a situation refers to someone's present activities or a relative's in the past by perceiving and processing the final syllables of the verbs (-o versus -ó) in meaning-based activities.

While this paper cannot begin to address every solution, one other area should be mentioned that provides hope for leveling the playing field in LOTE classes: research into multiple intelligences. Local libraries and bookstores have copies of books by Howard Gardner and others, some dealing specifically with literacy issues. The research in multiple intelligences seeks to discover and foment the individual strengths of each learner. All learners in the LOTE classroom will exhibit some area(s) of strength. By identifying and building on them, teachers have opportunities to boost motivation, lower the affective filter, and improve learning outcomes.

By stressing an overall policy of inclusion, whatever students' aptitudes may be, we help all of them learn as much of the target language as possible by reducing anxiety, incorporating learning strategies into instruction, and using teaching methods that develop a strong phonological base at the beginning, in an instructional format that focuses on meaning. If we lay the groundwork in several preparatory and guided practice activities, the last phase of instruction logically should involve the negotiation of meaning, since the latter is crucial to successful language acquisition. Carefully prepared strings of related communicative activities should culminate in communicative activities performed in small groups, such as paired, information-gap interviews, that allow learners to demonstrate how well they can use the LOTE.

## References

- Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall.
- Ganschow, L. & Spraks, R. (1991). "A Screening Instrument for the Identification of Foreign Language Learning Problems." *Foreign Language Annals* 24 (5): 383-398.
- Graham, S. (1997). *Effective Language Learning*. UK: Multilingual Matters.
- Krashen, S. & Terrell, T. (1983). *The Natural Approach*. Englewood Cliffs, NJ: Prentice Hall.
- Lee, J.F. & VanPatten, B. (1995). *Making Communicative Language Teaching Happen*. New York: McGraw-Hill Publishers, Inc.
- Lowe, Jr., P. (1998). "Zero-Based Language Aptitude Test Design: Where's the Focus for the Test?" *Applied Language Learning* 9 (1-2): 11-30.
- Sparks, R., Ganschow, L. and Pohlman, J. (1989). "Linguistics coding deficits in foreign language learners." *Annals of Dyslexia* 39: 179-195.
- Sparks, R. Ganschow, Kenneweg, S. & Miller, K. (1991). "Use of an Orton-Gillingham Approach to Teach a Foreign Language to Dyslexic/Learning-Disabled Students: Explicit Teaching of Phonology in a Second Language." *Annals of Dyslexia* 41: 96-115.
- Sparks, R., Ganschow, L., Pohlman, J., Skinner, S., and Artzer, M. (1992). "The Effects of Multisensory Structured Language Instruction on Native Language and Foreign Language Aptitude Skills of At-Risk High School Foreign Language Learners." *Annals of Dyslexia* 42: 25-53.
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- VanPatten, B., Lee, J.F. & Ballman, T.L. (2002). *Vistazos*. New York: McGraw-Hill.
- Young, D.J. (1999). *Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*. New York: McGraw-Hill.

## Appendix A

### Final activity: Lesson 1.

Name \_\_\_\_\_  
(Based on Lesson 1, Vistazos, 2002)

**Paso 1.** Introduce yourself to a classmate you do not know well and then interview her/him. Jot down information about his/her weekly schedule.

#### Find out...

1. What time she/he usually gets up --¿A qué hora te levantas los lunes?\* --¿Los martes? etcétera
2. What time she/he goes to class (Use ir or asistir a)
3. If she/he drives to school. Expresiones útiles: Voy en autobús/bicicleta/moto). Voy a pie. (on foot)
4. What time she/he eats breakfast, lunch and dinner, and where (¿Dónde?)
5. What time she/he works
6. What time she/he studies
7. What time she/he gets home from school (or work)
- 8-10. Find out 2-3 other activities she/he usually does and when (exercise, play sports, phone friends, watch TV, rest, etc.)
11. What time she/he usually goes to sleep. --¿A qué hora te acuestas generalmente?\*

**Paso 2. Homework.** Using the information from your interview, write out and complete the following paragraph on a separate page. In some cases you must choose the appropriate wording in parentheses ( ) to complete the sentences. Copy correctly so as not to lose points for carelessness.

Note: The students have studied the very different lifestyles of two characters, Ramón and Alicia, throughout this chapter. Thus, comparisons with their classmates will be fairly easy for them.

(Mi compañero / Mi compañera) de clase se llama \_\_\_\_\_. Igual que (Ramón / Alicia), \_\_\_\_\_ (temprano / tarde). (No) Conduce a la universidad. (No) Trabaja a la(s) \_\_\_\_\_ de la (mañana / tarde / noche). Generalmente estudia entre (between) la(s) \_\_\_\_\_ y la(s) \_\_\_\_\_ de la (mañana / tarde / noche). Almuerza a la(s) \_\_\_\_\_ y cena (en casa / en la cafetería / en un restaurante) a las \_\_\_\_\_. (Mi compañero / Mi compañera) también \_\_\_\_\_. Finalmente se acuesta a la(s) \_\_\_\_\_ de la noche.

English translation:

My classmate's name is \_\_\_\_\_. Just like (Ramon / Alicia), \_\_\_\_\_ (early / late). He/She (does / doesn't) drive to the university. He/She (doesn't work/ works) at \_\_\_\_:\_\_\_\_ (in the morning, afternoon, evening). Usually he/she studies between \_\_\_\_:\_\_\_\_ and \_\_\_\_:\_\_\_\_ (in the morning, afternoon, evening). He/She eats lunch at \_\_\_\_:\_\_\_\_ and has dinner (at home / in the cafeteria / at a restaurant) at \_\_\_\_:\_\_\_\_. My classmate also \_\_\_\_\_. Finally he/she goes to bed at \_\_\_\_:\_\_\_\_ at night.

\*At this early stage learners are not expected to deal extensively with reflexive verb constructions, but can use the two provided in the chapter as memorized vocabulary chunks.

POINT/COUNTERPOINT WILL AN OCCASIONAL FEATURE IN WHICH MEMBERS MAY EXPRESS THEIR VIEWS ON OPINIONS OF INTEREST TO OUR MEMBERSHIP. SOME LETTERS MAY BE SUBMITTED VOLUNTARILY, OTHERS SOLICITED BY THE EDITOR. THE OPINIONS EXPRESSED BELOW ARE THOSE OF THE AUTHORS AND NOT OF THE EDITOR, NYSAFLT OR THE NYSAFLT BOARD.



## POINT

### Toward a State Mandated Foreign Language Policy

Should New York State have a mandated program of foreign language study - dictating the specific languages to be acquired and the length of study? Should this program be itself dictated by communicative, business and professional, and liberal arts goals? If so, what should be the prioritized order? Should the communicative goal be based on adult use? Should the business and professional goal be based on research toward a global economy? Finally, should the humanities goal be based on those languages which are considered scholarly based? (i.e. Latin, Greek, Hebrew, French, etc.)

The above questions come to mind because of the fragmented foreign language study programs throughout the State and because of perceived limited acquisition skills by high school graduates and the absence of linking high school and college language programs.

We tend to justify our language study on the basis of general intellectual development or through the humanities. That is, the cross-cultural aspect is that for which we tend to strive. Yet more and more, an emphasis is on communicative skills. However, there always remains the problem of limited adult use. It would seem efficacious to establish a reasoned solid program of language skill acquisition that would not be elitist, but would be comprehensive.

In Holland, for instance, the goals of language study are: 1) Communication, 2) cultural knowledge to support that communication, and, 3) support of the humanities. This is the reverse of our order of goals. Clearly, the Dutch have more immediate use of a second or third language - i.e. a small country surrounded by more powerful and economically dominant ones. Albeit, we do have the problem of adult limited use. But we can, it would seem, arrive at a logical policy of foreign language instruction based on: 1) increased adult usage, 2) economic and cultural need, 3) intellectual development .

If we look at languages most commonly spoken, clearly, there are two - Spanish to the south; French to the north. If we consider the concept of a non-elitist program, that is, instruction of all students, then there needs to be a state-mandated program to allow for fluency in the language which will then be most likely used in adult life.

One could argue for Japanese, for instance, due to the constantly growing economic ties and potential for business with

*Continued on Page 11*



## COUNTERPOINT

### Spanish Only?

A typical criticism I hear about the United States when traveling abroad is our apparent inability or unwillingness to learn foreign languages. "English only" is the perception from abroad and it has come to my attention that there have been suggestions in our state to support a Spanish-only initiative in LOTE. I have to disagree that it would be in our best interest as a state and nation to promote the sole study of Spanish.

