



# Language Association Journal

New York State Association of Foreign Language Teachers

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*See Editor's Note on Page 8*

# ANNUAL MEETING OF THE NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

## KEYNOTE ADDRESS

October 10, 2003

### Acknowledging, Nurturing, and Protecting the Teacher Within

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#### Preface

When it was announced that the theme of the 2003 NYSFLT Annual Meeting would be "Celebrating the Teacher Within," I was particularly thrilled that I had been asked to deliver the keynote address. Clearly, I was honored to have been invited back to New York State and to the podium of the organization that had been my professional launch pad and the venue where the most important friendships of my life, both personal and professional, had been formed. My enthusiasm was further enhanced by the prospect of being able to depart from the standard foreign language fare and to explore a dimension of teaching that has become increasingly the focus of my thinking and of my work in teacher preparation: the soul of the teacher, that spirit within our being that calls us, often at a very early age, to teach, to help make the pursuit of knowledge fathomable, to enable others to experience the joys of discovery.

I know that I was called to teach. There was never any doubt about it. I wasn't always going to be a teacher of French. Sometimes I was going to teach history, and then it was music. For a while I thought that art would be my subject of preference, but then it was bacteriology, and then theater. I was never content to just do any of those things; I wanted to teach them. Maybe it was because I learned my school subjects more readily when I was able to teach my stuffed animals that I had lined up on chairs in front of the chalk board that dominated my childhood bedroom. Maybe it was because I so admired the people who were my teachers back then. Perhaps it was because I knew the joy that learners feel when they "get it," and I wanted to be the one to deliver that joy. I don't know really; I only know that I played school and that the idea of teaching was always a part of my imagination and my fantasy.

When I first began to teach, I was thrilled to discover that there was a whole group of extraordinary teachers, some of them young like I was then, some were veterans as I am now, who all shared that same passion for teaching. Like me, a good part of their practice teaching had already occurred years earlier in those childhood classrooms of stuffed animals. All of us were, or became, splendid teachers. We made a difference in the lives of our students, and our students made a difference in our lives...the mutual sharing that is education. We were splendid teachers, not because we always practiced outstanding pedagogy, after all we were novices, but rather because of our passion for being teachers, because of the joy that we derived from working with young people.

Years later, I found myself in the professional doldrums feeling tired, disgruntled, hating what I was doing, and wanting to do something other than teach . . . anything, in fact. Sadly, a considerable number of my colleagues whose work had always been motivated by their passion for teaching were counting the days until retirement. They too had grown angry and resentful. Some left the profession altogether to pursue new careers elsewhere. The whole picture seemed so strange, because our demeanor had changed so completely. It was too early, at least for me, to attribute the malaise to mid-life crisis. What had happened to me, to all of us?

One day in class, after one of my lessons had struck a particular chord with the students, and they and I had become truly engaged with each other for that 45 minute period, it struck me that I had not actually lost the passion for teaching, nor had the teaching/learning process ceased completely to be a source of joy. I knew what had happened. I had lost touch with my passion, with the desire that had motivated me initially to create wonderful lessons back in the classroom of my childhood home, the passion that had dominated my early years of teaching. I realized that I needed to pay more attention to my feelings and to nurture them more. I also realized that I was not the only one at fault here. No, I had not nurtured my own love of teaching, but neither had anyone else. The school district where I had given my energy, my talents as a teacher, my love for the profession had not once acknowledged the importance of my soul. They just assumed that I would keep producing and producing, and that I would even endure insults to my integrity, that I would accept their top down decisions that never took into account what I as the teacher knew about my students and their lives or about successful practices. They were making demands of me, they were beating me over the head with accountability, and they were filling my days with professional development schemes designed to raise student scores. Yet, they never once paid attention to the health of my inner self. It was a little like Bob Cratchet and Scrooge. My burnout, the term that I came to use to describe my state of mind, was directly related to the distance that grown between me and the belief system that had called me to teach in the first place.

Today, in my position as director of the Program in Teacher Preparation at Princeton University, I see bright young men and women take the brave step through the door of our Program office to tell us that they want to teach. Like so many students in our highly selective colleges and universities, they have endured enormous pressure to do something other than teach. For many of their parents and peers, earning certification to teach is nothing short of failure when the other career options have such allure, particularly at places like Princeton. Yet the students resist those pressures and, often at considerable personal sacrifice, they earn their certification. It's as if they are destined to teach.

Just like so many of us over the decades, many of those students are delighted, indeed relieved, to learn that there are others like them who always knew that they wanted to teach and who filled the seats of their childhood spaces with either stuffed animals or cooperative playmates. Like so many of us, they tell of the thrill that they've experienced when the person they've been tutoring actually gets it. They speak of the look in the eyes of that person and the rush that they feel from having had something to do with bringing the joy of learning to another human being. The will be splendid teachers. They will make a difference in the lives of their students, and their students will make a difference in their lives. They will be splendid teachers, not because they will always practice outstanding pedagogy, after all they are novices, but rather because of their passion for being teachers, their joy from working with young people.

What can I, a teacher educator, do that will have enduring value both for the students in my teacher preparation program

and for the generation of students in my students' professional lifetimes? This question dogs me constantly, particularly now in this era of hysteria over high-stakes tests and equally high teacher attrition during the first five years in the classroom. What can I do that will have enduring value so that these promising young teachers will hold on to the passion to teach and remain in education? Certainly, a methods course, no matter how good, will not stand that test of time, nor will a course in assessment, not even one that features backward design. A workshop on the development of materials for Monday morning won't hold up either. They are all transient; they come and go with time. They won't do anything to protect a teacher's soul.

As a teacher educator, if I want to offer preparation that will endure, I must begin to address the matters of the hearts and souls of the future teachers in my program. I must help them to understand the beliefs and the passions that are at the heart of their own personal calling to teach. I need to nurture those beliefs and that passion and to provide opportunities for my students to strengthen them so that they can keep them alive throughout their careers. This is what we need to do to prepare a generation of teachers who will remain dedicated to their calling. This is what our educational institutions must attend to if they wish to attract and maintain the quality of their faculties. All of us in education must finally face a fundamental reality. It's not really the methods, or the assessments, or the materials, or any of those other elements that have been the substance of teacher preparation and professional development that make for effective teaching and learning. It's the soul of the teacher, the passion for the human experience, the beliefs that we bring to the educational setting that cause learning to take place. That's what really matters!

That is why I was so thrilled that NYSAFLT, in its 2003 annual meeting, had decided to address the real meaning of being a teacher, not just a foreign language teacher, but a teacher, and to finally acknowledge that it's the teacher within that really matters. It is something that we have not talked about, that we don't seem to dare to talk about. However, we certainly need to begin to talk about it for the sake of our school communities and our students, and above all for the sake of our teachers.

### The Keynote Address

Each year, Princeton University presents its Distinguished Secondary Teaching Award to four teachers from schools across the State. It is a highly prestigious award that carries with it a significant cash gift to both the teacher and to the school, and affords recognition at commencement at the same level as the honorary doctorates. The Program in Teacher Preparation has the privilege of overseeing the selection of the award winners each year from a very large pool of nominees. Included in the dossier of each nominee are letters from two present and/or former students supporting the nomination of their teachers. (As you can well imagine, those letters contain amazing insights. I have been greatly informed by them, and there will be numerous references to them in this article.) This past year, one of the students wrote the following statement about her teacher:

"Her classroom became a small utopia where children were kings and queens, composers and poets, mad scientists and explorers, musicians, magicians, and companions of mice. She taught us to understand and to use the power of our own minds. *She taught us to be free.* When I left her class for the last time, I took a deep breath. As much as I wanted to return to the pages of yesterday, I was confident that the chapters of tomorrow would be filled with hope. If you were to ask me if I still believe that, the answer would be an enthusiastic YES, and I attribute all of it to my 8th grade teacher."

This powerful statement from an adult looking back to her 8th grade teacher speaks of a teacher's belief in the potential of her students, a commitment to preparing students to be the masters of their own lives, and of the impact that the belief and the commitment indeed have on students. It speaks of a special "something," a something that we know effective teachers have, a something that emanates from **within** the person who teaches and gets transmitted to students. For me, THAT is the real "stuff" of teaching. It is what effective teaching has been about forever. We all know it, but we do not talk about it seriously in the meeting rooms, the policy rooms, the hallways where it SHOULD be talked about, and I suggest to you that **we do that at our peril**. Therefore in the pages that follow, thanks to the wisdom of the planners of this year's Annual Meeting, I am going to explore with you this issue of "the teacher within."

From where I sit as a teacher educator, and surely from where you sit as classroom teachers and administrators at all levels as well, I am truly concerned about education and about schooling. Everyone has been saying for a very long time that they are concerned about what is happening in education, and they express grave concern for the future if we keep going the way we are. I am going to continue that song and dance, but this time I think I am right. I believe sincerely that there is a cause for deep concern. As I see it, we are currently threatening the souls of our schools and our teachers...and our students, in the name of *accountability*.

No one will argue with the need for accountability. Teachers always have accepted responsibility for being accountable, and we have always sought to improve the ways in which we can help to guarantee and to document student achievement. The pages of education history are crammed with stories of that. Granted, we have come up short on many occasions, but we have always put forth a whole hearted effort. However, the current push for accountability has taken a whole new character, and it is taking us into uncharted waters where I fear we will discover that the world is indeed flat and that we will fall off the edge. The obsession with accountability and accountability's cousins has reached a fever pitch that ultimately should inspire us to step back and think about where we are headed, to get out our sonar and see just how close the edge of the world really is.

Departments of education, schools, school administrators, teachers, parents, tax payers, journalists, and others are all utterly obsessed with high-stakes tests, student performance on them, and all of the accompanying repercussions. We all know stories, so I am not going to spend too much time here recounting what you already know all too well. However, I simply cannot resist citing a few.

There are schools where, when faced with an upcoming standardized test in mathematics, for example, teachers will be required to abandon all other instruction and teach only mathematics for weeks prior to that test. We hear a growing number of reports of schools that simply allow, if not actually encourage, students to drop out of school to keep the school's average test scores high. There are incidents of teachers actually falsifying records to avoid the repercussions of what might be perceived as unacceptable test scores. A real estate agent friend of mine tells me regularly about clients from New York City, whom she meets at train stations to show them houses in the suburbs, who come carrying printouts of the report cards from the area's schools containing scores in reading, SAT results, college admissions reports, etc. that they download from the internet. They all want to buy homes in the areas with the highest scores, and a difference of one percentage point can translate into thousands of dollars on the purchase price of a home. There has always been a correlation between real estate values and school quality, but it has reached an unprecedented intensity that places equally unprecedented pressure on schools and their teachers in this era of high-stakes tests and accountability.

Recently I attended a working session that was sponsored by a civic organization and run by several representatives of corporations that are seeking to identify areas in education where they can invest corporate money and thus play a helping role in education. Those representatives reminded us that the corporations were not going to spend any money on programs where teachers could not show proof of statistically significant student growth. They spoke almost derisively of educators' lack of accountability and irresponsibility in the carrying out of professional work, and they reminded us that our sloppiness in terms of achieving desirable measurable outcomes would never be tolerated in the business world.

We all know about the dramatic effects of *No Child Left Behind* (NCLB) on our schools. No one will contest the concept of leaving no child behind. TEACHERS DO NOT WONTONLY LEAVE CHILDREN BEHIND!!! Can we do a better job? Of course we can, but there are forces, social and socioeconomic, out there that contribute to the unfortunate reality that NCLB is attempting to address. What leaves me gasping, however, are the methods of measuring and enforcing accountability and their impact on teachers.

The need for reform in New York City has long been well known, and one might applaud a comprehensive reform program that digs deeply into the complex realities of urban schools, and in so doing, leads to improvements in student performance. Do incompetence and mismanagement exist? Of course! At the same time, however, inside of those schools, even the most troubled, there are dedicated teachers and administrators who believe in the students and who are doing extraordinary and important work. The way the current administration has run rough shod over those dedicated teachers and administrators is a travesty. People who have given their lives in dedicated service to the children of New York are exsented without a thank-you. They are not just dismissed or left having to scramble to find some kind of employment within the system; they are harangued and told that they are dinosaurs responsible for hurting children. It's utterly appalling.

I will point out that none of these developments has been lost on the young men and women who wish to become teachers!!! They see and feel the pressure from the moment they walk into a building to observe and do their student teaching. There is pressure from cooperating teachers who are, themselves, operating in fear of their students achieving at inferior levels on tests. Some of the student teachers, even after six weeks, wonder if they are going to be able to survive in this kind of environment. The talk in those legendary faculty lounges that all of us should avoid, especially young student teachers, has taken on unprecedented pessimism. Before the student teachers have even completed practice teaching, their idealism and their beliefs that brought them to teaching in the first place are giving way under the weight of the kinds of demands that the system is placing on them. A teacher of eight years said in the session on beliefs at the Northeast Conference on the Teaching of Foreign Languages in Washington in April 2003 that, after five years in his school district, his beliefs and his ideals had already been beaten out of him.

Yes indeed. We need to begin to talk about not just celebrating the teacher within, but about acknowledging the supreme importance of that teacher within in the education of children and about nurturing and protecting that person. As of yet, we have not done so, at least not adequately.

A logical place to do this might be staff development days, but what we see instead are more workshops, keynotes, seminars, curriculum writing opportunities all of which focus in one way or another on techniques, methods, strategies, procedures for materials development, interdisciplinary orientations to course content, and assessment techniques that will strengthen the teacher's ability to meet the challenges related to accountability. It is the same

situation in the professional journals. We never, or almost never, talk about the teacher's soul, the beliefs, the convictions, the human concerns, the desire to make a difference and affect the lives of young people that brought us to teaching in the first place. We deal with the teacher within as if it were a given, a permanent state of being that never needs to be honored or celebrated, much less protected and renewed.

Is this where we want to be? Is this where we should be going as a profession? Is this the direction in which we must go if we are to meet the challenges of today's education realities? Is this what we have to do so that no child will be left behind?

