

PRESIDENT'S MESSAGE

Dear Colleagues,

Each of you is working hard to finish your school year with positive results for your students. You've had the opportunity to savor some time off for Easter/Passover when you may have had the chance to travel, spend time with family or just decompress. We at LILT have also been hard at work scheduling activities for you and your students.

I want to thank **Alba Masullo** for the tremendous job she did organizing the Winter Workshops where enthusiastic members attended (or will have attended) presentations by colleagues who gave generously of their time and expertise, such as **Craig Butler, Isabel Cosentino, Francesco Fratto, Dana Giangrasso, Nick Maurantonio Jenn Nesfield, and Anahí Walton-Schafer**.

As I write this column, the Planning Committee, chaired by **Ana Aguiar-Mady**, is meeting to plan the 2007 LILT-NYSAFLT Conference to be held in Smithtown on November 3, chaired by **Diana Riccoboni** (on-site) and **Michele Ortiz** (off-site). Save the date! You'll receive info about it at the end of the summer!

The Poster Contest was judged on March 22. **Jane Mooney** did a fabulous job, along with the other members of her committee, **Craig Butler** (AATI), **Tom Coleman** (AATF-Nassau), **Marie Guillet** (AATF-Suffolk), and **Melisa Maurici** (AATSP). Jane also represented the AATG. We are indebted to the following who helped Jane set up the many posters competing in the three categories: **Craig Butler, Carmen Campos, Lillian Carey, Tom Coleman, Gene Lowenberg, Melisa Maurici, Josephine Maietta, Doug Moore, Jenn Nesfield, and Ron Taub**. Our thanks also go out to the members who graciously accepted to be a drop-off volunteer and deliver the posters to the judging site: **Jacqueline Ammirato, Bruno Bernardino, Carmen Campos, Lillian Carey, Michelle Hanczor, Patricia Lennon, Gene Lowenberg, Josephine Maietta, Jane Mooney, Doug Moore, Jenn Nesfield, and Ellen Shields**. We were delighted to have **Geronima Maura-Rayo** (Huntington Arts Council), **Cherie Via** and **Christopher Appoldt** (Ripe Art Gallery, Greenlawn)

judge the 332 entries from 120 teachers in 65 schools to ascertain our student winners.

Our deep appreciation goes out to **Bob Tenaglia**, along with his team of **Marie Brett, Marisa Díaz y Díaz and Dan Saitta**, and who spent countless hours preparing the 268 entries from 25 teachers in 12 schools for the Student Language Competition. Saturday, March 24 was the date that 36 teachers (active and retired) came together at Bay Shore MS to judge the competition. A good time was had by all as we viewed tapes and read essays and poetry of Long Island LOTE students. Special thanks goes to **Linda Scalice**, Chair of LOTE and ESL at Bay Shore Schools, who graciously hosted the event.

It has come to my attention that a few teachers are upset that their students were ineligible to compete in the Student Language Competition this year because they did not renew their membership by the December 31, 2006 deadline date. We understand their frustration, embarrassment, or anger at their predicament. Every year, a few members make this mistake. It is one they never repeat, as they truly want their students included in this worthwhile activity. We make the deadline a hard and fast one because of the tremendous amount of work that is done by Bob Tenaglia and his committee. Their attention to detail in the sorting of so many poems, essays and videotapes is crucial to the judging of the competition. It is, therefore, also crucial that our members pay attention to details as they enter students' work to be judged. It is unfortunate that a few students cannot compete when this attention is not paid. Judges have told us (this year *and* in the past) that they've viewed blank tapes, entries missing required information and songs missing cultural significance. This unfortunately leads to lower scores or outright exclusion. The same holds true for the Poster Contest. We know how hard teachers and students work to enter the contest. Too many posters are disqualified because they are the wrong size, are displayed horizontally instead of vertically; in short, they do not adhere to the guidelines. We hope that more attention is given so that nothing submitted merits disqualification. We know our members appreciate this as we are confident that we all have standards and do our utmost to encourage our students

to do their best work as they conform to guidelines and requirements.

Our **Spring General Membership Meeting** will be held on **May 15th** at **Domenico's** in Levittown. The flyer for signing up for the event is included in this newsletter. Save the date!

Thanks to **Michele Ortiz** for organizing our plaques for graduating students in MS and HS. The gorgeous plaques will be a tremendous hit once again at Award Ceremonies this spring.

As ever, any member who'd like to join any of our committees is encouraged to do so. Without solid volunteers this organization would not be able to offer so many opportunities for LOTE teachers and students.