If we ever hope to shed the perception that the United States is a monolingual and therefore ethnocentric society, we need to foster among our young people an interest in a variety of cultures and languages. Recent press releases from the FBI and CIA warn Americans repeatedly that our chief security threat is not an inability to gather intelligence information, but rather to translate it. The United States simply does not produce enough speakers of enough different languages for us to accurately interpret the data our government is gathering around the globe. Therefore, we need to interest our young people in the study of foreign languages. Some students need alternatives to studying Spanish. Many of my German students who were forced to study Spanish in the middle school did not do well, mostly due to their resentment toward the enforced subject matter. Many former Spanish students are thriving in my German class, because it was their choice to make. Others are continuing with their Spanish studies in addition to German. This is the type of attitude we, as LOTE educators, need to nurture: a sincere interest in other cultures and a sincere desire to learn other languages. Consequently our students can go on to learn any number of critical languages at college, in the military or through study abroad programs. The key here is not which language they learn, but that they learn to love the study of foreign language.

I have a great deal of anecdotal evidence from my Canadian friends who were forced to learn French. It would seem that those who had some interaction with French-Canadians liked and appreciated the idea that they learned French in school. Those who lived in Alberta had little or no opportunity to interact with native French speakers and actively resented the Quebecois. While I cannot accurately predict that this would be the result of a Spanish-only state mandate, I can only guess that it would operate on some level and undermine the altruistic goals of its proponents.

The majority of New York State's Hispanic population resides in the Greater New York City Area . To mandate Spanish study state-wide is to ignore the approximately 7.8 million residents of other parts of New York .

*Continued on Page 11*

## ***POINT Continued***

Japan. Important though this may be from a commercial standpoint, that language study would eliminate two main goals: 1) adult usage, and b) non-elitism. Most students will not be in international business. Some will, certainly! But most will not. Therefore, who gets to use the language and how often? The gifted language learners; probably moderately often at best.

In order to satisfy all requirements: fluency, cultural understanding, intellectual development, and adult usage, the following proposal is put forth. The student of a second language in New York State should commence study no later than at the fifth grade level. The language should be studied for a full year at a time, and continue until at least the eleventh grade. This second language should be overwhelmingly Spanish. In other words, all students by the time they graduate from high school would be fluent in conversational and reading Spanish. The main reason for this program is: 1) frequency of adult usage is going to be increased greatly if present projections on Hispanic growth in the state are true; 2). all students will become fluent; 3) our nearest cultural awareness needs are pragmatically toward the great mass of peoples to the south - predominantly Spanish. There is even being seriously considered and most likely will occur, a sort of common market with Mexico, the U. S., and other Latin American countries. The potential is enormous.

The above solves the problem of fragmentation in language study, which has occurred throughout the state. In many European countries, the second mandated language is English. In New York at least, it should be Spanish. It would also insure that students have requisite language skills when they enter college. Thus eliminating, the often embarrassing problem of a four year foreign language high school student being put in a college level one course! This happens all too often!

Students in high school who are enrolled in a college preparatory program would then be given the opportunity to study a second foreign language. Now, you see, the fragmentation of foreign language policies would no longer be a problem. Choice! That inalienable right of Americans would still be there! Foreign language teachers of all persuasions would still be able to use their talents effectively and individual needs would still be met. Also, non-college prep kids would be exempt from the absurd mandate that all students have one or two years of study! This irrelevancy in most of their lives would be eliminated, yet they would already be fluent in a language which they would have the greatest opportunity to use as an adult - Spanish. Northern New York (i.e. French), notwithstanding, and certain other enclaves in the state might lead one to favor another language. But the general mobility of modern Americans and, once again, the projected phenomenal growth of Hispanic communities would preclude serious considerations for those favorites. The numbers are there.

This second language opportunity would allow for individual priorities. For instance, humanities, cultural awareness, or the opportunity to study "scholarly-based" languages would be there. Yet as students travel around this country, they are going to have an increased opportunity to use that language in which they are becoming fluent -- Spanish. Northern New Yorkers, most likely, would take an exception to this proposal, but their numbers just are not there. French should be offered as one of the second languages at the high school level.

This state policy proposal should be uniform and mandated in order to insure success in language acquisition and fluency. It would be non-elitist. It would meet the problem of fragmentation

## ***COUNTERPOINT Continued***

To the concession that our students could choose a "second foreign language" in high school, I would suggest they think of the following scenario: 1) Many students would resent their FL study so much by the time they were offered the 2nd FL, they would opt out of it, unless of course, 2) it were mandated by the State, which will not happen and if it did, it would probably be another unfunded mandate which would increase local resentment toward Foreign language.

I suggest we stay the course. Expose all our students to a variety of foreign language and help them at least develop sensitivity to foreign cultures, if not a certain level of proficiency in a second language. The numbers will continue to be there for Spanish and those students who wish to explore cultures other than Spanish-speaking ones will have the opportunity to do so.

Bob Lucas  
North Tonawanda High School

### **No to "Spanish First"**

Proposing legislation to reduce the small number of foreign languages taught in New York schools to only one mandated language—Spanish, regardless of rationale, is antithetical to the fundamental goals of foreign language education and would leave our students lacking skills necessary for global citizenship. Such a proposal constitutes a disservice to students and to teachers and members of other language communities.

The marked increase in the Hispanic/Latino (if the variety of cultures, ethnicities and races inherent can be adequately labeled by these blanket terms) population is taking place in a few centralized locations, namely, Texas, California, Florida and parts of New York. There are whole areas of the country where a deficiency in Hispanic/Latino literacy (cultural and linguistic) may have the force "Spanish first" proponents suggest. Moreover, those and other areas arguably warrant proficiency in languages other than Spanish. In states—like New York—that border Canada (America's number one trading partner) a logical case for mandated French is understandable. Similar arguments can be made for mandated K-12 Japanese instruction in Hawaii, Washington, Oregon, and parts of California.

Primarily a Japanese teacher, I can think of many reasons why Japanese should be the mandated language, were only one to be mandated. Despite its own economic woes, Japan is still the world's second largest economy after the United States. Japanese popular media and culture have become enormously popular among American youth and adults, alike. Anime (Japanese animation, like Pokemon, Dragon Ball Z, Princess Mononoke, etc.), manga (Japanese comic books), martial arts, and Major League imports Ichiro (2000-2001 MVP and Rookie of the Year), Sasaki, Shinjo (outfielder for the 2001-2002 National League Champion San Francisco Giants), Nomo, Ishii, and Hasegawa. In addition, Japanese computer and video games are gaining increasing popularity, as is Japanese (and Chinese) orthography in current fashion (shirts, baseball caps, jeans, sneakers, etc.). Star Wars (the old and new movies) were heavily influenced by Japanese traditions of dress and martial arts like ninja and samurai.

Numerous enclaves around the state can logically advocate wholesale instruction of their attendant languages, including, Hebrew, Chinese, Korean, Italian, Arabic, Vietnamese, Khmer, Polish, Russian, and German, to be taught in local public schools.

and too little foreign language study.. Finally, it would allow for freely elective study in the language of choice as needed in individual districts. Moreover, the majority of students already study Spanish throughout most parts of the state.

This proposal is not meant to destroy everyone's favorite language nor to prejudicially favor one over the attempt to meet goals, as stated the first states in the country to second language fluency. Certainly figure attached, but the results worthwhile.

Dr. Guy Kenney  
Homer Middle School

For example, Russian the third largest language community in my district. Does that mean we should ignore that population and teach only Spanish? Does that mean we should teach only Russian at the exclusion of Spanish, French, German and Japanese also taught in the district? Of course not.

All of these (including "Spanish first" in Hispanic/Latino communities) are understandable but disadvantageous propositions. None are effective ways of cultivating empathy and respect for languages and cultures different from those in other communities. "Spanish first" legislation would do nothing but make us more insular "at home," more homogenized, and yes, more ethnocentric. As Daisaku Ikeda, president of Soka Gakkai International, peace activist and founder of many nonsectarian schools, including kindergartens, elementary, middle and high schools, Soka University in Japan and of America, states,

Well-educated individuals do not remain locked in their own nation's culture; they study the cultures of the world and absorb what these cultures have to offer. This is the first requirement for being considered truly well-educated—in other words, to be capable of transcending one's own narrow world.