I have been thinking about this a lot lately, particularly as I have watched what Princeton University students have experienced as they seek to become teachers. It takes a fair amount of courage for them decide to enter a teacher preparation program. The admonishment that they are wasting their Princeton education on becoming a teacher comes at them from every quarter, particularly their parents and their peers. I know from my psychologist neighbor in Princeton that they occasionally seek counseling in order to deal with those pressures. And yet, in spite of those pressures, they still come. It's as if they cannot help themselves. They can't resist the call to teach.

As I wrote in the preface, when they all come together in seminar, they are actually surprised to learn that others in the group played school, complete with the class of stuffed animals and their compliant friends. They sheepishly talk about their deep human desire to make a difference, and then are both amazed and relieved to find that their fellow students in the teacher preparation program all feel similarly about teaching. They blush when they say that when they get into the classroom, they KNOW that it is where they were meant to be. They speak of the exhilaration they feel when they see a child actually learn because of something they did in class. They almost breathe a sigh of relief when they read what Jonathan Kozol (1995) wrote in his introduction to Bill Ayer's book *To Become a Teacher*:

Teaching is something that one does NOT because, when it's successful, one fulfills some arbitrary and external expectation, NOT because we hope to see our students pass another set of examinations, . . . NOT because the business leaders in our communities will be grateful for an adult population trained to meet the job demands, but because it is a joyful way to spend one's life and because, when we feel satisfaction or exhilaration, we will see it also in our students' eyes (p. x).

Does this sound familiar to you? Have you been there? If you are in teacher education, have you heard this and seen this before?

One Princeton student wrote the following statement in her application to the Program in Teacher Preparation. It describes her best friend when she had finally made the decision to join the program, and it was that friend's reaction that prompted her to submit her own application.

"Until I watched my friend as she was wrestling with the idea of becoming a teacher, I hadn't really thought about the feeling that accompanies the word "teacher." I realized that in some individuals, it just shines through, and I knew that the decision was right for my friend. I saw it on my friend's face when she would say that she wanted to become a teacher – her enthusiasm, her passion, her excitement, her energy. It's not an easy feeling to describe, but I could SEE it."

Graduate students I have taught who are preparing to make teaching their second career at the ages of 30, 40, even 50 would always say that they were doing what they had always wanted to do in the first place.

**THIS** is what we need to begin to consider. **THIS** is what we had better begin to pay attention to in education. We need to be ever mindful that there is a special something, some kind of inner drive, that brings teachers to teaching. It is not the money; it is not the prestige; it is not the power; it is not the opportunity for professional advancement. It is a call from within to devote at least a part of our lives to making a difference, to inspiring young people to understand and use the power of their own minds. It's all about the teacher within.

Parker Palmer, in his extraordinary book, *The Courage to Teach* (1998), says that teaching “emerges from our inwardness.” He says that if we are to ensure true teaching and learning, we must begin to ask the questions: “Who is the self that teaches? How does the quality of my selfhood form the way I relate to my students, my subject, my colleagues?” And by extension, then, we must also ask, “Who is the self that learns?”

Perhaps these are the most fundamental questions with which we should be working today. Perhaps we should be addressing the issue of selfhood, the role that it plays in teaching and how we can nurture it, instead of (or at least in addition to) all of the issues of accountability and related themes. We need to acknowledge a real truth about teaching, recognize where the spirit of teaching comes from, because when you get right down to the nitty gritty of the teachable moment, you really have only one resource at your command, only one: YOURSELF, your identity, your sense of self, your beliefs. In so many ways, that is all that really matters.

In that regard, it is always so interesting to observe classes and even more interesting to observe videos of classes where you can stop the tape, rewind, play them in slow motion and watch as the teacher works with a class or with an individual student. As the teacher approaches the learners, you can actually see the trappings of specific methodologies fall away, ultimately the controlled posturing that can be a part of some learned pedagogical application melts, and what you see is the real person of the teacher meeting face to face with the real person of the learner. And there, in the reality of that moment, in the experience of the mutual vulnerability of interaction, the real teaching takes place. It is in this magical moment when the self that teaches and the self that learns come together. We know that, at that particular moment, learning will take place, because there is *trust*, and we know that trust is born only when learners are secure in the knowledge that the teacher **believes** that they can and will learn, when they are confident that the teacher's belief in them is so strong that they will not be abandoned until learning has taken place.

Some have accused me of being way too naïve and simplistic in my characterization of that teachable moment. They tell me that it's not really as simple as that. They remind me that I cannot ignore the research and what we have learned about successful practices, multiple intelligences, or about learning and motivational styles, etc. They further remind me that educators still have to be seriously accountable if we are to be responsive to children and to the communities we serve. At times, I have been told that giving too much credence to the issues of beliefs, passion, callings, and teachers' souls borders on irresponsible.

I do not deny the importance of research, nor would I ever think of ignoring the advances that have been made in education. HOWEVER, in the hundreds of letters of support that I read each year from students and former students who write in support of their teacher's nomination for the Princeton University Distinguished Secondary Teaching Award, there is precious little mention of the teachers' instructional techniques, methods of assessment, or the quality of the textbooks and instructional materials. The students write instead about the power that the **self** that teaches has on the **self** that learns. They talk about the teacher's beliefs and the supreme trust that is born in the students when the teachers act on those beliefs. It is the stuff of the soul of

the human being, the feelings that motivated us to become teachers in the first place, that really matter.

There is a sentence about their teachers' qualities that appears over and over again, year after year. It appears so frequently that it has to be more than a cliché. The students write: “I knew from the moment I walked into her classroom...” Now what is **THAT** all about? What do they see? What do they feel? How do teachers show that specific inner quality when we teach? Perhaps it is what the student saw in her friend who had decided to become a teacher when she wrote: “It just shines through. I saw it on my friend's face, the enthusiasm, the passion, the excitement, the energy.” In yet another letter of support, the student writes:

“From the first day on, I enjoyed going to class. She (the teacher) has a presence about her that causes all students to want to be near her. Perhaps it is her knowledge, genuine personality, or her inner beauty, but I truly believe that it is her love for being a teacher.”

Whatever it is, the students see it even before we begin to employ our methods and strategies or use our materials. They know **from the moment they walk into the class**.

Once again, I am not advocating that we give up on methods and research. However, I will say that all of those methods, and all the research, and all the assessments, and all the effective practices, and all of the materials, yes, all of that pedagogy, are **HOLLOW** without those beliefs, without that special sense of commitment, without those convictions that we came to teaching with, and the students are the first to know how hollow they are.

My point to all of this is that when we talk about developing and maintaining quality education, when we talk about professional development and the preparation of our national corps of teachers, both veterans and newcomers, we rarely address this issue of teacher beliefs. We always address the issues of assessment, materials, teaching strategies and techniques, and methodologies. We talk about classroom management and discipline. We talk about “do-nows”. We talk about curriculum development. All of these topics are essential and worthy of attention, but we focus on them at the expense of something more fundamental – the beliefs that emanate from the self that teaches and stimulate the self that learns, the belief systems that are at the very foundation of teaching. Our identity and integrity and our beliefs are more fundamental to good teaching than technique and assessment, yet we rarely talk about how to connect our inwardness to the act of teaching and learning. Not only do we **NOT** talk about it; we ignore it. In our institutions we conduct ourselves as if our beliefs, since they are not particularly measurable, are not significant variables.

In May 2002, the Program in Teacher Preparation of Barnard College in New York City hosted a conference entitled “Teachers as Heroes.” The purpose of the conference was twofold. The organizers wanted to celebrate and honor the many teachers who bravely shepherded their students to safety amid the chaos and the destruction of September 11, or who provided safe havens, physically and psychologically, for thousands of students and helped them to cope with what appeared to many of them to be the unraveling of the world. So much attention had been paid to firefighters and policemen, but the role of teachers had been largely ignored. The conference was also designed to inform all of us in teacher education on how to prepare our candidates to meet extraordinary challenges.

At the conference's morning session, a teacher from one of the schools that was located within a short distance from ground zero told her story. Together, she and her students had witnessed, in horror, the entire event, from the fiery impact of the first plane to the collapse of the second tower. She said that, when the first tower collapsed, the impact shook her school building so violently that she thought the windows would be blown in and that the

entire façade would give way. At that moment, all electricity was cut off, and they were left in virtual darkness with no way of communicating to anyone on that hall or on the floors below. Fearing that the building's façade would indeed buckle if the second tower were to collapse, she asked all of the students to get down on the floor and to bury their faces in their arms hoping that this would minimize the injuries from flying glass and brick. After several minutes had passed, the teacher looked up to see if everyone was okay. When she looked around, she saw that none of the students in the class had their faces buried in their arms. Instead, she reported, that every eye in that room was on HER.

She said that, for the first time in her approximately fifteen years as a teacher, she was aware of the importance and the power of the TRUST that must exist between a teacher and her students. TRUST – because in those moments of sheer terror, that was ALL they had! TRUST. The trust that is born when every child can walk through the door of the classroom confident that the teacher knows him well enough and believes in him unwaveringly, the trust that the teacher will stay with him until he has learned, the trust that is born when he sees and feels whatever it is that students feel when they walk into the class for the first time and KNOW. It's the trust that is born when teachers get to exercise those beliefs, those convictions that called them to be teachers in the first place.

In closing, I will turn once again to those letters from our Distinguished Secondary Teaching Award and quote a young woman writing about her teacher 5 years after graduating from high school:

"Some people go through life without ever having a beacon in the storm. My teacher has been my guiding light throughout a number of terrifying and devastating storms. In short, she has done nothing less than save my life. In cannot imagine where I would be at this moment

without her. She is the foundation on which my strength and courage are built as well as my compass in the often dark and lonely path that has been my life. Her wisdom, strength, guidance and love turned an ordinary girl from a poor and deeply troubled community into a young woman determined to change the world. I reach for the stars today, because my teacher taught me to believe that some of those stars had been placed there especially for me."

That young woman is now, herself, a teacher!

My friends, that IS what brought us here to teaching in the first place, and it is what brings young people to our profession year after year. Let us please remember that good teaching lies, as Parker Palmer tells us, "in a willingness, a deep desire, to attend and care for what happens in our students, in ourselves, and in the space between us."

At this time in education, we have no greater challenge, no greater responsibility than to engender, to encourage, to nurture that desire, those beliefs, in all those who WILL teach, and to do everything in our power to keep those beliefs, the beliefs that brought us to this noble profession, alive and well in all of us.

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## CALL FOR PAPERS 2004

The NYSAFLT Journal is YOUR journal. It is published for and by NYSAFLT, an association that consists of its members and needs the participation of each and every one of you. Contributions from our members helped to make the current issue what it is – which, I hope, is inspiring. *Please keep in mind the themes for the remaining issues of Vol. 55. and plan on submitting something for one or both of them.*

1. "Culture in the LOTE Curriculum" Deadline for submission of papers: May 15, 2004. This is a topic of central importance that reflects the second of the New York State LOTE Standards. Most teachers undoubtedly have special activities and units on this topic to share with their colleagues. Now is the time to begin preparing an article about YOUR idea so you can share it with your colleagues.

2. "Interdisciplinary Teaching and Activities" Deadline for submission of papers: Sept. 15, 2004. Languages Other Than English are relevant to most areas of endeavor, but those outside the LOTE profession sometimes miss the importance of these Connections. Those of you who have developed interdisciplinary units, activities, and/or school-wide projects are encouraged to submit articles for this issue. We all need to benefit from your experience.

If you have never written for publication before, give it a try. If you submit the material at least a month early, I am willing to help you make the article journal ready if necessary. Our lower limit is two pages, typed, double-spaced. The upper limit is roughly twenty five pages typed, double-spaced including references, charts, etc. We cannot publish photographs in the journal, however, a reasonable number of them, if absolutely necessary to conveying the content of the article can be placed on the NYSAFLT website and referenced in print. Copyrighted material should be avoided unless you have the original source and are willing to request permission from the publisher to use it. Please note, this is usually a time-consuming process and unfortunately it applies to pieces of authentic material such as advertising that appears in copyrighted publications (newspapers, magazines, etc.).

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 [nysafltbuletin@netscape.net](mailto:nysafltbuletin@netscape.net).

This is YOUR journal. The editor hopes to hear from YOU.

# The Induction Bridge: Linking Theory to Practice

Linda Lippman  
Director of Human Resources  
Islip Public Schools

New teacher induction programs have become a significant issue in education reform. The transition from preparing to teach to actual teaching is an important process and a key component to teacher retention (Scherer, 1999). The first few years of teaching provide major changes where the new teacher must master a variety of pedagogical techniques including classroom management, student discipline and motivation, parent communication, the management and implementation of the curriculum, and skills of teaching to diverse learning styles (Weiss & Weiss, 1999). New teachers enter the classroom with a college education that includes supervised fieldwork. In-service training provides an additional experience for teachers to acquire the skills to meet the demands of the changing curricula and standards, but does not prepare them to meet the daily challenges of classroom teaching. New teachers may enter the profession with good teaching theory, but little practical skill (Wasley, 1999). Linking theory to practice provides the transition from learning to teach to teaching to learn. Recent literature emphasizes the need to provide professional development for new teachers that includes a combination of research, training, and practice that supports the understanding of complex subject matter and student learning styles. New teacher induction programs which foster problem solving techniques and critical thinking skills and model collegial and inquiry-based activities provide the link necessary to bridge educational theory to instructional practice.

The early years of teaching provide many challenges...difficult work assignments, unclear expectations, feelings of isolation, lack of skill, experience and content knowledge, reality shock, and more. New teacher induction programs afford teachers the opportunity to understand teaching, learning, and to experience the confidence that comes from collegial sharing and support (Hargreaves, 1994). For new teachers the induction process helps them become a part of the common culture and guides them through their professional development.

## Why the sense of urgency?

- The *National Commission on Teaching and America's Future* (1996) proposed that by the year 2006, all students would be provided with competent, caring, and qualified teachers...
- The *No Child Left Behind Act* (2002) projects the need for 2.4 million teachers within the next ten years...
- The rate of teacher attrition is reported between 35% and 50% within the first five years of teaching.

If the goal to educate America's children is core to educational reform and national mandates, then the goals and objectives of new teacher induction programs should be to provide the necessary transition to support effective professional development, that which will train and retain effective teachers.