My best wishes to you all as you close another school year,

Adrienne

CONGRATULATIONS

to **Joanna Talamo** for her appearance with her class on Channel 7 Eyewitness News during the week of March 11th. The TV spot showed a happy teacher and language learners actively engaged in a TPRS lesson. What a great example in support of language learning on Long Island! *Grazie ed auguri* Joanna.

to **Fernande Wagman** on the publication of her book, *The Demarcation Line*. Please see the following article on this page.

TEACHING POSITIONS

Manhasset Public Schools, probationary, full-time position in Spanish (Middle School/High School) beginning September 2007, and a part-time position in Spanish (High School) beginning in September 2007; contact Hedy Minerbo, District Coordinator, at hminerbo@manhasset.k12.ny.us or by phone at (516) 267-7685.

Plainview-Old Bethpage Middle School, probationary, full-time position in French and Spanish (dual certification is necessary); contact Lillian Carey, Chairperson For Languages Other Than English, K-12, at lcarey@pob.k12.ny.us or by phone at (516) 937-6437.

SPANISH WORKSHOP GRATIS

Working With Linguistic Components In The Spanish Classroom: Activities That Foster The Development Of Communicative Competence, presented by Mr. Blas Martinez, Sociedad General Española de Librería at Herricks HS, 100 Shelter Rock Road, New Hyde Park, April 17, 2007 from 3:30-5:30. Contact Dr. Lori Langer de Ramirez at lr Ramirez@herricks.org to RSVP. Space is limited.

AAT NEWS

AATF Suffolk has a new website thanks to the efforts of Sophie Sirulnick at Half Hollows Hills Schools:

www.geocities.com/aatf_suffolk/index.html. If you have pertinent information for the website, please contact Sarah Jourdain, President, AATF-Suffolk, at sjourdain@notes.cc.sunysb.edu.

AATSP had a very successful AP Spanish Workshop in February hosted by Felipe Mercado and Jay Duhl. In March Chris Weaver, Massapequa HS, presented a workshop on common phrases used in Spain.

SUMMER LILT NEWSLETTER

The summer *LILT Newsletter* will only be posted on LILT's website, as has always been done. It will contain all the winners of LILT's various competitions this past spring, and a message from LILT's President. Kindly look for it in July.

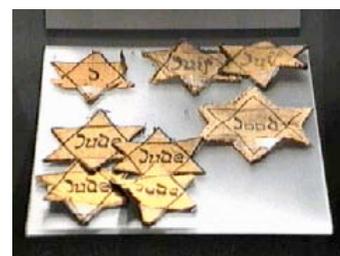
ARE YOU "HIGHLY QUALIFIED"?

Anne Lewis has reported that students who testified at public hearings held throughout the USA in 2004 by the Public Education Network defined the term "highly qualified teachers" for every classroom as mandated by NCLB as "... the teachers who took the extra time with them, who taught the material 'so that I remembered it next year,' who made the content clear and attainable... The students had no patience with teachers who wasted time or didn't know how to teach the material." Another student conveyed that his "...teacher was excellent and demanding for whom 'everyone shows up on time.'" *Kappan, April 2005. Submitted by Nancy Russo-Rumore, Emerita*

THE DEMARCATION LINE by FERNANDE WAGMAN

On January 4th, thanks to the hospitality of Tom Coleman of Herricks MS and AATF Nassau, Fernande Wagman, a longtime Regional AATF Representative as well as a Holocaust survivor, gave an emotional account of her childhood in occupied France during World War II. The meeting was unforgettable as it was powerful.

Imagine an eight-year old Jewish child during the Holocaust. The Free Zone of occupied France was under the control of the Vichy Government after the Armistice. French Jews sought refuge there thinking that it was safer. Vicious anti-Semitism and fear of deportation were part of daily existence. Fernande Wagman's book, *The Demarcation Line*, traces her life from a fearful child to a successful adult with particular reference to her experiences in Paris and Vichy France, before, during and after World War II. Wagman recalls her demons and struggles as a little girl whose upper-middle class life unravels during the war, and her feelings of ambiguity towards her country of birth. Fernande Wagman's story is another potent reminder of the universal need for



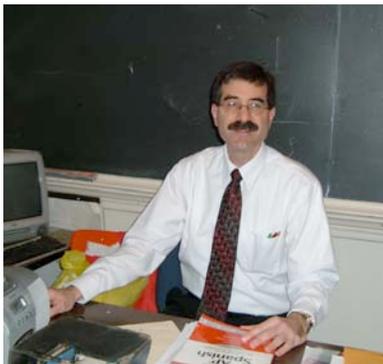
tolerance of religion, ethnicity and race. Wagman still remembers vividly the taunts of her classmates and these memories have become an indelible part of her life.