If we mandate K-12 "Spanish first," who will foster childhood interest in African, Arabic, Scandinavian, German, Russian, Japanese, Chinese, Korean, Hebrew, Latin, Greek, Italian, French, Vietnamese, Khmer, Albanian, Bosnian, Portuguese, Polish, Urdu, Hindi, Turkish, etc., languages and cultures? Who will facilitate intercultural interaction with any of the other minorities concurrently growing in the state and country?

The goal of foreign language teachers should be to broaden students' opportunities for intercultural communication with world citizens and all U.S. minority communities, not just the largest one. To do otherwise is miseducation.

Jason Goulah  
North Tonawanda High School

Lambert, R. (1991). Implications of the New Dutch National Dutch Action Plan, National Foreign Language Center Publication (June).

Editor's note: Examples of percentage of Hispanic population by county: [NYC Area: Bronx – 48.5; Kings – 19.8; New York- 27.2; Suffolk – 10.5] [Other urban west: Erie (Buffalo) – 3.3; Monroe (Rochester) – 5.3; Onondaga (Syracuse) – 2.4] In two counties the Native American population outnumbers the Hispanic: Franklin (north) 6.2/4.0 and Cattaraugus 2.6/0.9. These data can be found at [http://factfinder.census.gov/servlet/BasicFactsTable?\\_lang=en&\\_vt\\_name=DEC\\_2000\\_PL\\_U\\_GCTPL\\_ST2&\\_geo\\_id=04000US36](http://factfinder.census.gov/servlet/BasicFactsTable?_lang=en&_vt_name=DEC_2000_PL_U_GCTPL_ST2&_geo_id=04000US36)

Ikeda, D. (2001). Soka education: A buddhist vision for teachers, students and parents. Santa Monica, CA: Middleway Press.

# Differentiated Instruction

Mary B. McBride, *Mill Middle School, Williamsville, NY*  
Dawn A. Santiago-Marullo, *Victor Central Schools, Victor, NY*

Carol Ann Tomlinson is a nationally recognized leader in the area of Differentiated Instruction who has authored countless books and articles on the topic, and given lectures and workshops to educators looking for ways to meet their students' diverse learning needs. Tomlinson insists that "differentiating instruction is not an instructional strategy or a teaching model. It's a way of thinking about teaching and learning that advocates beginning where individuals are rather than with a prescribed plan of action, which ignores student readiness, interest and learning profile" (108). While many teachers modify their lessons while they are in front of their classes as they monitor their students' progress or degree of understanding, differentiation asks that teachers map out the various tasks or plan for the extra support in advance, before the students ever walk through the door. Differentiation should not be done merely for the sake of differentiating, but rather it should be utilized by teachers in response to a specific need seen in their current students.

Meeting the needs of all students is a long-term commitment that takes time and energy to develop. It means starting where the students are and moving them forward. To that end, a teacher must determine each student's knowledge and understanding of a topic or unit before the unit begins. Consequently, what a teacher prepares and plans out one year for one class may not necessarily work for another class. While it is unrealistic and impractical to try to differentiate everything you do for every child in your classroom, differentiation is an approach to teaching that has received closer scrutiny in recent years. It is an umbrella for all the good teaching practices and strategies that a teacher has gathered over the years, rather than being a "new strategy" itself. Tomlinson recommends that teachers start out slowly taking small steps when attempting to first differentiate lessons. Try choosing an activity or a lesson that is already somewhat successful and taking it apart to look for ways to better meet the needs of your students. Implementing differentiated lessons requires time and effort from teachers, but working with other teachers of the same or different subject areas can help provide the support needed to break out of one's comfort zone.

While there are many strategies or activities that teachers can use to implement differentiation, it is crucial to first understand the underlying philosophy of differentiation. In her book, *The Differentiated Classroom: Responding to the Needs of All Learners*, Carol Ann Tomlinson identifies eight Key Principles of Differentiated Instruction (48). (See Figure no. 1) Tomlinson discusses them in great detail, giving concrete examples in a variety of content areas and explaining their significance. They may seem deceptively simple at first glance, but they were all carefully chosen after years of working with students and teachers.

Once a teacher has decided on which material is important for a unit or a lesson – what students should know, understand and be able to do -- he or she then is able to choose to differentiate by content, process or product based on a student's readiness, interests or learning profile. An honest dialogue between the teacher and the students is essential for establishing a positive classroom tone to encourage growth and learning so that students understand why the teacher is not running a "one size fits

all classroom," and why not all students work on the same task at the same time.

Let's look at the ways a teacher can differentiate, with a focus on how that might look in a LOTE classroom, always with the understanding that there is no formula for differentiating and that it will look different in every teacher's classroom. Content is what a student should know, understand and be able to do. To differentiate the content, the teacher first determines the base knowledge or what all students should learn at a minimum – the core of the curriculum. Some students may need to be challenged further or offered opportunities to learn more about a given content area, rather than have to go through or repeat a topic they have already mastered. The pre-assessment tool can vary from a paper and pencil quiz to a teacher's personal observations to a thumbs up or down response to a question.

Some students in a class might need to review simple, regular verbs while others might be ready for irregular verbs or those of a different conjugation. All groups could practice by playing the same dice game (one die holds subject pronouns and the other die contains the verbs) but all the while practicing with different content (different verbs) so that the game stays challenging for all students. This is an example of an easy, low prep activity that allows for student choice whereas the creation of stations around the room with students engaged in different learning activities is an example of a high prep activity for the teacher. This is a good lesson to develop with a colleague so that resources (like authentic documents or CD players) can be shared. When working with stations, students do not have to complete all the tasks available, they spend varying amounts of time at a given station and a choice of activities may be available at each learning station. The stations can be organized by skills (reading, writing, listening, speaking and culture), by the functions of language (socializing, providing/receiving information, expressing emotions or persuading someone to do something) or by whatever learning objectives the teacher has identified. Students generally enjoy this type of activity and the positive motivation that results is the payoff for the amount of time it takes to set up the lesson.

The process is what students actually do in order to learn or understand what the teacher identified as the base level content. To differentiate the process, the teacher provides a variety of ways for a student to learn the information. If a LOTE teacher assigns students to research a target country or countries, students could acquire that information by reading an article, watching a video, interviewing a native speaker or traveling to target country (either virtually or in reality). If students are learning how to build complex sentences, some students may benefit from manipulating individual puzzle pieces that each contains a word while others may prefer using pencil and paper. To allow for this flexibility, a teacher may provide instruction to a small group while the other students in the class are working on an anchor activity independently.

The product is how students actually show what they know, what they understand or what they are able to do. To differentiate the product, the teacher offers choices for how the students can

demonstrate their learning. For example, if students are learning about a target country or countries, after they have gathered the information they might write a report, make a travel brochure, design a web site or do an oral presentation. The objective remains the same for all students, but they have a choice in the way that they present their findings. Rubrics that address the objective rather than the format of the product become vital.

To differentiate for readiness, a teacher constructs tasks or provides learning choices at different levels of difficulty using the same base content. An example of how to do this might be to write a skit using restaurant vocabulary. The students who need less support would receive just a list of vocabulary words, an open-ended task allowing for creativity and risk taking. The next level of students might receive the vocabulary list and some questions to get them started. The students needing the most support or scaffolding are provided with the vocabulary list and some sentences that are written in the target language that have to be rearranged to create a logical skit. All three groups are engaged in writing a skit, but the teacher has geared the tasks so that the students can be sufficiently challenged while at the same time appropriately supported in their efforts. The teacher can either choose the student groups, or the students can be allowed to choose the level where they feel most comfortable, understanding that there may need to be many discussions about students striving to do quality work and accepting a challenging learning task or assignment rather than just completing “the easy one.”

To differentiate for interests, a teacher aligns key skills and material for understanding from a part of the curriculum with topics or pursuits that intrigue students. This is where the student has a choice of what to study or a choice of assignments. It is important for the teacher to get to know his/her students so that interesting options can be offered. If the learning objective for the lesson focuses on writing skills, a student may enthusiastically embrace writing and be motivated to do their best if they actually have something to say about the topic that they have chosen.

A RAFT is an activity that can be used for providing a choice of writing or speaking tasks and thus lends itself well to a LOTE classroom. The word RAFT stands for Role, Audience, Format and Topic and is presented to students in chart form. The students can choose a row that interests them or can create a row of their own, perhaps with teacher approval.

| Role   | Audience              | Format     | Topic                                    |
|--------|-----------------------|------------|--|
| Parent | child away at college | email      | saying hello & seeing how they are doing |
| friend | best friend           | phone call | find out plans for tonight               |

To differentiate for learning profile, a teacher addresses learning styles, student talent, or intelligence profiles. This is where what we have learned about multiple intelligences comes into focus. To be successful in a LOTE classroom, students need to learn vocabulary and not all students find it easy to memorize. Flashcards work for some learners, but another student might benefit more from time spent listening to the vocabulary words rather than reading them. A visual spatial learner might learn best from connecting the vocabulary words to pictures. In a differentiated classroom, a LOTE teacher would allow students to choose how they will show they practiced the vocabulary.