## Induction Programs

Induction programs hold the promise of shaping effective teachers. Induction programs hold the promise of providing all students with competent, caring, and qualified teachers. Induction programs hold the promise of reducing the attrition rate.

The actions of a teacher during the first few days and weeks of school will determine enduring attitudes for an entire career. Early teaching experiences shape the type of teacher that one will become (Sergiovanni, 1984). The most critical time for teachers is

their initial entry into the profession and induction programs can provide the appropriate support to cushion the transition and provide the skills necessary for survival and growth. Defining induction represents the challenge.

What is induction? Induction is a structured multi-year program that is organized by a school or district that is ongoing and sustained. It provides a culture of consistency and promotes the development of professional communities. Induction is not mentoring, but may incorporate the one-to-one concept of mentoring as a component. Induction reduces the sense of isolationism that sometimes characterizes the first few years of teaching and provides a support system for new teachers (Wong & Wong, 1998).

## Islip School District's Program

The Islip School District is proud of its three-year induction program. Teachers new to the district participate in an orientation program, which occurs for three days prior to the beginning of school. Participation in monthly induction meetings is required of all probationary teachers. Induction is theme oriented and defined as ongoing professional development throughout the school year. Each year is defined by theme and by elementary and secondary levels.

**Year One** teachers have a three-day orientation, facilitated by the Director of Human Resources. It combines basic procedural information, introductions, a bus tour through the community, team building activities, *food*, first day advice, ice breakers, organizational strategies, meetings with Central Office Administrators, the Payroll Account Clerk, Building Principals, and the Union President. This group proceeds through their three-year tenure track program as a cohort, building relationships and support groups. They meet monthly with the Director of Human Resources and focus on *The Effective Teacher* video series by Harry Wong as jumpstart for conversation and discussion. Collegial circles are held informally in between formal monthly meetings. Additionally, workshops are given on Parent Teacher Conferencing Strategies, Open School Night suggestions, and more.

**Year two** teachers have a three-day orientation facilitated by the Director of Human Resources. The orientation is an introduction to Linda Albert's *Cooperative Discipline*, which becomes the focus of monthly meetings. This philosophy deals with classroom management techniques and interventions for encouraging appropriate behavior and understanding the discipline means 'to teach'. Team building activities are included as well to promote the sense of cohesion and belonging...and yes *food!*

**Year three** teachers have a three-day orientation facilitated by the Director of Human Resources and focuses on teachers as change agents. Spencer Johnson's, *Who Moved My Cheese?* is the springboard for the understanding of change profiles and the need to understand how the only constant in education is change. Year three teachers also meet monthly, but each meeting is shaped by a needs assessment of the staff and workshop presenters are invited to each meeting. Workshops include Cooperative Learning Strategies, Multiple Learning Styles, Stress Management, Time Management, Study Skill Techniques, Self-Esteem for Educators and more. And yes *food!*

A newsletter is distributed three times throughout the school year to new staff members. *TIPS* (Teacher Induction Program Stuff) is the newsletter which includes information about teaching



strategies, cooperative learning, district information, and highlights a new teacher each issue.

At the end of the year, after the Board of Education approves tenure for eligible teachers, a tenure celebration is held. The theme for the celebration is based on Whitney Houston's song, *I Believe the Children are the Future*. Each teacher is asked to complete an 'I Believe' statement and it with the teacher's picture is presented to the community in a multi-media presentation. As the new teachers 'graduate' into the land of the tenured, they receive a 'diploma' of the poster *The Noble Teacher! And yes there is food!*

Induction is growing and working in Islip. The goals of teacher retention and student learning have been realized. The results are evident as more teachers are staying and student achievement is up! Islip is proud of the its vision to have originated the program and proud of the response of the participants to the content. Induction is an investment in cultivating the talent of new staff members and affording them the opportunity to become the impact teachers that as Christa McAuliffe said, "will touch the future".

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## Editor's Note

The theme for this issue, "initiating new teachers" is a very important one if children are to continue to have "high quality teachers". You will notice that I said "continue to have" because there are and have been many dedicated, hard-working, and effective "high quality teachers" in the profession long before the mandates of No Child Left Behind came into existence. I would like to take this opportunity to thank those of you who responded to the call for papers. The response was heartwarming, not for the quantity, but for the number of reflections on personal experiences and dedication to helping students and new teachers that are expressed in many of them.

The first item in this volume, "Acknowledging, Nurturing, and Protecting the Teacher Within" is the keynote address that John Webb gave at the 2003 Annual Meeting with a preface added by the author. In terms of initiating new teachers to the profession and the novel idea of nurturing those who have been there for years, it is an inspiring meditation on the calling to become a teacher, the essence of being teacher, the trust that students place in teachers, and the ability that teachers can have to transform lives. Reading it provides a lift of spirit from the increased daily pressures that assail teachers, particularly in the present political climate, and helps one to reflect on acknowledging, nurturing and protecting one's own "teacher within".

The next two articles provide two perspectives on a new teacher induction program that helps to nurture and protect the "teacher within". When Mike Mitchell, a second-year Spanish teacher, sent me his reflections on his experiences as a novice teacher and described the role of the induction program in contributing to his success in his first year in the classroom, I asked his supervisor, Dr. Linda Lippman if she would also submit an article on the new teacher induction program as she sees it. Thanks to both of these individuals, we have two perspectives on one possible first-year solution to the high attrition rate of new teachers within their first five years. In Dr. Lippman's article, the plan for supporting and valuing new teachers that is in place in Islip Schools is carefully described. Complimentarily, Mike describes his feelings as a first year teacher, and the value of this program to his formation. If your district does not have such a program, perhaps you can give a real boost to novice teachers by passing these two articles to the appropriate people and by encouraging the establishment of a similar program to support new teachers and to celebrate their success.

The next item is another speech. Yes, I asked myself if two addresses were too many in one issue, and the answer was a resounding "NO!". This address which Abbe Guillet delivered at a conference for future teachers in Cortland also tells us a lot about the "teacher within". Like John, Abbe speaks of her calling to teach that was present from childhood, and the love for her work that she continues to have after twenty-five years in the classroom. The self-assessment guidelines that she gives for becoming a teacher reflect in many ways themes that also occurred in John's address – having an impact on society and earning students' trust. If you have students who are contemplating teaching as a profession, this should be required reading for them. Both speakers clearly convey the message that teaching is not a profession that you enter because you "can't think of anything else for which your undergraduate degree qualifies you", but rather one that you enter because you have a strong calling to it and are indeed want to make a difference.

The fifth item in this issue by Jenny M. Castillo provides a rationale and outlines a set of procedures for initiating teachers in preparation to the use of technology. Those of our readers who teach methods courses, and those who are "getting their feet wet" in the use of technology in their own classrooms will find the suggestions in this article helpful.

The final two items should be helpful to all teachers placed in the position of having to defend the existence of foreign languages in their schools, districts and grade levels. The first, reprinted from NCLRC Language Resource newsletter, affirms that foreign languages ARE one of the core subjects listed but not elaborated on in No Child Left Behind. If NCLB is being used to reduce and eliminate foreign language programs, it is being misinterpreted. If you want to advocate for foreign languages but need additional support, Louise Terry and Judy Martialay Co-Chairs of the NYSAFLT Public Advocacy Committee, provide you with updated post 9/11 arguments. These are both very important articles for teachers of LOTE to read.

# A Product of New Teacher Induction

Mike Mitchell

Spanish Teacher

Islip Middle School , Islip, New York

Prior to securing my first full-time teaching job, I was apprehensive about the task confronting me. My fellow classmates who had already been teaching were burdened by a LOTE department without a curriculum in place and a district lacking guidance and mentoring. As a result, they felt that the innovative theories and practices we had internalized were, for all intents and purposes, useless. Furthermore, little of what we had learned was heard of, let alone utilized in their schools.

In the winter of 2002, I was fortunate enough to be added to the more than 30 teachers hired at Islip Public Schools on Long Island, New York. During the very first interview with Dr. Linda Lippman, director of Human Resources at Islip Public Schools, my initial fears were quelled. I questioned Dr. Lippman about the kind of environment and culture Islip offered, as these issues were paramount in determining whether or not I would accept the position. To my surprise I found our meeting to be more like a conversation and less like the interview for which I had prepared. Dr. Lippman assured me that Islip would be a safe place to grow and that my learning had just begun. I was not sure what Dr. Lippman meant by that, but within my first month of working at Islip Middle School, what she said began to crystallize.

Dr. Lippman, and previously Alan Van Cott, Islip's Superintendent, began a new teacher induction program in the late 1990's. This three-year program is now a requirement of all untenured teachers in the district. New teacher inductees meet monthly with Dr. Lippman or a guest lecturer for 90 minutes after school. They are broken up into 6 groups based on experience (1st, 2nd and 3rd year) then again by grade level (K-5 and 6-12). In these groups the teachers are able to network with each other, observe model lessons, gain hands-on experience with crafts and many lesson materials, as well as apply many current educational theories to their own classrooms. In their first year, teachers are exposed to ways to overcome new teacher jitters by relying on Harry and Rosemary Wong and the teachings in their Effective Teacher video program (1996) and their book, *The First Days of School* (2001). In their second year, teachers examine ways to manage the classroom through cooperative discipline via the expertise of Linda Albert. Finally, in their third year, Islip's New Teacher Induction "seniors" explore how change is the only constant in education through Spencer Johnson's foundations on Character Education in his book, *Who Moved My Cheese?* (1998). All groups are also exposed to guest lectures from local teachers and administrators as well as nationally acclaimed authors.

Dr. Lippman's model filters down into the individual schools, departments and teams. Currently, about 75% off the Islip faculty is a product of its New Teacher Induction Program. Teachers are relying on each other more than ever, sharing and "stealing" ideas from each other. As one walks the halls of any of Islip's schools, one will see common procedures posted in classrooms and teachers working together in the library, faculty room or even on the run in the hallways.

Having been through three days of induction prior to the beginning of the school year, my first days of school seemed to go very smoothly. I thought and planned ahead to have everything in place for my first days, including seating charts, procedures and handouts. My students finished the first week with a clear understanding of what is expected of them and I was able to finish the week rather jitter-free.

In my second year, as the induction program focuses more on cooperative discipline, my class runs like a well-oiled machine. The combination of clear procedure and a method of discipline and follow up that does not interfere with classroom management

will gradually allow a class to run with minimal behavior problems.

Currently in Islip, 6 out of 12 LOTE teachers are untenured and are enrolled in all three levels of the new teacher induction program. Next year, there will be at least 2 more inductees. An orientation and training program is needed more then ever in LOTE. Dr. Lippman's model has created a culture that naturally allows the graduates of new teacher induction to guide the new inductees. In addition to the adoption of successful curricula for Italian and Spanish in levels 1 through 3 and a more stringent advanced placement preparation program, the teachers in both the middle and high schools have created and shared their own lessons that reach across all content areas as well as reach all types of learners. The LOTE coordinator, Pauline Slowey, is very involved in checking and offering feedback on lesson plans, which are handed in a week in advance. Untenured teachers who teach the same levels are teamed up during common preparation periods to share ideas and coach each other. Mrs. Slowey claims that she can walk through our schools and see the same lessons being taught with each teacher's individual flair.

This top-down modeling approach has proven successful in many ways. It takes the pressure off of the most senior teachers in the department as well as coordinators and chair people who are usually most burdened when a new teacher is hired. It naturally allows for a more collegial atmosphere. One will find more consistency across each classroom, each team, each department and each building.

The new teacher induction program is not only beneficial to the individual teachers, but also to district administration, the community and the students. Since the induction program has been in place in Islip, the district went from losing nearly half of its newly hired staff to losing less than 5%. In ten years, the Regents Diploma rate jumped from 40% to over 70% and from 80 students in advanced placement with 50% achieving level 3 or higher to 120 students enrolled in advanced placement with 73% achieving level 3 or higher.

Being a product of The New Teacher Induction Program, I know I am a stronger teacher; I know I can reach more of my students; I know I can manage my classroom; I know I can work as a part of a team; I know I can be a part of our community; I know I can touch the life of each of my students and allow them to succeed as students and be good citizens.

A school district that does not invest in their teacher's professional development is not allowing itself to grow and not allowing its faculty and students to succeed. Dr. Lippman put it best when she said, "You are making a 30-year investment in a teacher. You want to be able to craft and shape the teacher and raise expectations. So by putting the money up front with a sustained approach, your end product is a master teacher."

*A special thanks to Dr. Linda Lippman, Pauline Slowey and the LOTE teachers in Islip for helping me to write this article.*

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# Teachers in Training: A Conference for Future Foreign Language Teachers State University of New York College at Cortland

## KEYNOTE ADDRESS

December 02, 2000

Abbe Guillet  
French Teacher

C. W. Baker High School, Baldwinsville, New York

I am privileged to be here this morning to address a group of future colleagues. I would also like to thank my own students who gave up a *grasse matinée* to be here; I am truly grateful. When Dr. Levine invited me to speak to you, I nervously agreed. To stand before you and convince you that you are choosing the profession that is right for you seemed a daunting task. I reflected upon the twenty-five years since I entered this profession and realized that it simply is not my place to tell you all that you should be foreign language teachers. I can only speak to you of the joy that I have experienced in the classroom.

I am a teacher. I have never wanted to be anything else. On snow days when I was little, I played school with my brother—whether he wanted to or not! I loved school and reading—and my teachers. I respected their knowledge of their subject; and there were a few who faced tragedy in their lives with a dignity that I, to this day, hold as a standard for my own behavior. I also had some teachers whom I did not like: some because they either did not know their subject well enough, some because they could not convey their knowledge, some because they didn't seem happy to be with us, and some because they treated us like kids. I remember thinking that we deserved more, that even though we were young we deserved better; and it was what I wanted to become. All my teachers have helped me to become the teacher I wanted and did not want to be.