This short book received the recommendation of an educator and publisher of foreign language textbooks. Rosemary Haigh of Proficiency Press, strongly recommends *The Demarcation Line* as a “valuable teaching tool for high school or college levels.” Joan Baum of the East Hampton *Independent* remarks that: “Wagman’s story adds a dimension to what now constitutes the genre of Holocaust literature... She picks up where Anne Frank leaves off...” and “*The Demarcation Line* may particularly interest second and third generation Jewish Americans for whom Yiddish is a subject of growing interest.” Professor Eleen Angelini of Philadelphia University, in *The French Review* calls it “touching” and the descriptions of daily life in France “as war with Germany is imminent... particularly enjoyable.” She praises the study guide which has questions in English and French and makes “the book suitable for French, social science and history courses at the high school and university levels... Wagman’s memoir is an excellent starting point for introducing students to life in France during World War II.”

Fernande Wagman spent her childhood in Forced Residence in Occupied France during World War II. After obtaining a law degree in Paris, she married an American, immigrated to the United States and subsequently received a graduate degree in education. She is the author of an innovative textbook in *French For Business* which is used in high schools and universities. She is now retired but occasionally teaches French, enjoys reading, painting, music, but most of all, her children and grandchildren.

The Demarcation Line by Fernande Wagman is available on line at Xlibris.com, Amazon.com, Barnes and Noble.com, Borders.com, and in all bookstores. For a study guide, please contact the author at wagman@optonline.net. Submitted by Gene Lowenberg, Emeritus

TEACHER SPOTLIGHT ON BOB TENAGLIA



“go to” person in the LOTE Department of Valley Stream Central High School.

Each and every LOTE Department should have a “Mr. Tenaglia”. LOTE teachers and students emerge from Robert Tenaglia’s classroom having questions answered about word origins, verb forms or poetic devices; Robert Tenaglia is truly the

“Extremely dedicated”, “really committed”, “energetic”, “enthusiastic”, “understanding” and “very organized” are some of the adjectives that Bob’s students use to describe him. There is always a group of students in Bob’s classroom after school working on AP essay revisions or practicing for the speaking sections of both Regents and AP exams. The Assistant Principal of Valley Stream Central, Robert Milani, loves to observe Bob’s classes because Mr. Milani is always impressed by the amount of student interaction and creative lesson design in Bob’s classes.

Bob Tenaglia has been a LOTE educator for almost twenty years, and he is currently teaching Regents Spanish and Spanish AP Language. In all of the courses that he teaches, Bob meticulously plans each lesson keeping in mind students learning styles as well as ensuring active participation. Bob is a proponent of hands-on learning, and thus his students are often seen using computers, flashcards, Spanish newspapers and realia. A typical lesson of Bob’s might include a slide show to practice new vocabulary, questions based on the topic, the checking of homework, student-paired interviews and a closure, perhaps an exit ticket that provides Bob with a clear sense that his objective for the day’s lesson has been met. Bob includes countless anecdotes from his travels with his classes that give his lessons that “personal touch”. Some of Bob’s specialties include interactive flashcards, paired interviews, step-by-step process directions and his endless collection of self-made posters and pictures. Bob’s art is a favorite of all LOTE teachers and students. Some of his pictures have been laminated to preserve them for generations of future LOTE learners!

The new Spanish AP Language exam has been a focus of Bob’s this current school year. He has developed many strategies to tackle the new exam that include techniques for the informal and formal writing and speaking sections. Bob attended a one-week workshop at Manhattanville College and a workshop presented by Louis Baskinger, NYSFLT President, at the LILT conference in November. It is no surprise that July’s AP grades issued by the College Board to Bob’s students reflect the time and effort Bob puts into the course; most of his students score a 3 or better on the exam.

Bob is a graduate of SUNY Binghamton with degrees in Spanish and Biology, and a graduate of the prestigious Middlebury Program in Vermont. Bob lived in Madrid for almost two years and still keeps in contact with friends he made while a student at the International Institute. Bob also studied French, German and Italian, and has recently taken an interest in Japanese. In addition to his academic pursuits, Bob plays both the piano and pipe organ. Bob has traveled extensively throughout Europe, but always makes it back to Spain - especially to have a *café con leche y una tortilla española!* Bob Tenaglia has been a member of LILT and

NYS AFLT for almost twenty years and is currently the LILT Student Language Competition Chairman. Bob always attends the LILT regional conference in November and has attended many NYS AFLT conferences.