If a teacher creates a Tic Tac Toe board (three rows, three columns for a total of nine squares), different types of activities can be presented in each square. Maybe the students will be allowed to choose any three tasks, or perhaps they will need to

choose one from each row or column. The board is a gimmick for providing students a choice of activities which the teacher can set up in a myriad of ways. If the top row contains different vocabulary building activities, the middle row might focus on how to write sentences with the words from the top row and the bottom row might address asking questions with the same words.

The ideas behind differentiated instruction have been around for a long time. Many teachers have instinctively used some of these strategies with students because they knew they were exactly what their students needed, without ever putting a name to it. With so many of our students entering our classrooms with huge differences in background and ability, this is an approach that can help us begin to address their varied needs. It takes time and energy to develop the materials and think out the logistics of the lessons, so start slowly, work with a colleague and seek out positive learning opportunities that support your efforts. If you attempt an activity and begin to doubt its effectiveness or appeal to students, pass out an index card to each student and ask for their opinion as their ticket out of the room. They will be honest and direct. You may find that they appreciate the freedom, the ability to choose and the flexibility inherent in these types of lessons ... you will have your motivation to continue.

(A variety of resources on differentiated instruction by Carol Ann Tomlinson are available through the Association of Supervisors and Curriculum Developers, [www.ascd.org](http://www.ascd.org)).

**Key Principles of Differentiated Instruction**

- The teacher is clear about what matters in the content area.
- The teacher understands, appreciates, and builds upon student differences.
- Assessment and instruction are inseparable.
- The teacher adjusts content, process, and product in response to student readiness, interests, and learning profile.
- All students participate in respectful work.
- Students and teachers are collaborators in learning.
- The goals for everyone are maximum growth and continued success.
- Flexibility is the hallmark of a differentiated classroom.

Figure 1

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

# Teaching ALL Students in a Heterogeneous Classroom, YAY!

Harriet Barnett  
*Manhattanville College and  
Consultant to ACTFL*

Many profound changes have taken place in foreign language education today. Possibly the most significant is the inclusion of ALL students, not only the academically gifted, but also students with special educational needs. The messages this phenomenon sends are many: that we as foreign language educators truly believe that the knowledge of at least one other language is important for ALL students; that all students are capable of developing a working proficiency in a second language; and that these new students will not jeopardize the education of the more traditional foreign-language learners. Today, one often finds students of diverse learning styles, abilities, background, knowledge, interests and motivations in the same classroom. This might cause a problem in a teacher-centered non-differentiated setting based on grammar-based goals. Fortunately, the New York State Standards for Languages Other Than English are communicative and culture-oriented and call for a student-centered, activity-driven classroom with a great variety of activities and alternative assessments. These changes are exactly what make it so feasible to include ALL students and for diverse learners to work together successfully in one classroom.

What do teachers have to learn and to do in order to succeed with the NEW students, the NEW goals and classes with diverse learners? For beginners, we have to try to understand learner problems, styles, ways to modify instruction, and alternative assessments.

When Dorothy Rissel contacted me to let me know there was going to be a special issue of The NYSAFLT Journal devoted to teaching pupils with special educational needs, I was elated. My first reaction was to republish one of the articles I have written on the subject over several years when the inclusion of ALL students was a relatively new concept. Then I realized that we are at a different place in 2003. In the 70's and 80's we were trying to convince teachers that it was a good idea to embrace all students in foreign language classes and next that it was a good idea to teach diverse students together in one class, rather than tracking them. However, since my strong feelings that ALL students can succeed in a foreign language class haven't changed, the ideas reflected in this article might sound familiar to those who read any of my other articles and to them I apologize. I still spend a good deal of time doing workshops, courses and phone conversations on the subject. Now the contact time with teachers is spent on HOW to enable them to help ALL students succeed rather than on WHY teach ALL students. We are presently in a positive place and that has been a quantum leap.

Of course, there are always the nay-sayers who will never accept any but above-average, academically-oriented students with no learning problems in their classes. I no longer want to rehash the positives of inclusion with teachers who, young or old, still think that studying a foreign language is an exercise of the mind. They have not accepted the goals in our State Curriculum for Modern Languages and of the new State Frameworks for Languages Other Than English. Our goals are to learn to communicate meaningfully in another language on interesting and important topics and to learn about the people who speak that language. They will always feel that, if you can't say or write it perfectly, you shouldn't do it at all. I would like to see them try to do or learn something which doesn't come easily and to do it perfectly right from the beginning or be told not to do it at all.

Students with learning difficulties or students needing extra help are terms which encompass students identified as Special Education Students or may be students who are unidentified but who obviously have difficulties learning in a typical school setting. There are many aspects to learning difficulties. Children with serious learning problems, especially in the motor or skill areas will usually experience these same difficulties when studying a foreign language. However, it has been my experience that this is not always the case. Often, children with minor disabilities do better, particularly in elementary foreign language classes, than they do in other subject areas. One important factor might be that this is a fresh starting point in a new subject area at a time in which the students with problems have started to fall behind in other subjects and have been experiencing a general frustration in school. Another factor might be the lack of psychological overtones which might be affecting them negatively in other subjects.

Let's look at the HOW to succeed with ALL students. Various strategies have to be explored.

- ❑ Scaffolding should be provided when necessary to allow all students to participate in class activities. Most students learn by doing, and that is particularly true of these students. By providing them with immediate, ready and constant support such as special notes, vocabulary lists, and special reminders of things they might have forgotten, the teacher is enabling them to learn by participating and practicing. They should be encouraged to use the aides as long as they need them in their daily classroom activities. Students often feel uncomfortable with these aides since so many teachers in other subjects have not permitted the use of such "tools of learning". Because of this, the foreign language teacher should not just "allow" but should "encourage" them to do so. This gives the students a sense of the teacher's believing in their ability to succeed and that s/he will do everything possible to make it happen. It is creating a very positive experience they have not often encountered in their too often negative school environment.
- ❑ Objectives should be clear, simple and realistic and shared with the students in a language they can understand.
- ❑ The class atmosphere should be cooperative rather than competitive. Credit should be given to those who help others as well as to those who try, even though they might not succeed in that particular task. Activities should have students working together as much as possible. Students learn from other students as well as from the teacher.
- ❑ Activities should be cooperative rather than competitive, with students helping each other and working together in order to complete a task. In team activities all students should be involved. When competitive activities are involved and it is a student's turn to give the answer, the student should be encouraged to "consult" with his team members before answering, thus virtually ensuring a correct response.
- ❑ Materials should be flexible with communicative and cultural goals. The best materials offer concrete suggestions for modifying the materials for students with general or specific learning difficulties.
- ❑ Vocabulary should be taught a little at a time using visuals wherever possible and through active usage, not as a memorized list. This is true for all students but is essential for stu-

dents with learning difficulties. New vocabulary should be attached to older vocabulary which would then be in a recycling phase.

- Reading is often a problem with our NEW students. Some techniques that help are: pre-reading activities such as brainstorming prior knowledge of the theme of the reading selection; skimming; pre-presentation of vocabulary which is essential for comprehension; having students read aloud to each other and work together on comprehension; or giving students the questions before they read a selection.
- Writing could also be tricky. Spelling and accuracy should not be the focus. The content of the written piece should be considered the most important aspect. However, time and the tools should be supplied in order to encourage corrections of an original writing piece.

- In conversational speech, comprehension and comprehensibility should be the focus, rather than accuracy. In presentational situations, students should be permitted the use of notes.
- Discipline should be preventive and supportive rather than punitive. It is much better to reward good behavior and to help students to control themselves. Heading off a problem before it occurs works wonders.

What must be kept in mind at all times is MOTIVATION. By using the above mentioned techniques, by believing that ALL the students can succeed, by letting the students KNOW that YOU believe they can succeed and that you will do your part in making success happen and by interesting, lively and interactive class sessions, the students will be motivated. I believe that the LOTE class should be the best one of the day. After all, in which other class can they talk to their friends about themselves and things they like? They just have to do it in the target language!