I had to laugh as Dr. Levine asked me if I would be doing a Power-Point presentation this morning. Obviously, she has never seen me work the VCR in my classroom! Several years ago, my juniors were presenting skits based on the interplanetary voyage in *The Little Prince*. Each group consisted of a narrator, the little prince, and the sole inhabitant of an asteroid. The inhabitant's condition had to conform to the ones that the little prince had encountered in the novel. On this one particular planet, a teacher without students was thrilled to have the little prince join her empty classroom. The skit was excellent; the visual aids were entertaining, and the students were well-prepared. At one point, the "teacher" began an exercise using music on a cassette tape. Unfortunately, she pushed the eject button instead of the play button, and the tape jumped out of the player. I remember thinking that it was a shame as the skit had been flawless. She tried again, this time fast-forwarding the tape and getting very frustrated. Out popped the tape again. It was at this point that I realized that the skit was still flawless and that she was simply imitating me... It was cruel!

So no, there will not be any Power-Point presentation today; I am not Dr. Ponterio. I just cook in class! Still, I cannot help but be excited by all the advances in technology that I have seen in the classroom since I did my student teaching. I remember the day when I took my razor blade out of my pencil case because the ditto machine was replaced by the photocopier; I remember when cassette tapes replaced my reel-to-reel player; I remember my first CD player; I remember when my first TV-VCR was rolled into my classroom; I remember my first little McIntosh SE with a 20 MB hard drive. All of these advances have helped make me a better, more effective teacher, and I look forward to what the next few years will bring – even if I still do not know what a gigabyte is, or where the play button is on ANY of my machines!

Several years ago, I was working with students every evening before the French Contest when one of my colleagues told me

*to get a life*. I was very hurt; somehow I felt that I was doing something wrong – that I needed to be better organized so that I could accomplish all that I wanted to in an allotted time frame. Sometime later, I was working late in my classroom, when a guidance counselor who had an evening presentation stood in my doorway and told me that I really needed *to get a life*. That made two, and I drove home wondering when I would ever get this job right. Then last year, I needed to get permission to enter school on a Saturday to paint a set for our Cultural Fair play, when an administrator jokingly told me *to get a life*. That made three, and I was devastated. Why were all these people telling me *to get a life* – and whose life? The truth is I have EXACTLY the life that I have always wanted: a husband, son and daughter whom I love and a job to which I am happy to go every day.

I believe in education. Several years ago, I was fortunate to have won a grant to study francophone literature in West Africa. I spent two summers in Senegal where the illiteracy rate is over 85%. I saw what our life would be without public education. In the Martinique film: *La rue Cases-Nègres*, the respected teacher wrote on the chalkboard: *L'instruction est la deuxième porte de la liberté*. (Education is the second doorway of freedom). Lord Brougham said that "*Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.*" Even forty years after its independence, Senegal is an impoverished country with little hope for improvement in the near future.

- Unless you feel that teachers have a major impact on our society, you should not be one.
- Unless you understand the responsibility that teachers have to students, you should not become one.
- Unless you believe that what you have to teach your students is essential knowledge for them to know, you should not teach it.
- Unless you are willing to model the behavior that you expect of your students, you should not be a teacher.
- And unless, you can cherish the trust that your adolescent students will have in you, you should not be a teacher.

Parker Palmer, in his book *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, writes that to chart the landscape fully, three important paths must be taken—intellectual, emotional, and spiritual—and none can be ignored. "*Reduce teaching to intellect, and it becomes a cold abstraction; reduce it to emotions, and it becomes narcissistic; reduce it to the spiritual, and it loses its anchor in the world. Intellect, emotion, and spirit depend on one another for wholeness. They are interwoven in the human self and in education at its best.*"

These three interwoven paths are the challenges I face year after year and that I place before you. Never forget that as a foreign language teacher, you are forever a foreign language learner. I find foreign language teachers so unique; they more than teachers in any other discipline, tend to make their vocation their avocation. Recently, I was doing an excellent exercise with my juniors on present participles. The activity started with the formation of a sentence such as *Robert stays in shape by running*. It next went to a personal statement: *I stay in shape by...* As we did the exercise together, I

modeled the personal statements. Question number four said that Christine improved her French by dating French guys; I said that I improved my French by reading *Les Misérables*. (I think my students like Christine's plan more!) After hearing everyone's answer, we began Question Five: *Thomas relaxes by doing yoga*. My answer: I relax by reading *Les Misérables*.

You are all so fortunate to have chosen to study an inexhaustible subject, which remains exciting year after year. One of my students joked that I could do anything in French class that I wanted, as long as it was in French. How nice it is that we can bring literature, grammar, music, cooking, film, current events, drama, public speaking, art, geography, history, and holiday celebrations into our classrooms and still be "on task"!

The challenges that we as LOTE teachers face frustrate us and make us finer teachers. The state proclaims us an elective; we view ourselves as a core subject. We create challenging programs but know that our jobs depend on the number of students who choose to continue. During our vacations, we travel with our students to immerse them in culture but cannot convince the Board of Education that our advanced classes deserve honors status. I am amazed by the workshops that I attend at the FLACNY and NYSAFLT conferences, by the number of amazing and inspiring foreign language teachers that surround us. We model our lessons based active participation and dynamic presentation. When reforms are made in other disciplines, we sit back and watch the implementation of standards that we have been using for years.

Teaching is a unique profession. Each September is a new beginning, each year is another journey, and with each June, there is a sense of closure. Each June, I sadly see the adventure end, and each September, I am filled with the excitement of starting over. It is a new beginning for my students, now several inches taller, who deserve to have the slates wiped clean and an opportunity for me to "try and get it right." Of course, each year brings its own successes and failures, and I have just recently come to the sad conclusion that I will run out of time before I run out of ideas, run out of time before my dittos will all be error-free!

In French Four, we study Art. It is my favorite unit, and not surprisingly, the one that my students say impacts them the most. Deep within me must be a frustrated artist, longing to be able to express all my deepest feelings in a way that moves people: in music, in song, in dance, in painting. I am in awe of these people. As we begin our unit, we read a definition of art by Gertrude Stein: *"If something awakens us, moves us, transforms us, makes us feel and think in a new way, makes itself a part of us, that is a measure of greatness. Great art is what challenges us to see ourselves and each other more clearly. Great art makes us understand our relationship to the world we are in. Sometimes to change how we think we must look from a new perspective. Great art stimulates us to become part of a new conversation, with others and within ourselves, about who, why, where, and when we are..."* In the end, this is exactly my goal for the classroom: That through the experience of my course, through the lessons and the homework, through the things that go right and the things that go wrong, through my strengths and my flaws, my students are transformed; that they see themselves and others more clearly, that they can see the world from a different perspective, and that they see their relationship to the world we are in. I love being in front of my class, orchestrating the activities, choreographing the day's learning. I love making a fool of myself if it helps my students remember something, I love sharing the subject that I have loved for so long, I love the excitement of something new as much as the comfort of the tried and true. And I most love what my students will see that I have overlooked. For in the end, we learn far more from our students than we teach.

So what is our role as teachers in this? Emerson wrote, "Our chief want in life is somebody who will make us do what we can."

Dan Rather talked about the influence of teachers in life by saying: "The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick." I believe that a child's true self-esteem comes from accomplishment. I recently ran into a former French Three student whom I hadn't seen all year. After asking how she was, I commented on how well she had done on the Regents' Exam. She replied: "Yeah, I was so proud of myself." This should be our goal: to make the child understand that the ultimate responsibility and accomplishment are his alone, to make him believe in himself and his potential, and to respect him enough to expect NOTHING LESS. I am always saying to my students: *J'aime l'Histoire, pas les histoires* (I like History, not excuses – it works so much better in French!); it is my way of being that sharp stick poking them to do all that they can – to whatever level of achievement that may be.

This brings up the question of excellence in the classroom. I read somewhere that: *"every job is a self-portrait of the person who did it; autograph your work with excellence."* It is a feeling that I take with me; an approach to every single class I teach. I teach with a sense of urgency, that a minute lost is lost forever – a snow day, an assembly, a sick day. One of my students, who is a sophomore French major here at Cortland and who is here today, Christine LeGault, even waited until the end of my class to go to the nurse because she wasn't feeling well. From there, she went to the hospital to have an emergency appendectomy! I cannot imagine demanding excellence from my students if I do not expect the same from myself. My students feel that we are in this together and that we have a shared responsibility in the education process. I would like my students to leave my classroom with Vince Lombardi's belief that *"The quality of a person's life is in direct proportion to his commitment to excellence, regardless of his chosen field of endeavor."* It works for me, but the price is time. A solid curriculum is not something that one can "wing"; I recall years of finagling so that my husband could do the carpooling; I recall a lot of very simple dinners; weekends in front of the computer; and essays corrected very late at night. It works for me; but there has been a price, and it would have been impossible without a very supportive family and a very supportive supervisor.

In an age where the teacher is blamed for all failures, where we have to be careful of everything we say for fear of a parent's angry phone call, it is essential to surround yourself with teachers as positive and committed as yourself. Allow yourself to be mentored as you are mentoring, steal their great ideas as you share your own, run to them for solace as you reassure them that maintaining your integrity can sometimes be messy, uncomfortable, and disquieting. The truth is that we all have had some unpleasant days, days that I run home crying that I don't want to be a teacher anymore. My husband just keeps saying: "You'll see, tomorrow will be a good day."

A sense of vision is so important, and I was lucky enough to have a supervisor and mentor, Mr. Porter Schermerhorn, who imparted his to me. He made me constantly review my goals; and he gave me a belief that no child wants to fail and that all children can learn. I recently was reading a 1929 text entitled: *The Cleveland Plan for the teaching of Modern Languages*, written to accompany a 1916 manual for all Cleveland city schools. It was intriguing. It wanted the student to learn more than a lot of conjugations and irregular verbs – quite innovative for the time. It stated, *"Possessing the means of conveying fully, adequately, clearly, convincingly his whole thought to others is the greatest asset resulting from the study of foreign language. Culture has been defined as "that which remains after everything else is forgotten."* I was hooked UNTIL I read its recommendation to administrators: *"The progressive school administrator will not fail to make use of the intelligence tests in order to determine in advance which stu-*

dents can profitably enter more difficult academic subjects, such as foreign languages. It means 30 to 40 percent of the student population should promptly be discouraged from entering these classes. The moral effect on the student who contracts the unfortunate habit of failing is equal only to the profound discouragement that takes hold of the French teacher who is wrestling every day with the impossible, the thankless task of dealing with minds wholly unsuited to the complexity of the work." This is GARBAGE. We must enter this new century with the profound belief that, given the needed supports and necessary time, all children can successfully be taught to communicate in a language other than their own.

There are some other myths that need to be disposed of as well.

- The notion that after a few years, your lessons will be ready and you'll have nothing to do! Each year brings new challenges.
- Likewise, the notion that you have to constantly be reinventing the wheel in order to be exciting.

I recall my piano teacher telling me that only once I had memorized the piece could I truly begin to learn it; that only once that I had mastered the fingering could I begin to make the technique invisible. Throw out the lessons that you don't like and constantly refine those that you love. As I was explaining a new activity in the art unit to one of my AP students, he said that he would like to go back to French Four because it just keeps on getting better. You want your students to know that just as they grow and change every year, so do you.

- Get rid of the notion that you have to know it all and that everything must always go well.

My students would be surprised to learn that I knew very little about art until I had to teach it, and that I hadn't studied *Le Petit Prince* at all. In addition, it's very easy to be good when everything goes as planned; the challenge is keeping your wits when the VCR doesn't work (it's not always my fault!), the transparency for an exercise has vanished, or you decide in mid-exercise that this lesson is just not working.

- Understand that your students want nothing more than to have you hold them in high esteem, and that the more they respect you, the more anxiety they may feel.

As I sat in that classroom in Dakar, surrounded by colleagues from throughout the country, listening to an amazing African Literature professor teach, I was petrified to open my mouth and sound like an idiot. This is what our students feel, knowing constantly that they are being judged. Respect them for the talents that they show you in the classroom and find out about their talents outside your classroom; you're sure to be amazed by how gifted they are in so many different areas, and you are their leader.

Saint-Exupéry wrote:

*"A leader is one who governs without doubt. The manager also governs, he arbitrates and administers, but the manager is not a leader... A leader is one who needs us, needs us ardently. He is one who cannot forgo our participation, who solicits not only our effort in the task at hand but our constant invention, that which transforms us into creators. Because he needs our creations... The leader is one who shows us enough respect to need us. But almost anyone can give orders, can impose himself upon us from the height of a throne. But in what way do these posturings of a corporal have anything to do with authority? Authority entails creation.*

Allow yourself to fall in love with your students. It is not difficult, they are all so unique and quite irresistible, and they want so much for you to be proud of them. Hold fast to your expectations,

but understand when things just don't work out. As I said, it's so easy to be good when everything goes as planned; the challenge is when it doesn't. Forgive them.

If you do, you'll find that they will forgive you. I tremble with shame as I recount the story of Amy Norpell and the French Contest. In French, to speak openly is "*parler à cœur ouvert*," to speak with an open heart. Sometimes it isn't really; sometimes it's really to speak without a heart. Amy entered my classroom to tell me that she wasn't at the Level Five exam because she had fainted at the Blood Drive earlier that day. I coldly replied that perhaps she had more important things to do that day than give blood. I knew that she was upset that she had disappointed me, but I was furious that after three months of preparation, she wasn't taking this National Exam seriously. The bell rang, and my daughter – a student of mine at the time – entered my room. I broke down crying that I had been so mean to Amy. She laughed and said that I shouldn't worry because everyone knew that I was nuts the day of the exam! I tried calling, but no one was home, so I sent off an email apology. Several weeks later, her mother and I were chatting about the tee shirts we were designing for the spring trip to France. I suddenly thought of Amy and offered my apologies to her mother. She replied: *Are you kidding?* She printed out that note and saved it. *To have such a significant adult in her life confess that she was wrong and ask for her forgiveness is something that she will never forget.*

I wish I were better, I keep on trying. In AP, we read a work by the provençal writer, Marcel Pagnol. In his touching autobiography, he wrote about his father: *J'avais surpris mon cher surhomme en flagrant délit d'humanité: je sentis que je l'en aimais davantage.* I had caught my father in the act of being a mere mortal: I felt that I loved him all the more for it. So, let your students know that you are a mere mortal, allow them to share in your foibles, ask to be forgiven; they will love you all the more for it.