# The James E. Allen Award...A Time for Reflection and Celebration

Karen Moretti  
*Waterloo Middle School*

Have you and your LOTE colleagues ever considered applying for NYSAFLT's James E. Allen Award? This award, presented yearly to an outstanding foreign language department in each NYSAFLT Region, is a rare opportunity to showcase our LOTE programs in a time when, quite frankly, we need to emphasize the positive in education. The more we, as LOTE educators, can do to shine a spotlight on the outstanding teaching and learning that takes place in our schools, the better!

I vividly remember my first experience with the James E. Allen Award. I began my teaching career at Red Jacket Central School in Shortsville in the early 1980's. I, alone, was the Spanish department, and my former high school teacher, Rosemary Fry, was the French department. Fortunately for me, she took me under her wing and became my mentor. One particular afternoon, she approached me with the idea of applying for the James E. Allen Award. I trusted her implicitly (and still do!) and agreed to apply. We were a two-woman department, but we did not think twice about it as we worked diligently side by side completing the application process. How excited we were when we learned that we had received the award! Surrounded by our LOTE colleagues, we accepted it at a luncheon at the Rochester Regional Conference. In the days that followed, our Red Jacket Board of Education sent us each a bouquet of roses, the superintendent wrote glowing congratulatory letters that were placed in our files, and the local Rotary Club invited us to a breakfast to honor the achievement. Even the local newspaper came to interview us as we raved about our LOTE Program and our students who touched our lives daily. I remember that time fondly, and it really was a time of celebration and immense pride. We were proud of our department, and our school and the community shared that pride. For me, the bar was set. I clearly understood the hard work and dedication it took to be a member of an "outstanding" LOTE program. Also, I clearly understood the rewards reaped for our school, our department, and our students.

All told, I have been through this application process four times, once in Red Jacket and three times in Waterloo. Each time we collected and organized information for the application, my colleagues and I engaged in professional dialogue as each of us shared unabashedly our professional experiences, both in and out of the classroom. Most often, that sharing resulted in renewed respect for one another.

The James E. Allen Award is based on a point system. The application asks for information such as levels of instruction, course offerings, LOTE program statistics, and staff involvement in NYSAFLT and other professional organizations, as well as, information regarding co-curricular programs, public relations efforts, community involvement, and provisions for special programs. It also asks for supporting evidence of the information in the form of examples of student work, sample curricula, lesson plans, exams, audio/video tapes, computer discs, photographs, and newspaper articles.

Does applying take time? I must answer that question with a resounding YES! Completing the application does take a commitment of time and effort. However, when all was said and done, when the application was completed and in the hands of the Selection Committee, all involved were better for having gone through the process. The benefits far outweighed the time and effort it took to complete the application. Completing the application forced us to take a long, hard, introspective look at ourselves as teachers and the programs we provide for our students. We assessed what we do well, and we explored areas of improvement. We took the time to reflect on the job we do daily in our classrooms and we celebrated our accomplishments as we joined together to apply for the award. The recognition, to be quite honest, validated our place in our school and in our community as an "award-winning department" and it, most definitely, enhanced teacher and student morale.

As you gather with your LOTE colleagues to set goals for the coming year, I urge you to consider applying for this prestigious award. I know first hand the countless demands and responsibilities we encounter day in and day out in our classrooms. However, the sense of accomplishment, pride, and camaraderie that comes when you take time to scrutinize each aspect of your department, makes the time applying for the award time well spent. The professional growth and the personal awareness gained are, in and of themselves, rewards. The process itself is, indeed, a time for reflection and celebration of the work you, your students, and your colleagues do each and every day in your classrooms, in your schools, and in your communities.

Note: Applications for the James E. Allen Award may be obtained from your Regional Directors or NYSAFLT Headquarters.

# CONSTITUTION AND BY-LAWS of the New York State Association of Foreign Language Teachers

## — CONSTITUTION —

### ARTICLE I NAME AND AFFILIATION

#### Section 1 — Name

This organization, founded in 1917, shall be called the “New York State Association of Foreign Language Teachers Incorporated,” hereinafter referred to as “NYSAFLT”.

#### Section 2 — Purpose

The purpose of NYSAFLT shall be to provide leadership in foreign language education, promote the study of foreign languages and cultures and engage in any and all activities consistent with the status of an educational and charitable organization as defined in Sec. 501 (c3), or any successor provision thereto, of the Internal Revenue Code and the Laws of the State of New York, providing opportunities for individual professional growth of foreign language teachers through workshops, colloquia, symposia and regional meetings.

NYSAFLT shall represent its membership and shall develop meaningful relationships with the New York State Education Department and other educational agencies in the furtherance of the aforementioned purposes.

#### Section 3 — Affiliations

NYSAFLT is a constituent member association of the National Federation of Modern Language Teachers Association (NFMLTA, 1917), a constituent of the American Council on Teaching Foreign Languages (ACTFL, 1968), the New York State Council of Educational Associations (NYSCEA, 1972), the State Council on Languages (SCOL, 1981), and the Northeast Council on Teaching of Foreign Languages (NECTFL, 19\_\_).

#### Section 4 — Meetings of NYSAFLT

There shall be an Annual Meeting of NYSAFLT held each year in the fall. Other meetings may be called as the occasion demands, with said meetings to be approved by the Board of Directors at least three months in advance of the date suggested.

All business meetings shall be conducted according to the latest edition of ROBERT’S RULES OF PARLIAMENTARY PROCEDURE, provided that such do not conflict with any provision of the Constitution or Bylaws of NYSAFLT.

### ARTICLE II

#### Section 1 — MEMBERSHIP

Any individual interested in furthering the purposes of NYSAFLT is eligible for membership and is entitled to all the privileges of membership upon payment of dues as set forth in the Bylaws of NYSAFLT. There shall be seven categories of Membership, as named herein.

##### A Regular Membership

All persons may become Regular Members

##### B Associate Membership

Teachers with a 50% or less teaching assignment in foreign languages, teacher aides and paraprofessionals may become Associate Members.

##### C Student Membership

Full-time students, endorsed by any member of NYSAFLT, may become Student Members.

##### D Life Membership

All persons qualifying for Regular or Emeritus Membership may become Life Members.

##### E Emeritus Membership

Any member who has retired from teaching and related professional activities may become a Member Emeritus.

##### F Distinguished Membership

The NYSAFLT member named annually to receive the Ferdinand di Bartolo New York State Distinguished Leadership Award shall be entitled to all the privileges of membership without further payment of dues.

##### G Honorary Membership

The person named annually to receive the Robert J. Ludwig National Distinguished Leadership Award shall be entitled to all of the privileges of membership without further payment of dues.

### ARTICLE III GOVERNANCE

#### Section 1 — The Officers

The officers shall include a President, a President-Elect, a First Vice President, a Second Vice President, a Secretary, a Treasurer, who shall be appropriately bonded, and the Immediate Past President.

#### Section 2 — Elections

A slate of one or more candidates for the offices of President-Elect, First Vice President, Second Vice President, Secretary and Treasurer shall be prepared by the Nominating Committee and shall be presented to the Board of Directors for its approval. In the cases of the Secretary and the Treasurer, who shall be eligible for two consecutive terms of office, the Nominating Committee may decide to present a single slate in the re-election year. Election shall be by mail ballot of the members in good standing. The candidate receiving the higher number of votes cast shall be declared the winner. An opportunity for write-in candidates of the electorate shall be distributed with the ballot. Ballots shall be counted by an independent organization or agency.

Officers shall assume their duties on January 1 following the election.

#### Section 3 — Tenure

The tenure of the President, the President-Elect, the First Vice President and the Second Vice President shall be for one year and they may not serve consecutive terms in the same office. The tenure of the Secretary and the Treasurer shall be for two years, with the possibility of re-election, limited to two consecutive terms. The Immediate Past President shall hold no other elected office.

#### Section 4 — Executive Director

The Executive Director shall be appointed by the Board of Directors and shall be directly responsible to that body and to the Executive Committee of the Board. This appointment shall be reviewed annually by the Board of Directors.

### **Section 5 — Executive Committee**

The Executive Committee shall consist of the President, the President-Elect, the First Vice President, the Second Vice President, the Secretary, the Treasurer and the Immediate Past President.

The Executive Committee acts for the Board of Directors and serves in an advisory capacity to the President. The Committee represents the Board in meetings with the State Education Department and other educational agencies, institutions and groups.

The Committee recommends specific policies to the Board for its consideration.

The Executive Committee shall meet no fewer than three times annually and shall meet prior to a regularly convened meeting of the Board of Directors.

### **Section 6 — Board of Directors**

The Board of Directors is the policy-making body of NYSAFLT and shall consist of the officers of NYSAFLT and two Directors from each region.

The tenure of office of the Directors shall be for three years. Best efforts shall be used to ensure that approximately one-third of the terms of office on the Board of Directors shall expire annually. An interval of one year shall elapse before a Board member is eligible for re-election.

Directors shall assume their duties on the January 1st following their election.

The Board of Directors shall meet no fewer than three times annually, including the Annual Meeting. Special meetings of the Board may be petitioned by its members.

Each member of the Board shall be entitled to one vote, except the President, who shall vote only in the event of a tie. Decisions shall be by simple majority vote.

The number of Directors required for a quorum shall be fifty percent of the membership of the Board plus one. If there is no quorum for an officially called meeting, those present may act as an official body in considering problems and issues and may make recommendations and motions. These recommendations and motions shall be presented to the entire Board of Directors by mail ballot and tabulated by the Secretary. Any motion or recommendation so approved by a majority of the voting members of the Board shall constitute the official action of that body.

The Board of Directors may order special elections for the purpose of filling a term of office as well as deciding the length of term of office provided that neither this Constitution nor the By-Laws cover the situation.

## **ARTICLE IV STANDING COMMITTEES**

### **Section 1 — Committee Membership**

Except as otherwise indicated, the Chairpersons of NYSAFLT Committees shall be appointed by the President, with the advice and consent of the Board of Directors for a one-year renewable term.

Committee members shall be appointed for renewable one-year terms. They shall be selected by the Committee Chairpersons and shall be members in good standing of NYSAFLT.

### **Section 2 — Categories**

The Standing Committees of NYSAFLT shall be classified under three separate categories:

- A Operations and Services
- B Curriculum, Instruction and Assessment
- C Awards, Scholarships and Grants

### **Section 3 — Special Standing Committees**

There shall be three Special Standing Committees:

- A Nominating Committee
- B Professional Meetings Planning Committees
- C Publications Committee

### **Section 4 — Ad Hoc Committees**

The President shall appoint, with the approval of the Executive Committee, the chairpersons of Ad Hoc Committees. These chairpersons shall select the membership of their Committees from the membership of NYSAFLT.

## **ARTICLE V AMENDMENTS AND REVISIONS**

### **Section 1 — Initiation**

Amendments to and revisions of this Constitution or Bylaws may be initiated by any member of NYSAFLT through the Constitution Revision Committee.

### **Section 2 — Procedure and Vote**

The proposed amendment or revision of the Constitution must be approved by the Board of Directors no later than June 30.

The Board of Directors, in its discretion, shall choose one of the following procedures in order to present the proposed amendment or revision to the membership for a vote.

- A. The amendment or revision(s) of the Constitution shall be placed on the agenda of the Annual Business Meeting which shall coincide with the Annual Meeting. A majority vote of the members present at the Annual Business Meeting shall be required for the adoption of any amendment to or revision of the Constitution OR
- B. The amendment or revision shall be mailed to the membership of NYSAFLT. The mailing shall take place no later than sixty days subsequent to the June Board Meeting. A majority vote of the members of NYSAFLT responding to the mail ballot shall be required for the adoption of any amendment to or revision of the Constitution.

**Proposed amendments to the Bylaws shall be deemed ratified upon receiving a majority vote by the Board of Directors. The ratified amendment to the Bylaws shall become effective at the next regularly scheduled meeting of the Board of Directors.**

### **Section 3 — Results of the Vote**

The Board of Directors shall inform the membership of the results of the vote no later than sixty days subsequent to the date the votes were tallied.

### **Section 4 — Special Powers**

Any power not specifically delegated by this Constitution to the officers or membership of NYSAFLT, which power shall be necessary and proper to allow NYSAFLT to meet its goals or perform its obligations, shall be proposed to the Executive Committee and, with the advice and consent of the Board of Directors, as well as consultation with the Constitutional Revision Committee, shall be implemented in an appropriate manner.

However, said power, if deemed necessary on a permanent basis, shall only be exercised again after study by the Constitution Revision Committee and approval by the membership as a constitutional amendment or revision as set forth in this document.

A revision of the Constitution shall become effective at the close of the NYSAFLT Annual Business Meeting during which the vote for passage is announced.

**ARTICLE I  
GENERAL PROVISIONS**

**Section 1 — Affiliate Organizations**

NYS AFLT shall further affiliate itself with other organizations as may be deemed appropriate by the Board of Directors in the furtherance of its constitutional goals.

The delegate and/or alternates to all affiliate associations shall be selected by the President with the approval of the Board of Directors.

**Section 2 — Regional Meetings of NYS AFLT**

Each Region shall have at least one meeting annually, on a date approved by the Board of Directors. Any meeting may be altered or canceled by the Board of Directors.

**ARTICLE II  
MEMBERSHIP**

**Section 1 — Classes of Membership and Dues**

|                            |  |
|----------------------------|--|
| A Regular Membership       | \$35.00 per year   |
| B Associate Membership     | \$18.00 per year   |
| C Student Membership       | \$10.00 per year   |
| D Life Membership          | 25 times the annual dues<br>For Regular or Emeritus<br>Membership whichever<br>is Appropriate. |
| E Emeritus Membership      | \$10.00 per year   |
| F Distinguished Membership | no dues  |
| G Honorary Membership      | no dues  |

**Section 2 — Good Standing with Respect to Dues**

Members who pay their dues by December 31st for the succeeding year shall be members in good standing with respect to dues. Members who have not paid their dues by December 31st for the succeeding year shall not be included on the membership rolls. They shall no longer be entitled to the privileges of membership until reinstated upon payment of dues.

**ARTICLE III  
GOVERNANCE**

**Section 1 — Qualifications of Officers**

The President, President-Elect, First Vice President, Second Vice President, Secretary, Treasurer and Immediate Past President shall have had the experience of teaching foreign languages or preparing teachers of foreign languages and shall be members in good standing of NYS AFLT for at least five consecutive years preceding the nomination, preferably with prior service on the Board of Directors.

**Section 2 — Elections**

Newly elected officers shall be invited to all Board meetings between the time of their notice of election and the assumption of their duties.

**Section 3 — Tenure**

In the event the Board determines that any officer is unable to complete a term of office, or should any office become vacant, the following procedure shall determine the replacement of officers: the office of the President shall be filled by the President-Elect, the

office of the President-Elect or the Vice Presidents, or the Immediate Past President shall be filled by appointment by the Board of Directors; the President shall have the power, with the advice and consent of the Board, to fill the unexpired term of the Secretary or the Treasurer with an Acting Secretary or Acting Treasurer who will serve until the next regularly scheduled election.

**Section 4 — Executive Director**

The person appointed to this position shall be given an honorarium for services rendered with such honorarium to be determined on a yearly basis by the Board of Directors and approved by the majority of those voting at the Annual Business Meeting.

**Section 5 — Board of Directors**

There shall be two Directors from each of the following regions: Buffalo, Capital District, Long Island, Mid-Hudson, New York City, Northern East/West, Rochester, Southern Tier, Syracuse and Westchester. The Nominating Committee shall use its best efforts to ensure that, over a period of years, each region receives equitable representation on the Executive Committee.

Nominees for the position of Director shall have demonstrated active leadership on NYS AFLT Committees, Workshops and Regional Meetings. They shall be members in Good standing for at least three consecutive years preceding the nomination. The Nominating Committee shall use its best efforts to provide a balance of representation on the Board of Directors from institutions of elementary, secondary and higher education.

A slate of one or more candidates for each vacancy on the Board of Directors shall be proposed by the Nominating Committee and shall be presented to the Board for its approval. Election shall be by mail ballot and only members in good standing shall be eligible to vote. A summary of the vita of each candidate shall be distributed with the ballot. Each ballot shall contain a provision for write-in candidates. The candidate receiving the highest number of votes shall be declared the winner.

Directors will be invited to all meetings between the time of their election and the assumption of their duties.

In the event a Director is unable to complete a term of office for any reason whatsoever, a replacement shall be appointed by the Board of Directors to serve the unexpired term of office. In the event said unexpired term shall be less than eighteen months, the appointed Board member shall be eligible for election immediately upon the expiration of that term of office.

Any elected member of the Board of Directors who fails to maintain membership in NYS AFLT or to attend three consecutive Board meetings for reasons judged insufficient by a majority of the Board shall be removed from membership on the Board.

The following may, upon the invitation of the President, attend meetings of the Board of Directors: the editors of the Language Association Journal and NYS AFLT News; Web Master; an associate of the New York State Education Department; the Chairperson of the Past Presidents' Advisory Council; the delegates and alternates to affiliate organizations, and any and all other persons whose presence is deemed necessary to the business of the meeting.