I will never have a big salary, but I do have what I call my "treasure chest." It is a box filled with cards and letters from present and past students. Some are from brilliant students whose excellence in French had very little to do with the exercises that I devised, some are from students like Stephanie Johnson, who is a Cortland senior this year and who wasn't recommended to continue on after Level Two. She said: *Merci pour tout. I'll never forget you. I know I wasn't the best French student, but I enjoyed class even when I had no idea about what was going on... I am so happy that I was able to be AP.* I have gifts of the heart, gifts of my life as a schoolteacher, throughout my house: photos, pottery, embroidered pillows, music boxes, a custom-built computer, and other tokens of my students' affection. Perhaps the most telling gift is this one: a yarn doll of the little prince made, according to my students, with all the **liens que nous avons créés**, with all the strings that bind us together. In the end, it is not a bad life to get; connecting with others, creating bonds that last far beyond graduation; giving a little bit of yourself to each one of them at the same time that your own life is enriched by having taught them.

Jacquelyn Mitchard, a columnist for the *Milwaukee Journal Sentinel* wrote an editorial that appeared in the *Herald Journal* in October 1996 about her teachers:

We grow up, and the ripple effect grows faint as it spreads to the edges of the pond. Memory convinces us that we won or lost mainly because of own determination. But dig back into the lives of remarkable people, from Charlotte Bronte to Jesse Jackson, from Helen Keller to cartoonist Lynda Barry, and you'll find a constant that never fails. One teacher. One good teacher— at least one—was the bright pebble in the pond that started the ripples spreading. One teacher. One good teacher.

I wish you years of learning and growing, an overflowing treasure chest, and so much joy as you enter this field.

May you all be that one good teacher.

# Intricacies and Challenges in Training Novice Foreign Language Teachers to Use the Internet

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With increasing developments in digital communications technologies, ranging from fiber-optic cabling, the Internet and related networked information services, dynamic and delayed forms of interpersonal computer communication, to virtual reality technologies and interactive television, today's foreign language educators are more than ever faced with the reality of learning how to design and implement lessons using such tools. In addition, the digitalization of the foreign-language classroom has implications for curriculum preparation, materials design, and instructional delivery of potentially far-reaching consequences. In an age where computers and technology have become an indispensable and inseparable tool in the foreign language classroom, 21st century prospective teachers and instructors in second language acquisition classes will need training in how to use future technologies as they become more proficient and competent in their teaching techniques and approaches. This new technological climate has given rise to a redefinition and expansion of the term "new teacher development". This paper examines, explores, and focuses on the impact of the Internet in the preparation of new teachers as they enter their foreign language classrooms. After all, the digitalization of the foreign-language classroom is expanding its horizons and improving communication in this era of globalization as well as redefining and facilitating L2 instruction and objectives in a far more efficient and effective manner that has been possible up to now with more conventional technologies.

## Challenges Facing Novice FL Teachers

It is a fact that today's new teachers need to have a diverse background and be able to handle an extensive range of competencies hitherto unprecedented in the educational arena (LeLoup & Ponterio, 2003; Curtain & Pesola, 1994; Peyton, 1998; Shrum & Gilsan, 1999). As LeLoup and Ponterio (2003:27) well point out, the different competencies expected from the new FL teacher as he or she enters today's foreign language classrooms are:

- management and organizational skills;
- motivational skills;
- sensitivity and abilities to deal with students of diverse backgrounds;
- content knowledge of language and culture;
- a considerable grasp of pedagogical knowledge and competence in implementing current teaching methodologies and instructional paradigms;
- preparation for addressing the various needs of students with disabilities;
- a firm grounding in second language acquisition (SLA) research and theory—with an ability to translate same to the practicalities of the classroom and FL instruction and learning;
- technological know-how.

Those who are skeptical or who have reservations with respect to the role of technology in the FL class or who may feel that novice teachers already are required to possess a demanding set of competencies should see technology as a positive and friendly tool that will ease the development and preparation of future teaching practitioners. Although new FL teachers are faced with the challenge of acquiring the above competencies, the usage of educational technology tools, especially the Internet, serves as a vehicle for enhancing and improving their teaching

and effectiveness as future language educators. For prospective teachers to evolve, mature, improve, and expand their teaching abilities and skills, they must become technologically literate and savvy before they become full-fledged certified or licensed colleagues. In addition, the use of technology "improves the flow or quality of the message between foreign/ second language teachers, learners, and users" (Shrum & Glisan, 2000: 319). The challenge for instructors of teacher preparation programs, then, is to start preservice or novice FL teachers on the technological road or path as teacher candidates prepare and develop their teaching strategies and techniques. In addition, instructors or mentors of the FL methods courses, student teaching, and practicum should instill in their preservice and inservice teachers the desire to integrate and include technology during their professional development.

As will be discussed in the next section, one major reason for applying or integrating the Internet in a FL class is that it connects the Standards for Foreign Language Learning and supports standards-oriented instruction. This concept should be emphasized and applied in FL teacher preparation programs.

## The Internet and the Five C's of Foreign Language Study

The Internet enhances language learning in numerous ways. It can be used effectively to:

- provide up-to-date, input-rich activities such as integrated videos, realia, and virtual tours of museums and other cultural places of interest of the target language and culture to be studied;
- enhance student motivation (Borrás & Lafayette, 1994; Postelwate & Masters-Wicks, Lewental, 1996);
- provide current, vibrant, lively, authentic language, conversation and materials such as music, songs, movies, news, clip-art, lyrics, quizzes, and activity preparation;
- facilitate the acquisition of rich and diverse vocabulary (Grace, 1998; Davis & Lyman-Hager, 1997);
- improve communicative skills in the target language such as reading, writing, listening, and speaking;
- enhance students' critical-thinking skills;
- facilitate and support cultural and literary knowledge;
- promote active learning and better language production (Pennington, 1996; Beauvois, 1997);
- provide for the integration of the five C's into a lesson;
- hold students' attention;
- introduce native and colloquial language;
- provide a mnemonic device for language learning;
- facilitate the transfer from teacher-centered to learner-centered environments;
- enhance the authenticity of the learning process;
- make language learning more available.

The Internet helps the FL teacher integrate and incorporate all five major goal areas of the Standards for Foreign Language Learning (Communication, Cultures, Connections, Comparisons, and Communities). Teacher candidates need to be taught how to use their knowledge of the five C's and the weave of other curricular factors to help them select suitable technological activities, Web sites, and techniques. In the following paragraphs, examples of the connection between the Internet and the Standards will be presented. However, before teacher candidates can begin to nav-

igate the Web to search for appropriate online materials to be applied to their FL lessons, there are some elements and factors that must be considered. First, future-teaching practitioners must acquire in their FL methods courses a solid understanding of what good pedagogy is. On the other hand, successful implementation of technology in the foreign language classroom implies not only an understanding of good pedagogy, but also a clear understanding of the relationship among teaching, learning, and technology (Egbert and Hanson-Smith, 1999). These concepts must be instilled in teacher candidates.

### **Training Novice Foreign Language Teachers to Use the Internet**

This part of this essay focuses on the process of designing and teaching an educational technology course geared to future FL teachers using Internet resources to enhance their foreign language teaching. As university supervisors or directors of FL teacher preparation programs, one of the primary goals in preparing teacher candidates to use the Internet is to instruct them in how to surf the Web and to indicate what particular characteristics and techniques to look for as they begin their technological endeavor. It is a good idea to assess their technological background or their previous knowledge of computers by distributing a friendly and brief questionnaire during the first class meeting. Some of the questions that may appear on the questionnaire would be: 1) Have you ever used a computer?; 2) Do you have access to a computer?; 3) What functions or activities can you perform on a computer?; 4) How many hours a week do you spend on the World Wide Web?; 5) Are you familiar with the search engines *Yahoo*, *Alta Vista*, *Google*?; 6) Do you feel comfortable navigating the Web?; 7) What criteria do you consider to be crucial or important in evaluating a Web site?; 8) What are some of your concerns as you begin your technology training? These questions and others will help the supervisor get an idea about his or her students' needs, expectations, and concerns. The discussions of these questions among students and between students and instructor will help alleviate students' concerns. A variation of these questions and others should be used throughout the semester to make the course more student-centered. In this manner, teacher candidates become active participants and designers of the course as they begin to feel comfortable with the material.

A way to augment students' interest in the course and to eliminate skepticism and fear about the use of technology is to create a cooperative and collaborative learning environment. Future teachers should become co-creators and on-going evaluators of the course content and online materials used. The close participation between student and instructor creates a highly effective professional development and exemplary constructivist practice. To make the educational technology course more appealing, instructors should informally survey teacher candidates' interests, needs, and concerns. In this manner, by personalizing instruction, the possible barrier of fear and hesitation may be eliminated. As supervisors and mentors of future foreign language teachers, we have the obligation of being facilitators. Noblitt indicates that "the instructor's goal in the new learning environment will thus be to provide expert guidance, facilitation, and mentoring" (Noblitt, 1995: 289). The personalization of the instruction of the educational technology course demands a high level of proficiency and an even higher level of flexibility on the part of the supervisor.

Patrikis precisely explains the new role of the instructor of educational technology courses. He states:

The teacher will become a designer of tasks: he or she will no longer direct what students do but instead will create an environment of expectation and of possibility, where students are responsible for what and how they

learn....The term *responsibility* gives new, and perhaps higher, sense to the notion of a student-centered course. This *responsibility* entails the willingness and the duty of students to assume control of their learning and of their capacity to provide answers. In other words, it requires them to respond to their own intellectual needs (1995:38).

In addition, the supervisor should conduct ongoing, informal class surveys to solicit feedback from teacher candidates about the course activities. According to Brooks & Brooks (1999: 103), "the way a teacher frames an assignment usually determines the degree to which students may be autonomous and display initiative." All these strategies will create an environment of enthusiasm, joy, and appreciation. The course becomes a world or a project of possibilities that focus on students' needs and interests.

As teacher candidates begin to see the benefits of applying the Internet in their lesson preparation, a major question that arises is what factors should be considered in selecting a reliable and appropriate Web site. After all, the main objective of the course is for teacher candidates to be able to assess the accuracy, reliability and appropriateness of Internet sources, and develop activities that will enhance the teaching of foreign languages using the Internet as a tool. To help students with this task, it is a good idea to have them become familiar with the CARS (Credibility, Accuracy, Reasonableness, Support) criteria for Web site evaluation, and require them to search topics related to an aspect of the target language that they would like to teach, for example, music, food, songs, news, etc. As a pre-preparation for this assignment, students may be asked to read chapter 12 ("Using Technology to Contextualize and Integrate Language Instruction") of *Teacher's Handbook* (Shrum & Gilsan, 2000). The authors provide guidelines for teacher candidates to use as they begin to analyze the different Internet resources. The chapter exposes them to a significant number of templates, case studies, modules, activities, and the rationale used in preparing lessons to teach foreign languages with the aid of the Internet. Future teachers will then be presented a brief questionnaire checklist, so they may be able to evaluate the appropriateness of the Web sites selected. The information gathered by students will be brainstormed in class so that together with the instructor a more suitable framework, rationale or guideline with respect to evaluating Web sites will be derived. This source will not be a rigid one since technology is constantly evolving.

As a follow-up to this assignment, students should be exposed to the Foreign Language Teaching Forum (FLTEACH). The FLTEACH homepage has a collection of Internet resources, activities, and invaluable FL Web sites that are very helpful for the novice teacher. The FLTEACH Web site may be accessed by clicking on <http://www.cortland.edu/flteach/flteach-res.html>. Students then are asked to compare their particular selection of Web sites and resources with some of the ones presented at the FLTEACH Web page. These activities aim to make students become keen observers and evaluators of the instructional elements and tools of a specific Web site.

As future teaching practitioners become comfortable with the fundamental principles of selecting online material, they will be able to search and explore the resources available in the World Wide Web. They will use these resources to design activities based on the criteria and rationale they have developed in the course. Normally, at Hunter College, teacher candidates are instructed to use the Web Lesson Evaluation Form from the FLTEACH Web site (see table 1) as they create, share, and compare their activities and lessons with one another. This collaborative approach has proven to be beneficial in guiding students to be critical users of the Internet. Students are also requested to

keep a journal from the first session until the end of the semester of their experiences and thoughts of their use of the Internet as they prepare in their professional development. All these strategies are valuable assets for both student and instructor.

Among the different class activities that future teaching practitioners have developed and designed, there are some that include using songs from the Web site <http://www.colby.edu/~bknelson/exercises/index.html>. This particular Web site is very helpful for teachers of Spanish since it serves as an important medium for Spanish students to review different grammatical points. For example, they may review and practice the present subjunctive forms with the different exercises, activities, and Spanish songs such as *Ojalá que llueva café* by the Dominican songwriter and composer, Juan Luis Guerra. At the same time, the educator could incorporate the song to teach culture and music of the Dominican Republic as the class compares and makes connections with American music, communities and cultures. The Web site offers authentic pictures of the towns and peoples, maps, update videos, Web-based listening materials, mini-films, and other instructional tools that make lessons fruitful, fun, and entertaining. For a review of other grammatical structures the Web site [www.songsforteaching.com](http://www.songsforteaching.com) offers good music and catchy tunes in French, Spanish, and German. Some teacher candidates used this site to create with their own students their own songs in the target language and had them posted as a digital artifact for inclusion as an online template in Hunter's FL Program homepage (and ultimately, in their own online portfolio).

Other activities designed by teacher candidates were teaching students about French lifestyle and the famous Louvre Museum in Paris, for example, through virtual tours at the Web site <http://www.glencoe.com>. This site also provided numerous and diverse instructional games in Spanish and French that are lively and entertaining while enhancing students' critical-thinking skills. Students also created lessons that involved presenting virtual guests and interviews. Some of the sites used were <http://univision.com>, <http://telemundo.com>, and chat rooms. This type of communication and interaction "can lead to intercultural learning and collaboration, as well as the development of social and discourse communities" (Lomicka & Lord, 2003: 51).