**Section 6 — Duties of Officers**

The duties of officers shall be such as their titles imply and in particular as stated below.

**A. The President**

1. Calls meetings of the Executive Committee and the Board of Directors and serves as presiding officer of both.
2. Prepares the proposed agenda for meetings of the Executive Committee and the Board of Directors, as well as the Annual Business Meeting.

3. Issues official correspondence of NYS AFLT.
4. Presides at the banquet of the Annual Meeting.
5. Recommends chairpersons of standing and special committees as well as delegates to affiliate organizations, i.e. SCOL, NYSCEA, etc subject to Board approval.
6. Serves as a member of all committees and commissions of NYS AFLT.
7. Attends meetings of Affiliate organizations and Regional affiliate meetings.
8. Works closely with the Executive Director
9. Grants final approval of all official statements made on behalf of NYS AFLT.
10. Represents NYS AFLT or designates representation to other educational institutions, organizations, agencies and professional meetings except as may be otherwise provided.
11. Keeps the Board of Directors informed of various communications and committee programs pertinent to NYS AFLT.
12. Keeps the membership informed of NYS AFLT activities through communications in the Bulletin and the NYS AFLT News.
13. Oversees the organization's strategic planning process.
14. Acts in an advisory capacity to the membership at large.
15. Coordinates the annual evaluation of the Executive Director.
16. Provides leadership for achieving the goals of NYS AFLT.
17. Provides initial contact with award winners by telephone and letter for the Annual Meeting.
18. Acts as consultant for the President- Elect.

#### **B. President -Elect**

1. Serves as acting President of NYS AFLT in the temporary absence of the President.
2. Serves as coordinator of the Colloquium:
  - a. Selects a planning committee
  - b. Chairs planning meetings
  - c. Works in coordination with the Executive Director in organizing the Colloquium
  - d. Reports progress to the Board of Directors and Executive Committee
  - e. Develops an evaluation report and presents the report to the Board of Directors
3. Oversees Operations and Services Standing Committee
  - a. Maintains contact with committee chairpersons
  - b. Serves as a liaison to the Board and Executive Committee for these committees
4. Coordinates revisions to the Board of Directors' Handbook
5. Participates in the annual evaluation of the Executive Director
6. Acts as consultant to the First Vice President
7. Prepares materials for January Board meeting at which he/she will preside
8. Selects committee chairs and prepares the directory for the Presidential year
9. Assumes other responsibilities as the President of NYS AFLT may deem appropriate

#### **C. The First Vice President**

1. Serves as coordinator of the Skidmore Summer Institute:
  - a. Selects a planning committee
  - b. Chairs planning meetings
  - c. Works in coordination with the Executive Director in organizing Skidmore
  - d. Reports progress to the Board and Executive Committee
  - e. Develops an evaluation report and presents the report to the Board
2. Oversees Curriculum, Instruction and Assessment Standing Committees

- a. Maintains contact with committee chairpersons
- b. Serves as liaison to the Board and Executive Committee for these committees
3. Participates in the annual evaluation of the Executive Director
4. Assumes other responsibilities as the President of NYS AFLT may deem appropriate
5. Develops the NYS AFLT calendar for the following year
6. Acts as consultant to the Second Vice President

#### **D. The Second Vice President**

1. Serves as coordinator of the Annual Meeting
  - a. Selects a planning committee
  - b. Chairs planning committee meetings
  - c. Works in coordination with the Executive Director in organizing the Annual Meeting
  - d. Reports progress to the Board and the Executive Committee
  - e. Develops an evaluation report and presents the report to the Board of Directors
  - f. Participates in the annual evaluation of the Executive Director
2. Assumes other responsibilities as the President of NYS AFLT may deem appropriate

#### **E. The Secretary**

1. Takes minutes of the meetings of the Executive Committee, Board of Directors and the Annual Business Meeting and distributes the minutes to the Executive Committee, Board of Directors, former Past Presidents who wish to receive them, and the Historian
2. Distributes raw minutes to the President and any others the President may deem appropriate
3. Maintains hard copy and disk copies of minutes
4. Maintains a file of papers distributed at meetings, as well as information pertinent to meetings.
5. Prepares folders for Executive Committee and Board members for meetings
6. Mails copies of materials to Executive Committee and Board members who are not present at meetings
7. Maintains a file of NYS AFLT Newsletters and Bulletins
8. Prepares correspondence required by the President in the fulfillment of the duties of that office, including notes of condolence and get well wishes
9. Participates in the annual evaluation of the Executive Director
10. Serves as co-chairperson of the Hospitality Committee at the Annual Meeting

#### **F. The Treasurer**

1. Serves as co-chairperson of the Financial Management Committee
2. Keeps financial records and books of NYS AFLT in proper order
3. Writes the necessary checks on behalf of NYS AFLT
4. Maintains an accurate record of the finances of NYS AFLT with the assistance of the Executive Director, subject to review by the President
5. Participates in the annual evaluation of the Executive Director
6. Submits a detailed report at the Annual Business Meeting and interim reports as may be requested by the President of the Executive Committee
7. Serves as co-chair of the Registration Committee at the Annual Meeting

### **G. The Immediate Past President**

1. Coordinates transitional planning
2. Orients new members to the Board of Directors and new officers to the Executive Committee
3. Participates in the Annual Evaluation of the Executive Director
4. Acts as consultant to the President
5. Acts as mentor to the Second Vice President
6. Attends all Executive Committee and Board Meetings
7. Oversees Awards, Scholarships and Grants Standing Committees
  - a. Maintains contact with committee chairpersons
  - b. Serves as a liaison to the Board and Executive Committee for these committees
8. Coordinates revisions of the Standing Committee Handbook

### **Section 7 — Duties of the Executive Director**

1. Maintains the operations of the NYSAFLT Headquarters as a contracted services position, under the supervision of the President of NYSAFLT, with an honorarium approved by the Board of Directors. The Executive Director must be knowledgeable about the structure and operation of NYSAFLT and a member in good standing of the organization.
2. Oversees staff recruitment, supervision and evaluation at Headquarters
3. Serves as consultant to the Executive Committee, Board of Directors and Committee Chairs
4. Coordinates the financial operations of NYSAFLT with the Treasurer:
  - a. Banks and codes funds received
  - b. Serves as a Consultant to the Financial Management Committee in preparation of the budget
  - c. Invests funds as approved by the Financial Management Committee
5. Establishes contracts and ensures their fulfillment for statewide meetings as well as meetings of the Executive Committee, Board of Directors and other NYSAFLT Committees
6. Solicits booths, program advertising and corporate support for the Annual Meeting
7. Supervises the dissemination of all NYSAFLT publications and the promotion, sale and billing of those where a fee is charged
8. Supervises the processing of bulk mailing from Headquarters
9. Serves as Business Manager of the NYSAFLT Bulletin
10. Provides the President with an inventory of Headquarters equipment
11. Purchases supplies, awards and equipment as authorized
12. Completes necessary forms for the Internal Revenue Service and the Post Office
13. Serves as an alternate representative for NYSAFLT to JNCL/NCLIS and attends the JNCL/NCLIS Annual Meeting if the NYSAFLT President is unable to attend
14. Maintains a computerized membership data base
  - a. Sends membership bills
  - b. Fosters membership retention and recruitment
  - c. Provides officers and board members with updated membership lists semi-annually
15. Provides other appropriate services to the Executive Committee, Board of Directors and Committee Chairs, as requested

### **Section 8 — Administrative Assistant to the Executive Director**

1. Assists in the maintenance of Headquarters operations as a contracted services position under the supervision of the Executive Director with an honorarium approved by the

Board of Directors.

2. Must be knowledgeable about the structure and operation of NYSAFLT and a member in good standing of the organization.
3. Should work with the Executive Director in areas which include but are not restricted to the following:
  - a. data base operations
  - b. promotion and distribution of publications
  - c. inventory management
  - d. assistance with statewide meetings
  - e. membership recruitment and retention

## **ARTICLE IV STANDING COMMITTEES**

### **Section 1 — Committee Membership**

Chairpersons shall be appointed by the President for a one-year renewable term. Committee members shall be appointed for renewable one-year terms. They shall be selected by the Committee chairpersons and shall be members in good standing of NYSAFLT. All committees shall strive to be representative of all areas of the State, all levels of instruction and of public and non-public schools where appropriate.

### **Section 2 — Categories**

The specific committees under each category are as follows:

#### **A. Operations and Services**

##### **1. Operations**

- a. Constitution Revision: Shall initiate and/or review recommendations to the Board of Directors for changes to the
- b. Financial Management: Shall prepare, monitor and review annual and long-term financial plans for the Association.
- c. Nominations: Shall propose a slate of nominees to the Board of Directors.
- d. Operational Technology: Shall develop uses of technology to improve communication with the members-at-large, to explore delivery systems for professional growth and to investigate organizational use of emerging technologies.

##### **2. Services**

- a. Public Advocacy: Shall apprise the membership of impending state and federal legislation affecting foreign language education and shall develop and implement strategies that will influence lawmakers regarding issues affecting foreign language education. Shall provide advocacy training to the membership to promote foreign language policies.
- b. Membership: Shall develop and implement plans to recruit new members as well as promote the active participation of all current members.
- c. Past Presidents' Advisory Council: Shall serve in an advisory capacity to the Executive Committee, the Board of Directors, or any other constituent group of the Association. The Immediate Past President, as chairperson, shall serve as consultant to the Board of Directors.
- d. Strategic Planning and Review: Shall initiate and monitor strategic plans to increase the efficiency, scope and depth of NYSAFLT. The committee shall ensure the alignment of the Constitution, the Handbook and the Directory.
- e. Placement Services: Shall gather and publish information concerning foreign language employment opportunities throughout New York State and shall disseminate information to interested members.
- f. Professional Development: Shall identify pre-service professional needs and shall recommend to the Board of Directors appropriate vehicles to meet those needs.
- g. Publications: Shall produce annually a minimum of three

issues a year of the Language Association Journal and four issues of the NYSAFLT News, both of which address issues affecting the profession. A committee shall review professional articles on second language education that are published each year in an effort to select one article as the recipient of the Anthony J. Papalia Award which shall then be forwarded to the President no later than May 15. The Board of Directors shall consider the recommendation at the June meeting and the recipient(s) shall be honored at the Annual Meeting.

- h. Regional Affiliates: Shall coordinate and support the activities of regional affiliates. This includes recommending to the Board of Directors the scheduling of regional meetings.
- i. Public Relations: Shall publicize and promote the study of foreign languages and the work of NYSAFLT and its members.
- j. Historian: The Historian shall maintain the historical records of NYSAFLT

#### B. Curriculum, Instruction and Assessment

- 1. Articulation: Shall develop strategies to foster articulation across all levels of foreign language education.
- 2. Assessment: Shall research and disseminate theories, models and applications of assessment appropriate to foreign language learning.
- 3. Elementary FL Education: Shall support the rationale for early foreign language education, within the profession and beyond, through examination and dissemination of developmentally appropriate models, strategies and relevant ideas.
- 4. Middle Level FL Education: Shall support the rationale for middle level foreign language education, within the profession and beyond, through examination and dissemination of developmentally appropriate models, strategies and relevant data.
- 5. Secondary FL Education: Shall support the rationale for secondary foreign language education, within the profession and beyond, through examination and dissemination of developmentally appropriate models, strategies and relevant data.
- 6. Post-Secondary FL Education: Shall support the rationale for post-secondary foreign language education, within the profession and beyond, through examination and dissemination of developmentally appropriate models, strategies and relevant data.
- 7. Supervision: Shall provide opportunities for networking among those in a supervisory capacity.
- 8. Curricular Enhancement: Shall expand and enrich the study of foreign language through the use of resources beyond the classroom.
- 9. Instructional Technology: Shall share information on the application of instructional technology in foreign language learning.

#### C. Awards, Scholarships and Grants

- 1. Cultural Scholarships: Shall select recipient(s) according to established criteria. Recipients will be announced at the Annual Meeting.
- 2. Awards to FL Professionals and Supporters of FL and Cultures: Shall select recipients according to established criteria. Names will be submitted for approval to the Board of

Directors. Recipients will be announced at the Annual Meeting.

- 3. Student Recognition: Shall make recommendations for procedures and guidelines to be followed for determining the recipients of awards to outstanding students of foreign languages.
- 4. Teacher Recognition: Shall select recipients according to established criteria. Names will be submitted for approval to the Board of Directors.
- 5. Teacher Incentive Grants: Shall select recipient(s) according to established criteria for teacher projects and/or efforts to enhance foreign language programs. Names will be submitted for approval to the Board of Directors.
- 6. James E. Allen Distinguished FL Award: Shall select recipient(s) according to established criteria. Recipients will be announced at the appropriate regional meeting.

### Section 3 — Special Standing Committees - Membership

#### 1. Nominating Committee

##### A. Ex-Officio Non-Voting Members

- 1. The President of NYSAFLT
- 2. The Immediate Past President of NYSAFLT
- 3. The President-Elect
- 4. The Executive Director

##### B. Voting Members

- 1. The Seven Members-at-large
- 2. One member of the Board of Directors elected by the Board, representing a region other than that of the President, Immediate Past President, or President-Elect

Seven members-at-large shall be elected from a slate of twelve candidates proposed by the Nominating Committee and presented to the Board for its approval. All candidates shall be members of NYSAFLT for at least the two consecutive years preceding the nomination. The Chairperson of the committee shall be elected by the newly elected committee members at the Annual Meeting. Election of the committee members shall be by mail ballot and only NYSAFLT members in good standing shall be eligible to vote. A summary of the vita of each candidate shall be distributed with the ballot. Each ballot shall contain a provision for write-in candidates. The seven candidates receiving the highest number of votes shall be declared the winners. In the event any member of the Nominating Committee cannot serve, that member will be replaced with the person who received the next highest number of votes for this office.

#### 2. Professional Meeting Planning Committees

- a. Annual Meeting Planning: Shall develop and implement the program for the NYSAFLT Annual Meeting. Sub-committees include: Audio-visual, Registration and Hospitality. Shall be chaired by the Second Vice President and shall include the Immediate Past Chairperson or Co-Chairpersons and such members as the Second Vice President shall deem appropriate for program development.
- b. Colloquium/Symposium Planning: Shall develop and implement a program to discuss professional issues. Shall be chaired by the President-Elect and shall include the Immediate Past Chairperson and such members as the President-Elect shall deem appropriate for program development.

- c. Skidmore Summer Institute Planning: Shall establish a format and program for the Skidmore Summer Institute. Shall be chaired by the First Vice-President and shall include the Immediate Past Chairperson and such members as the First Vice President shall deem appropriate for program Development.
3. Publications Committee  
Shall consist of the editor or co-editors of the Bulletin and of NYS AFLT News, who shall serve as Chairpersons, as well as the Editorial Board and the advertising/business manager. The tenure of the editor or co-editors of both publications shall be one three-year term, with an option for renewal for one additional three-year term at the discretion of the Board of Directors.
  4. Ad-Hoc Committees  
The President shall appoint, with the approval of the Executive Committee, the chairpersons of Ad Hoc Committees. These chairpersons shall select the membership of their committees from the membership of NYS AFLT.
- i. Annual Meeting
  - ii. Colloquium/Symposium
  - iii. Skidmore Summer Institute
2. Services
    - a. Public Advocacy
    - b. Membership
    - c. Past Presidents' Advisory Council
    - d. Strategic Planning and Review
    - e. Placement
    - f. Professional Development
    - g. Publications
    - h. Regional Affiliates
    - i. Public Relations
    - j. Historian

Amended 2003

## APPENDIX

### NYS AFLT STANDING COMMITTEES

- A. Committees on Awards, Scholarships and Grants
  1. Cultural Scholarships
    - a. NYS AFLT/AATI American Association of Teachers of Italian
    - b. NYS AFLT/French Cultural Services
    - c. NYS AFLT/Goethe House
    - d. NYS AFLT/Embassy of Spain
    - e. NYS AFLT/Novgorod
    - f. NYS AFLT/Cemanahuac
    - g. NYS AFLT/Quebec
  2. Awards to FL Professionals and Supporters of FL and Cultures
  3. Student Recognition
  4. Teacher Recognition
  5. Teacher Incentive Grants
  6. James E. Allen Distinguished FL Program Award
- B. Curriculum, Instruction and Assessment
  1. Articulation
  2. Assessment
  3. Elementary FL Education
  4. Middle Level FL Education
  5. Secondary FL Education
  6. Post-Secondary FL Education
  7. Supervision
  8. Curricular Enhancement
  9. Instructional Technology
- C. Operations and Services
  1. Operations
    - a. Constitution Revision
    - b. Financial Management
    - c. Nominations
    - d. Operational Technology
    - e. Professional Meetings