In each of the activities designed by the teacher candidates, they were to keep in mind their target audience, their student's abilities and disabilities, skills, attitudes, interests, likes, and dislikes, socio-economic and cultural background, age range, and linguistic level while staying within the aim of their lessons. All these activities and projects were to be documented and written down. In order to illustrate the tools being taught, future-teaching practitioners were assigned as a final project to examine aspects of the culture of the target language they were preparing to teach using resources only available online and the technological tools learned in the course. Using these resources and their own creativity, students were to design an online project that involved teaching an aspect of FL culture as their final in-class presentation. The final course results and reactions obtained from students were extremely favorable to say the least. Teacher candidates felt a great sense of accomplishment, and they felt that the Internet had opened a world of possibilities.

## Conclusion

In this technological age, the great potential benefits of using the Internet in FL classes are unquestionable. Today's future FL teaching professionals must possess, in addition to a myriad number of skills, a solid knowledge of technological resources and tools as they enter their teaching profession. Therefore, teacher preparation programs across this nation have an obligation to prepare their students with this vital and valuable skill. By merging pedagogical techniques and appropriate educational technology,

novice teachers become effective educators. The knowledge and skills gained in educational technology courses help language teachers to gain the confidence necessary to incorporate new technology into their curriculum and to use them to their best pedagogical advantage.

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**TABLE 1**

# Evaluation Form for Web Lessons

Lesson name \_\_\_\_\_ Intended language level \_\_\_\_\_

Web address \_\_\_\_\_

**Circle all that apply**

TYPE OF INSTRUCTION:					
Individual at computer	Small group at computer	whole class—one computer			
SKILLS ADDRESSED:					
Listening	Speaking	Reading	Writing		
THINKING SKILLS:					
Recall	Comprehension	Application	Analysis	Synthesis	Evaluation
WHICH STANDARDS ARE ADDRESSED:					
Communication 1 2 3	Cultures 1 2	Connections 1 2	Comparisons 1 2	Communities 1 2	
WHICH INTELLIGENCES ARE ADDRESSED:					
Verbal-linguistic	Logical-mathematical	Visual-spatial	Bodily-kinesthetic	Musical-rhythmic	Interpersonal
SENSES UTILIZED:					
Auditory	Tactile	Olfactory	Visual	Gustatory	
TYPE OF COMMUNICATION REQUIRED:					
Interpersonal	Interpretive	Presentational			
READING STRATEGIES EMPLOYED:					
Pre-reading activities:					
During reading:	Skimming	Cognates	Guess meaning in context	Careful reading	Other
Application:					
TYPE OF LESSON:					
Form-based:	Language learning				
Meaning-based:	Simulation	Role play			
Uses authentic document	Scavenger hunt	Research	Guided reading		

**Circle one: 1 = minimal, poor, 5 = maximum, exemplary**

Appropriateness for level	1	2	3	4	5	very appropriate
Integration into curriculum	1	2	3	4	5	integrates perfectly
Use of target language	1	2	3	4	5	Exclusive/very appropriate
Enjoyment level for students	1	2	3	4	5	very enjoyable
Advanced preparation by teacher compared to student benefit (sow/reap)	1	2	3	4	5	minimum teacher preparation; maximum student benefit
Appeal to a diverse student population	1	2	3	4	5	very appealing to all students
<b>Overall rating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>exemplary lesson</b>

Would you use this in your classroom? \_\_\_\_\_

Could this lesson be presented as well or better in another medium (book, computer program, tapes, etc.)?  
\_\_\_\_\_

How would you modify it? \_\_\_\_\_

Other comments: \_\_\_\_\_

# Post 9/11, Post Iraqi War—An Update on the Case for Foreign Languages

Louise Terry  
Judy Martialay

Co-Chairs, NYSAFLT Public Advocacy Committee

How can foreign language teachers convince a largely monolingual society that foreign language study should be maintained and strengthened in New York State and in the country?

Immediately following the terrorist attacks of 9/11, there was a demand for increased foreign language study. There were concerns about the capacity of linguists needed to ensure our national security as well as an interest in communicating with and understanding peoples from other cultures.

This interest seems to be eclipsed now by the priorities of state and national assessments in English Language Arts and Math. School administrators who are searching for extra time in the day to coach their students to pass these exams are tempted to ask for the elimination LOTE at the middle school level. Foreign Language teachers must be vigilant so that the pattern of beginning LOTE at the middle school level is preserved. Indeed, LOTE teachers have had to write to their Regents asking that the Regents and Proficiency Examinations in LOTE be spared from elimination.

Faced with these challenges, how do we foreign language teachers make the case for increased foreign language study? This is a summary of the comments of five guest panelists at the discussion “The Case for Foreign Languages” which took place at the Annual Meeting, October 11, 2003 in Rochester.

## **Rochester Regent**

Regent Milton L. Cofield represents the Rochester Region on the Board of Regents. Regent Cofield discussed his personal involvement with foreign languages. He grew up in Louisiana, where a French heritage influence is present. He studied French as a high school senior. In college, he studied Chinese. Regent Cofield notes that in the 70's, reading competency in foreign languages was required for science; this requirement has since been eliminated.

Regent Cofield's daughters have been interested in foreign languages. One daughter went to Mexico in a Spanish immersion program; another daughter studied French. On a personal level, foreign languages have been important to him and to his family.

Regent Cofield assured the listeners that the issue of the elimination of the LOTE assessments has not been brought to the attention of the Regents. Furthermore, on the 24 month calendar which indicates all issues to be discussed by the Regents in the next 24 months, this issue does not appear.

Prior to this panel discussion, Regent Cofield asked a group of business leaders what students should learn. The answer: global understanding should be infused in every aspect of study. This demonstrates unequivocal support for foreign languages.

## **School Administrator**

Lynn Muscarella, Director of Secondary Education, Marcus Whitman Central School, Rushville, N.Y., presented us with advantages of foreign language study from the point of view of a school administrator.

Foreign language study helps students to be productive members of society. The oral and written communication skills, the four skills taught in the language classes, and the teamwork involved in the activities of the foreign language class all contribute to the desired outcomes of learning to communicate and interact more effectively with others.

Foreign language study complements learning skills: it helps the students to analyze their own language; gives them a sense

of structure, and forces the students to think. Students will make connections from one subject to another.

Foreign language study helps students to learn to value diversity, and to develop an appreciation for other points of view. Nowadays, via the Internet, students can communicate directly with peoples from other cultures.

Ms. Muscarella believes that if LOTE teachers research the benefits of foreign languages and present the facts to Boards of Education, they will not be turned down.

## **Research**

Mark Warford, Ph.D., Assistant Professor of Foreign Language Education and Spanish, SUNY Buffalo State College, prepared a report on recent research on the benefits of foreign language study to other subjects and to mental skills in general. The report covers 14 research projects which indicate a correlation between LOTE study and native language reading and verbal skills, math, social studies, and analytical skills. Most of these studies occurred in the '90's; some of the resources that Mark consulted in the preparation of this report were published in the year 2003.

This report is valuable to LOTE teachers because it includes relatively recent research, and because administrators who claim that they must eliminate LOTE programs because they need the time to prepare their students for English Language Arts and Math tests need to see this.

If you are interested in receiving a copy of this hand-out, please write to the authors of this article.

## **National Security**

Staff Sergeant Adam Clark, 1st Brigade Language Advocate, U.S. Army, visits schools to inform youngsters of potential careers as interpreters in the Armed Forces. This program has been in existence since 1999. Its purpose is to help the recruiting command find people who are already fluent in languages; this saves taxpayers money. Unfortunately, only a small percentage of the students that Staff Sergeant Clark talks to are qualified; the vast majority of his audience learns for the first time about the importance of speaking other languages, and of the possibility of a career in this program. The program has been very successful; since its beginning, the number of applicants has increased three-fold.

From the point of view of the military, the priority language changes with world circumstances. Currently, the Army's Russian capacity is being downsized and speakers of Arabic receive an enlistment bonus. There has been an increase of salary for Arabic speakers since 9/11.

Study of French and Spanish are an excellent preparation for a career in languages with the Armed Services. Staff Sergeant Clark began his studies of foreign language with Spanish.

## **“The Case”**

With all the benefits that foreign language study provides, why do we still have problems?

According to John Webb, Director, Program in Teacher Preparation, Princeton University and Keynote Speaker of the 2003 NYSAFLT Annual Meeting, the less commonly taught languages are being taught even less, there have been serious cut-backs in the LOTE mandate in New York City, and LOTE is being eliminated along with music and art. Why are foreign languages in a constant state of siege, always being threatened? Or, perhaps

more appropriately, what can we do about the constant threats to the existence of foreign language study in the curriculum?

Foreign language teachers suffer from a legacy. Years ago, LOTE was grammar based and the students were the "elite". The fact is that few survived and went on to become proficient in languages.

We foreign language teachers figured out how to communicate in LOTE by ourselves, but we were in the minority. We just have to think of 'Back to School Night', when so many parents come to us and say that they studied language X (Spanish, French) for X (3, 4?) years and can't say a word.

These parents, who are our contemporaries, are the policy makers. They continue to think that LOTE is taught the same way that it was back then, and they have come to the conclusion that foreign language is a frill, because they did not have a positive experience.

Dr. Webb recommends that we make the connection between research on reading and writing skills and LOTE. We need to explore the relation between foreign language study and literacy development, and we need to make it more alive. When parents see the connection between foreign languages and literacy skills, we won't have to worry about foreign languages being eliminated.

### Conclusions

The guest speakers at the panel discussion reminded us of two very important points: 1) we do have a strong case for supporting foreign language study in our times, and 2) the reality of the public which we strive to convince is that the majority of Americans do not see things as we do. The current reality appears to be that foreign language is valued for its benefits to the priority subjects: English and math.

Our "case" is in a constant state of re-evaluation. As we pro-

ceed, we welcome all the doses of reality that we can receive.

This reality does not diminish the value of our case, and what we believe to be in the long-term best interests of our students and our nation – proficiency in at least one foreign language; and the concomitant deeper understanding of other cultures and of our place in the world. The strongest part of our case is our passion for our subject, which can and should be transmitted to our students.

We must aim to give all our students a positive experience in foreign languages. Our students are tomorrow's leaders who will make the decisions.

Every teacher is an advocate for his or her subject. Every language teacher must be an advocate for foreign languages. As one of our Regents stated to us once during a meeting, the worthiest of causes are the most difficult to achieve, but they are the only causes that are worth fighting for.

Success in promoting foreign language depends largely on such factors as politics, the economy, priorities in education, support of industry, and public perceptions. An additional factor which is crucial is the commitment of us as teachers of foreign language to the cause of advocacy.

Contact us at the e-mail addresses below to find out how you can help immediately to advance the cause of LOTE in New York State. Also consider joining us in actively promoting foreign languages in New York State by becoming a member of the Public Advocacy Committee.

Louise Terry lterry@suffolk.lib.ny.us

Judy Martialay, jmartialay@aol.com



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**To be picked up from page 4 of Fall 2003 issue**

# Foreign Languages Left Behind?

Catherine Keatley,  
Associate Director, NCLRC

*This article was published in the NCLRC Language Resource newsletter.  
It has been reprinted by permission of the National Capital Language Resource Center, www.nclrc.org.*

A recent statement was issued by Education Secretary Roderick Paige, clarifying the inclusion of foreign languages as a core academic subject in the *No Child Left Behind Act*. and the hiring of "highly qualified teachers" to teach these core subjects. The statement is posted online at <http://www.ed.gov/News/Letters/030324.html>

There is a danger that, in many school districts around the country, the attempt to comply with the *No Child Left Behind Act* (NCLB) (2001) of the U.S. Department of Education is depleting the resources of foreign language programs in the public schools. David Edwards of the Joint National Council on Languages (JNCL), whose job it is to represent the interests of the foreign language community to the U.S. government, says there is a "disaster waiting to happen" if we do not work as a community to intervene before the damage is done.

## **Background of the Act**

The NCLB was designed to ensure that all our children are provided with a good education, and to hold schools accountable for the education the students receive. Accountability is determined by the establishment of standards for learning in specific subject areas. Students' performance on tests based on these standards determines the evaluation of the schools' quality. This evaluation, has serious repercussions for the schools. Districts and schools that fail to make adequate yearly progress toward state proficiency goals for their students will first be targeted for assistance, then be subject to corrective action, and ultimately, restructuring.

NCLB Act lists a number of subjects as "core academic subjects." These include "English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography." Beyond being listed as a core subject, there is little specific mention of foreign language education in the NCLB. The focus is on student performance in language arts and in math. The Act requires that states oversee the administration of testing of students beginning in grade 3 in language arts and math.

## **Impact of the Act on Foreign Language Programs**

There is mounting evidence that the impact of NCLB, including high stakes testing in reading and mathematics, has resulted in a number of state and district boards concentrating their efforts and resources in the subject areas to be tested to the detriment of other subjects, such as foreign languages.

Pam Kolega, State Foreign Language Supervisor for Pennsylvania, reports that she sees evidence of a negative impact of the NCLB in her state. According to her figures, the number of students studying foreign languages in the Pennsylvania public schools has decreased for the first time in 12 years since the passing of the Act. Ms. Kolega attributes this decrease to districts cutting exploratory language programs and to guidance counselors advising students to enroll in remedial reading and math instead of foreign language. While Ms. Kolega empathizes with the schools' desire to comply with the No Child Left Behind Act, she feels this should not be done at the expense of foreign languages.

## **Impact of the Act on Teacher Qualifications**

Because foreign language is a "core subject," foreign language teachers are subject to the No Child Left Behind requirements for Highly Qualified Teachers. This legislation requires that "states must develop plans with annual measurable objectives that will ensure that all teachers of core academic subjects are highly qualified, which means

- a. that they have state certification (which may be alternative state certification),
- b. hold a bachelor's degree,
- c. and have demonstrated subject area competency."  
—All new hires in Title 1 programs after the start of the 2002-2003 school year must meet these requirements.  
—All existing teachers must meet these re-quirements by the end of the 2005-2006 school year.  
—School districts must use at least 5 % of their Title 1 funds for professional development to help teachers of core subjects become highly qualified.

Some school districts have found it difficult to meet the requirements for foreign language teachers in elementary schools in 2002-2003 because new hires must already have state certification. It is important that all foreign language teachers understand they must meet these requirements by 2005-2006.

## **What You Can Do To Keep Foreign Language Teaching Growing in the Schools**

1. Explain the exact status of foreign language teaching in the No Child Left Behind Act: for foreign language is a core subject. A number of foreign language state and district supervisors have reported that their boards do not understand that foreign language is one of the core subjects in the No Child Left Behind legislation. Title IX - General Provisions, Part A - Definitions. Number 11 clearly states that foreign language is a core subject. This means that foreign language teachers are subject to the same requirements for "highly qualified teachers" as all other core subject teachers and can expect to have a portion of Title 1 funds devoted to their professional development to meet these requirements by 2005-2006.
2. It is important to remind states, districts and school boards that the U.S. Department of Education has made foreign language education a national educational priority. U. S. Secretary of Education, Rodney Paige, in a speech to the States Institute on International Education in the Schools, November 2002, said:  
"But we are ever mindful of the lessons of September 11th that taught us that all future measures of a rigorous K-12 education must include a solid grounding in other cultures, other languages, and other histories. In other words, we need to put the 'world' back into 'world-class' education."
3. Remember that there is a "washback" effect in literacy achievement from foreign language study to language arts. So, in effect, foreign language study adds to students' learning in language arts and English.

Christine Brown, past president of the American Council on the Teaching of Foreign Languages (ACTFL), explains that the mind is not like a pie, with one segment devoted to native language literacy, another to math, and another to foreign language. Rather, skills are transferred across subject areas and reinforced in different disciplines. Literacy skills learned in foreign language study, especially for young students acquiring literacy, can reinforce emerging literacy skills in their native language and even provide students with deeper cognitive and metacognitive understandings of how language works and its relation to literacy. Ms. Brown reports that in her district, Glastonbury, Connecticut, the foreign language teachers work directly with the language arts and social studies teachers to ensure that the foreign language curriculum supports and enhances the students' overall literacy skills. They call this the "triple helix of curricular articulation," and it works. Their elementary students' language arts skills are among the highest in the country while every elementary student in the district studies a foreign language as a core course.

Work at state and regional levels to support foreign language study. Teachers, administrators, and parents need to work together to ensure that foreign language instruction is not weakened by the No Child Left Behind Act, but rather used to strengthen the important goals of this legislation.

To access the No Child Left Behind Act in PDF format, visit: <http://www.ed.gov/legislation/ESEA02/107-110.pdf>.

For an easy-to-understand explanation of the Act, visit: <http://www.ed.gov/offices/OESE/reference.html>

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- Round trip air fare from New York City (not to exceed \$800) courtesy of the Italian Cultural Institute
- \$500 cash award from AATI

***Candidates must be***

- New York State primary or secondary school teacher of Italian
- must have a minimum of three years experience
- member of NYSAFLT
- member of national AATI

***Applications may be obtained from***

Ms. Rosa Riccio Pietanza  
2041 61st Street  
Brooklyn, New York 11204  
(718) 256-3223  
rmp@aol.com

***Deadline for requesting applications is June 1, 2004.***

*\* Subject to change pending Budget Allocation for fiscal year 2005.*

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# Goethe Institut Award 2004 NYS AFLT Teacher Travel Stipend

## Description:

The Goethe Institut Award is a scholarship offered by the Goethe Institut of New York to a distinguished teacher of German who is a member of NYSAFLT in good standing. The winner of the scholarship may select one of the following programs in the summer of 2005:

- A German language course at one of the Goethe Institut's locations in Germany, duration 4 weeks. Scholarship includes tuition, single room, partial board, insurance and spending money (amount to be determined);
- A teacher seminar to be chosen from the Goethe Institut brochure. Scholarship includes tuition, single room, partial board, insurance and spending money (amount to be determined);
- A 2-week seminar for American teachers of German held in Germany. Scholarship includes tuition, single room, partial board, excursions and materials.

## Goals:

- To give recognition to an outstanding teacher of German in New York State;
- To provide the award recipient with the opportunity to participate in professional enrichment activities in Germany;
- To invite the recipient to present a workshop to other teachers of German at the NYSAFLT Annual Meeting;
- To invite the recipient to write a report for publication in the NYSAFLT Bulletin or Newsletter.

## NYS AFLT Teacher Travel Stipend:

The recipient of the Goethe Institut Award 2004 will also receive up to \$700 for round-trip airfare. In accepting the stipend, the recipient agrees to present a workshop at the 2004 or 2005 NYSAFLT Annual Meeting (recipient responsible for own registration/travel expenses). All other costs are the responsibility of the recipient.

## Time Line:

June 15, 2004, applications due to Cindy Kennedy, Committee Chair.

August 2004, Goethe Institut Award Committee selects recipient, notifies Goethe Institut, President of NYSAFLT, and recipient.

October 2004, award is presented at the NYSAFLT Annual Meeting.

## Eligibility:

Applicant must be a current teacher of German in New York State, a member of NYSAFLT in good standing, must not have been the recipient of a Goethe Institut Scholarship within the past 3 years, and must not have been the recipient of a NYSAFLT travel stipend within the past 2 years. Applicant must be willing to present a workshop at the 2004 or 2005 NYSAFLT Annual Meeting, to share information and materials obtained from the experience. Applicants may be interviewed by telephone.

## Applications:

Available from: Cindy Kennedy  
920 Mohawk Street or fraucindy@aol.com  
Lewiston, N.Y. 14092

*If requesting an application by e-mail or telephone, please give your name, complete address, telephone number, and e-mail address.*

# NYSAFLT IS PLEASED TO ANNOUNCE A SCHOLARSHIP TO CEMANAHUAC INSTITUTE IN CUERNAVACA, MEXICO FOR THE SUMMER OF 2004

The Cemanahuac Educational Community is located in lovely Cuernavaca, "the land of eternal spring," a colonial city located about 50 miles south of Mexico City, at an altitude of 1,542 meters (5,280 feet) above sea level. Cemanahuac is situated in a large villa surrounded by tropical gardens. It offers strong academic programs of study of the Spanish language, Latin American studies, and extensive field study excursions to sites of archeological and historical interest in Mexico. In addition to classrooms and administrative offices, the school contains a library, video room, and a swimming pool. Cemanahuac is located on a quiet street, but it is within three blocks of a post office, a bank, restaurants, a bakery, several grocery stores, pharmacies, a small hotel, and a stationery store, and it is near many other educational and recreational facilities. When students leave the Cemanahuac classroom, they remain surrounded by the Spanish language.

Students are invited to become involved in the activities of the Cuernavaca community. In addition to those activities provided by the families with whom students live, there are concerts, art exhibitions, plays, and other cultural activities each week. The close proximity to Mexico City, the intellectual and the cultural heart of the country, provides additional opportunities for enriching and educational experiences.

**You may not apply for this scholarship if you have been a recipient of a NYSAFLT award in the past two years.**

Applicants must be American citizens who are not native speakers of Spanish.

The recipient must hold a teaching position in Spanish during 2003-2004.

Only NYSAFLT MEMBERS ARE ELIGIBLE TO APPLY.

***Please direct application requests to:***

Toni Johnson, Chairperson  
P.O. Box 74 or jaimeparis104@aol.com  
155 PreEmption road  
Bellona, NY 14415  
(585) 526-6588

**APPLICATION FORM...DEADLINE: April 15, 2004**

**Scholarship: 2 weeks of study at the Cemanahuac Institute in Cuernavaca, Mexico.**

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   Last  First  Middle  Maiden

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   Number and Street  City  State  Zip

Telephone No.: Home (\_\_\_\_) \_\_\_\_\_ Best time(s) to call \_\_\_\_\_  
   Office: (\_\_\_\_) \_\_\_\_\_ Best time(s) to call \_\_\_\_\_

FAX No.: Home or Institution (\_\_\_\_) \_\_\_\_\_ E-mail: \_\_\_\_\_

Institution of Employment \_\_\_\_\_

Institution Address: \_\_\_\_\_  
   Number and Street  City  State  Zip

Level of Spanish taught: Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ College/University \_\_\_\_\_

In 2002-2003: Number of Spanish classes taught: \_\_\_\_\_ Number of students taught: \_\_\_\_\_

U.S. citizen? Yes or No Place of birth \_\_\_\_\_

Have you ever received a scholarship for study in Mexico? \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ If yes, year

I hereby certify that the above information is accurate.

Signature of applicant \_\_\_\_\_ Date: \_\_\_\_\_

ALONG WITH THIS APPLICATION, PLEASE SEND A RESUME OR CURRICULUM VITAE, A ONE PAGE ESSAY IN SPANISH, STATING WHY YOU WOULD LIKE TO TAKE THIS COURSE, HOW IT WILL BENEFIT YOU AND YOUR INSTITUTION, A STATEMENT EXPRESSING YOUR WILLINGNESS TO PRESENT WHAT YOU HAVE LEARNED AT A NYSAFLT WORKSHOP IN 2004-2005 AND A STATEMENT FROM YOUR PRINCIPAL OR CHAIRPERSON CERTIFYING THAT YOU WILL BE TEACHING SPANISH IN 2004-2005. You may not apply for this scholarship if you have been a recipient of a NYSAFLT award in the past two years.



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**Application Guidelines**

1. Attached is an application form to be completed by the student. The Nominator Form may be procured from NYSAFLT Headquarters (Email: NYSAFLT@aol.com)
2. The complete application consists of:
  - a. Completed application form.
  - b. Student statement on separate sheet.
  - c. Letter of nomination from college/university faculty member who is a current member of NYSAFLT.
  - d. Two additional letters of recommendation from college faculty familiar with the student's undergraduate work, preferably in foreign language.
  - e. A transcript of the student's course work (department copy acceptable).
3. The above materials should be collected by the nominator and submitted by **April 1** to:

Maria Rosaria Vitti-Alexander  
Nazareth College  
4245 East Avenue  
Rochester, NY 14618

**Criteria for Selection — Announcement of Awards**

1. Achievement in foreign language study exhibited in transcripts and letters of recommendation.
2. Commitment to study of foreign language and culture exhibited in student statement and letters of recommendation.
3. Preference will be given to those applications preparing for a career in the teaching of foreign language and culture.
4. Announcement of Award: by April 20, 2004

**APPLICATION FORM**

To Nominator: Please fill in your name, address, and numbers on the first line of this form, then have the student fill out the form and return it to you together with the student statement.

Nominator (NYSAFLT Member): \_\_\_\_\_

Title & Name \_\_\_\_\_

Institute & Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Student's Name: \_\_\_\_\_

College/University Address: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Degree and date expected: \_\_\_\_\_

Major(s): \_\_\_\_\_ Minor(s): \_\_\_\_\_

Language(s) studied in college/university and number of semesters: \_\_\_\_\_

**Student Statement:**

On a separate sheet, please write a statement of purpose relative to your undergraduate studies, including: 1) experience in another language or culture such as travel or residence abroad, internships, academic programs, 2) extra-curricular activities, and 3) post-graduate plans.

# NYSAFLT EMBASSY OF SPAIN SCHOLARSHIP

The 10th annual NYSAFLT-Embassy of Spain Scholarship for the summer at the University of Salamanca, Spain will be awarded to a NYSAFLT member by the Education Office of the Embassy Of Spain at the 2004 NYSAFLT Annual Meeting. This scholarship is one of several initiatives by Spain and the Consejería de Educación to support the teaching of Spanish in the United States.

The recipient of the NYSAFLT Embassy of Spain Scholarship will study at the University of Salamanca for three weeks during the month of July 2005. The award will cover expenses for tuition and materials, room and board at the university, round-trip airfare between New York City and Salamanca, and some activities and excursion. Courses will be chosen from the regular summer offerings at the university.

Applicants for NYSAFLT—Embassy of Spain Scholarship must meet the following criteria:

1. be a practicing teacher in a public, private, or parochial school at the elementary through high school levels with a teaching load that is at least 50% Spanish;
2. teach in New York State;
3. have attended at least one NYSAFLT conference since 1999;
4. be willing to present a session at the 2005 NYSAFLT Annual Meeting, sharing information and materials obtained from the experience.

Applications must be submitted by April 30, 2004 on the official form, or photocopy there-of, that accompanies this announcement. The recipient will be selected by the NYSAFLT Embassy of Spain Scholarship Committee: Irma Evangelista and Nunzia Manginelli, Co-chairs. In selecting the scholarship winner, the Committee will consider the following:

1. merit as evidenced by professional commitment to and involvement in the teaching of Spanish;
2. need for an immersion experience in Spain;
3. how the applicant perceives that the experience will enhance his/her teaching as expressed in a personal statement written in Spanish;
4. evidence of institutional support, in the form of a letter of recommendation from the applicant's department chairperson, principal, or other immediate supervisor.

- Note:**
1. The committee may find it necessary to interview applicants by telephone.
  2. Scholarships will not be awarded to the same person during two consecutive years.

For application form, **send a stamped, self-addressed envelope**  
to one of the Scholarship Committee co-chairs:

Nunzia G. Manginelli  
1814 Mahan Ave.  
Bronx, N.Y. 10461  
(718) 822-2844  
mangi1564@aol.com

Irma Evangelista  
39-30 Glenwood Street.  
Little neck, NY 11363  
(718) 229-7493  
ILEA123@yahoo.com

# NYSAFLT EMBASSY OF SPAIN SCHOLARSHIP

Name \_\_\_\_\_ SS# \_\_\_\_\_

Home Address \_\_\_\_\_ Tel. (     ) \_\_\_\_\_

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

School \_\_\_\_\_ School Address \_\_\_\_\_

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

Classes taught in \_\_\_\_\_ Year of last NYSAFLT conference attended \_\_\_\_\_

\_\_\_\_\_

Number of years teaching Spanish full-time \_\_\_\_\_ Teaching Spanish part-time \_\_\_\_\_

Experience in Spanish-speaking country or immersion experiences in the US (Include dates and schools or undergraduate and graduate study, dates and length of time of personal and school-affiliated travel, and dates and places of teaching and other work associated to Spanish.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Include with this application in duplicate:

1. your updated resumé, in duplicate;
2. a 200-word statement in **Spanish** describing what you would expect to gain from studying in Salamanca and how the experience would enhance your teaching, in **duplicate**;
3. an audiocassette on which you read this 200-word statement in Spanish;
4. a letter of support in a sealed envelope with the writer's signature written across the flap. The writer may be your department chairperson, principal, or other immediate supervisor.

**Submit this application form, in duplicate,  
together with the materials listed above, by April 30th to:**

Nunzia G. Manginelli  
1814 Mahan Ave.  
Bronx, N.Y. 10461  
(718) 822-2844  
mangi1564@aol.com

Irma Evangelista  
39-30 Glenwood Street.  
Little neck, NY 11363  
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NYS AFLT WILL SELECT THE RECIPIENTS

The Cultural Services will announce the dates of the stages as well as the themes  
of each of the sites on their website.

***Applicants for the Travel Award must:***

- be a member of NYSAFLT teaching in New York State;
- be a practicing teacher in a public, private, or parochial school at the elementary through high school levels with a teaching load that is at least 50% French;
- have attended at least one NYSAFLT conference since 1998;
- be willing to present a session at the 2005 NYSAFLT Annual Meeting, sharing information and materials obtained from the experience.

***Applications:***

The application may be downloaded from the site of the French Cultural Services at [www.frenchculture.org](http://www.frenchculture.org). Directions for completing the application and submitting supporting materials are on the application.

***Completed applications must be postmarked by March 31 and sent to:***

Abbe Guillet  
C.W. Baker High School  
29 East Oneida Street  
Baldwinsville, New York 13027  
Email: [anguillet@yahoo.fr](mailto:anguillet@yahoo.fr)

*NYS AFLT is pleased to announce*

## **FOUR SCHOLARSHIPS FOR STUDY IN QUÉBEC FOR THE SUMMER OF 2004**

**THE SCHOLARSHIP FOR THE UNIVERSITÉ DE MONTRÉAL** is for one three credit course. During the period from July 5th to July 23th, 2004, Communication Orale, Atelier d'enseignement du français langue seconde, and Communication écrite are offered. In the second session, from July 26th to August 13th, Communication Orale, Français langue des affaires and Culture et société, Québec contemporain are given. Communication Orale and Communication écrite are offered at intermediate and advanced levels, while Atelier d'enseignement du français langue seconde and Français langue des affaires and Culture et société, Québec contemporain are given at an advanced level. All courses given in French and are for students who wish to improve their language skills and enrich their knowledge of the language and culture of Québec. This scholarship includes books and tuition for a 3-credit graduate course, lodging on campus in the dormitory, sociocultural activities and access to the sports complex and the library. The scholarship recipient will be responsible for all transportation costs, personal expenses and meals, insurance and fees covering certain sociocultural activities offered through the program.

**THE SCHOLARSHIP FOR THE COLLEGE DE JONQUIÈRE** is offered from July 12th to July 30th, 2004. The course consists of language instruction in the context of Québec culture and society. The scholarship provides the following: tuition, room and board with a carefully selected Québec family, sports, recreational activities, access to the library and the multi-media lab. Other excursions are available at minimal cost. A certificate is awarded upon completion of the course. Meals are included in the program. Transportation and personal expenses are not. The city of Jonquièrre has a population of 60,000 and is situated in the Saguenay Region of Québec, 2 1/2 hours north of Québec City.

**THE SCHOLARSHIP FOR THE UNIVERSITÉ LAVAL** in Québec City is offered from July 5th to July 23rd, 2004 for the Stage de perfectionnement pour les professeurs de français langue seconde ou étrangère. This advanced training course is designed for teachers of French. It covers three different areas: linguistics; pedagogy (workshops on teaching strategies, workshops in phonetics, new computer technologies and class observations); and culture (courses on Québec literature and civilization). The scholarship covers tuition, lodging in a campus residence or with a French-speaking family, some cultural activities linked to the program, sports, access to the library and multi-media lab. Other activities and excursions are available at minimal cost. Transportation and meals are not included. A transcript describing this 4-credit course will be issued upon completion of the program.

**THE SCHOLARSHIP FOR THE UNIVERSITY DU QUÉBEC À CHICOUTIMI** is offered for a 3-week Summer Program from July 4th to July 24th, 2004. The scholarship recipient will be taking an oral proficiency oriented French Immersion Program (a three week course on Approaches to Second or Foreign Language Teaching might also be an option). The program provides the following: tuition and registration fees, instruction, class materials, local transportation within the city, lodging with a French-speaking family and meals as well as health insurance coverage. Extra-curricular social, cultural activities and outdoor activities are also included, plus excursions to Québec City and Lake Saint-Jean. An official transcript for 4 credits will be issued upon completion of the program. Full immersion is guaranteed in Chicoutimi, a totally French-speaking town, which has a population of 70,000 and is surrounded by a magnificent natural environment.

**Applicants must be American citizens. While the scholarships are intended *essentially* for teachers *who are not native speakers of French*, native speakers may be considered for the Université of Montréal and Université Laval programs. The recipient must hold a teaching position *in French* during 2004-2005. ONLY NYS AFLT MEMBERS ARE ELIGIBLE TO APPLY. Please direct application requests to: NYS AFLT Québec Scholarship Committee, Co-Chairpersons:**

Eliane McKee,  
1985 Delaware Avenue, Apt. 3 H  
Buffalo, NY 14216  
Telephone: (716) 873-9620  
E-Mail: mckee@buffalostate.edu

David Graham  
344 Trim Road  
Morrisonville, NY 12962  
Telephone: (518) 563-1779  
E-Mail: davidg8809@aol.com



## **Cultural SCHOLARSHIP NOVGOROD**

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contact: Joseph Gersitz  
90 Hotchkiss Circle  
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716-381-8659

**Application deadline: March 15, 2004**

## **APPLY NOW... FOR A GRADUATE SCHOLARSHIP!**

Every year, the NYSAFLT Graduate Scholarship Committee awards two scholarships in the amount of \$1000 each to allow NYSAFLT members to pursue graduate-level study in the field of foreign language. The Committee is pleased to announce that the application forms for the 2004 scholarships are now available. If you would like to receive an application form, please contact Barbara Kruger by email, phone or letter at the following address:

Barbara Kruger  
Finger Lakes Community College  
Department of Language and Philosophy  
4355 Lakeshore Drive  
Canandaigua, NY 14424  
(585) 394-3500, x7309  
email: krugerbl@flcc.edu

Please note that the application form and all supporting documentation are due to Barbara by April 12, 2004. Announcement of the grants will be made in mid-May.

# Teacher Incentive & Gertrude Rossin Cultural Grants

NYS AFLT ANNOUNCES THE AVAILABILITY OF FUNDS TO SUPPORT YOUR EFFORTS TO IMPROVE AND EXPAND YOUR PROGRAM OR INITIATE A PROJECT WITH CULTURAL IMPACT!

*Here's your opportunity to submit a proposal to help fund that creative idea you have to enhance your curriculum or build support for your school's language program.*

THE APPLICATION PROCESS IS STREAMLINED TO FIT BUSY SCHEDULES.

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(585) 786-2349  
buckbuck11@aol.com

APPLICATIONS MUST BE RETURNED BY JULY 1, 2004  
AWARDS ARE ANNOUNCED AT THE ANNUAL MEETING

## CALL FOR AWARD NOMINATIONS

NYS AFLT is proud to present awards to outstanding educators, administrators and leaders in foreign language at our annual meeting. Now is the time for members to begin submitting nominations for these prestigious awards.

### **Outstanding Journalist / Media Presenter Award**

Given for the best reporting, analysis, or commentary in a general circulation New York State publication or for having conceived, originated, produced, or written a film a TV/video-tape presentation, or a radio broadcast in New York State during the calendar year which promotes foreign language education in America.

### **Dorothy Ludwig Memorial Award**

Given to a foreign language teacher for outstanding service to the profession.

### **Sister Rose Aquin Caimano Distinguished Administrator Award**

Given to a non-language specialist who is supportive of the teaching of foreign languages.

### **Ruth E. Wasley Distinguished Teacher Award**

Given to a NYS AFLT member who has demonstrated excellence as a K-12 and/or post-secondary teacher.

### **Remunda Cadoux Award for Leadership in Foreign Language Supervision**

Given to a NYS AFLT member who has demonstrated excellence, service, and leadership in a supervisory position.

### **National Culture Through the Arts Award**

Given to a person in the performing arts for whom knowledge and appreciation for foreign languages and cultures are important.

### **NYS AFLT Sen. Paul Simon Friend of Foreign Languages Award**

Given at the statewide level to an individual and/or an organization outside of the foreign language profession who has demonstrated support for foreign language education and/or foreign language teachers.

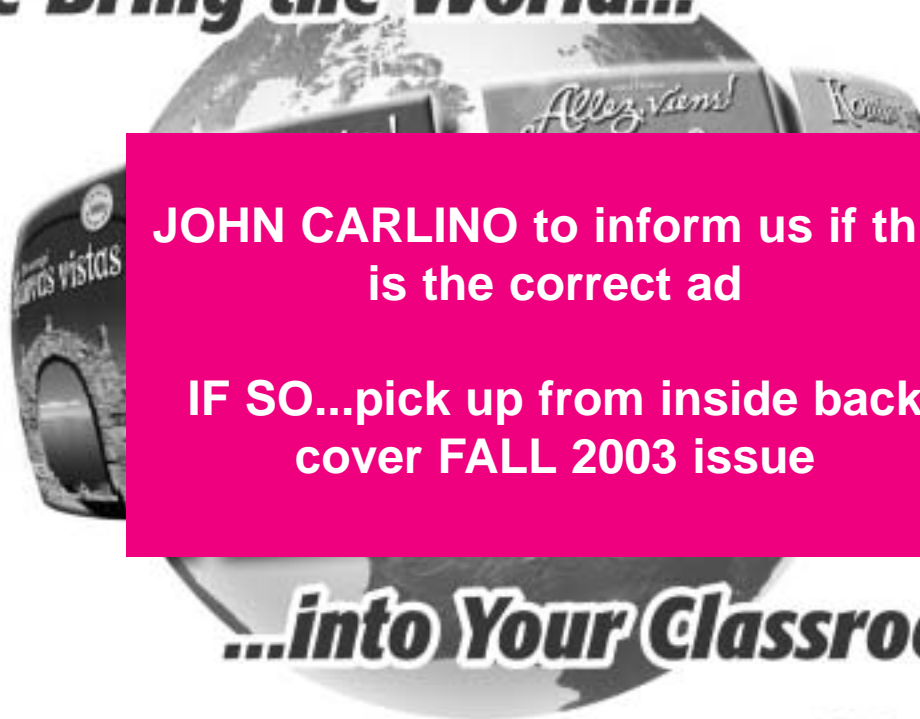
### **DEADLINE FOR APPLICATIONS: MAY 1, 2004**

For applications and information, write, call or e-mail:

Michele Pollard  
39 Carstead Drive  
Slingerlands, NY 12159  
(518) 439-5854 Fax (518) 475-0458  
lameremich@aol.com



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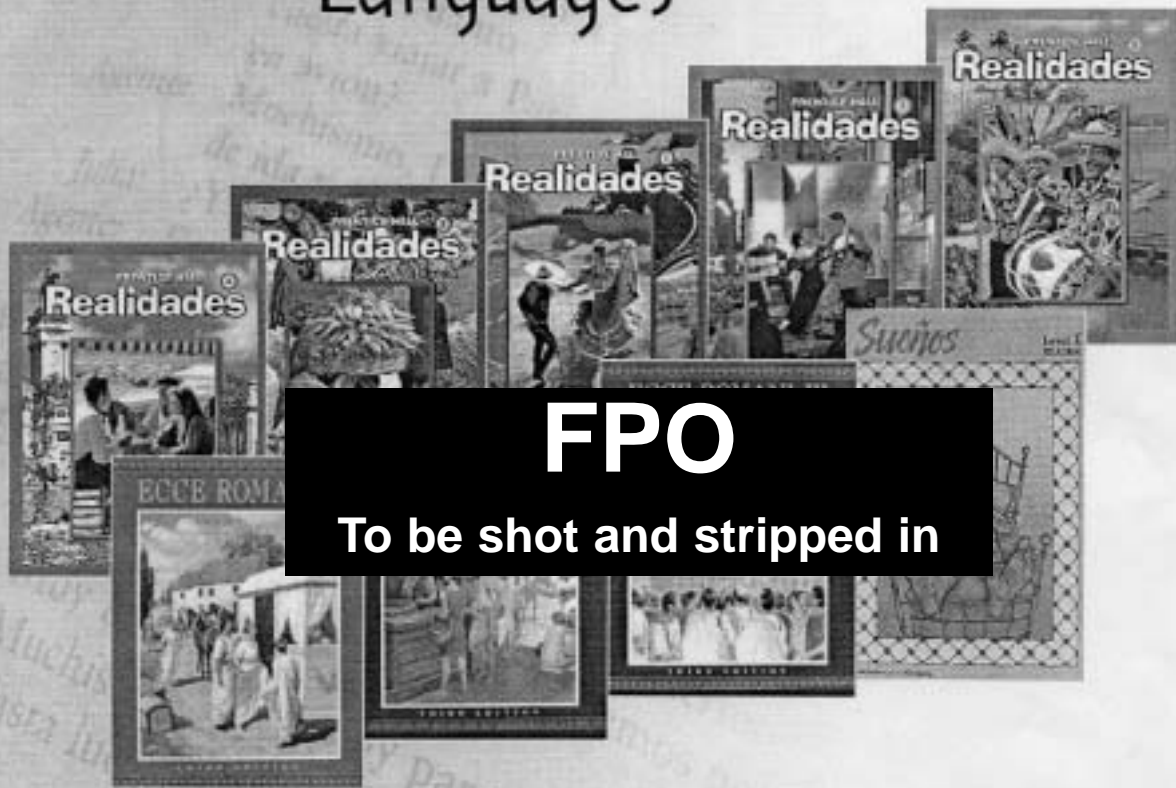


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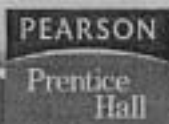
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