Bob Tenaglia is a professional who gives to both students and colleagues alike. The students and teachers at Valley Stream Central High School are better learners and educators because of Bob Tenaglia's dedication to his craft. *Submitted by Dan Saitta, Chairperson, Valley Stream Central High School, and Nancy Russo-Rumore, Emerita*

ITALIESE

The unique dialect of Toronto's Italian community is getting some respect: *Pushiamo il gas, apparkiamo il karro, ed entriamo nello storo*. Roughly translated, this means: Let's push on the gas, park the car and enter into the store.

It's not Dante. But in terms of the Italian language, from which parts of the above sentence are derived, the words are as worthy of study as anything the great Florentine poet ever produced in creating a kind of lingua pura.

It's precisely because they aren't pure that these words, and at least 1,000 more like them, are gaining worldwide attention. They are Italiесе: a commingling of Italian and English (or Inglese), a mongrel tongue born and practiced in the Toronto area.

"Toronto is known as the fifth largest Italian city," says Domenico Pietropaolo, chair of Italian Studies at the University of Toronto, who was born and raised in the heart of Toronto's Little Italy. "And Italiесе is its dialect."

Italiесе - which was recently the subject of a conference at U of T - is distinguished from other linguistic hybrids such as franglais and Spanglish by the sheer size of its vocabulary. But it also carries a very specific cultural meaning as the language of immigrants who came to Canada during the 1950s and 1960s. "The culture of Italiесе is the culture of immigration," continues Prof. Pietropaolo, 57, an affable academic who is assisting the U of T in developing an Italiесе dictionary that will go online later this year.

"You can't separate the two. It's a natural by-product of Italians living in Canada."

Since Italian immigrants to mid-century Toronto had no ESL programs like those offered to newcomers today, they winged it, taking from English nouns, verbs, prepositions and other elements of grammar that helped them survive in an environment where the lingua franca wasn't their own.

Most of them heralded from five regions of Italy -- Sicily, Calabria and Abruzzo in the south, and Veneto and Friuli

in the north -- and their new dialect took elements from the speech of these regions.

In Italiесе, words borrowed from English have often denoted objects and activities not common to rural villages in Italy, but typical here, where many Italians came to work in construction. An air compressor, for example, became *la compressa*, a linguistic shorthand that both English and Italian speakers could understand on the job site. (Never mind the fact that, in Italy, the word *compressa* means *tablet*.)

Other words transported from English have included *maschina*, meaning machine, *basimento*, meaning basement, *bega*, meaning bag, *storo*, meaning store, and *il bulldozer*, meaning -- well, you get the picture. But Italiесе hasn't just borrowed words; it has also made them up. New verb forms like *pushiare*, which means to push, have replaced old-country Italian words, like *spingere*.

As Prof. Pietropaolo explains it, Italiесе is about simplifying language, making it more user-friendly, more a language of the people. In Italian, there are three conjugation groups for verbs, for instance. In Italiесе, there is only one.

"The language of the community was very protective but also functional. It was to enable you to live a normal life without linguistic restrictions," says Prof. Pietropaolo, himself a son of immigrants from Calabria. He recalls that while growing up in his Toronto Italian neighborhood he would "walk for miles and hear nothing but Italiесе spoken in the streets."

It's how he first came to study the language, starting with a graduate paper on the dialect in 1973. He was, in his student days, offering his services as a translator to speakers of Italiесе who couldn't make themselves understood by doctors, lawyers and bankers within the neighborhood. The professionals spoke formal Italian -- the language of the educated: "Italiесе was a dialect that other Italians wanted to make you feel ashamed about speaking."

Back in the neighborhood for an espresso one morning last week, accompanied by a colleague and two students, Prof. Pietropaolo acknowledges that that attitude of superiority has changed with the rise of Italian immigrants from laborers to white-collar professionals, often in a single generation.

"We're the old guard," he jokes with professor (of Italian) Bruno Magliochetti by his side. "And they are the new."

He is speaking of Fabio Bonanno, 22, and Giovanna Granata, 20, both children of immigrants who grew up in Toronto speaking Italiесе and not knowing it was a dialect. Ms. Granata says she always associated a sense of inferiority with Italiесе. "You're surrounded by a culture that says dialect is wrong," she says. "I spoke



standard Italian with my mother." "I thought I was speaking real Italian but then learned it wasn't when I signed up for first-year Italian," says Mr. Bonanno, who grew up on St. Clair West with parents who had immigrated from Calabria in 1972. "I felt deceived."

His teacher, Prof. Magliochetti, 52, who studied Italian for a PhD thesis on the subject, says that each September he meets students who have a similar sense of shock. His department, unlike any other in North America, offers a special stream of classes for dialect speakers, including speakers of Italian, who appear at Prof. Magliochetti's classroom door saying words such as *karro*, for car, when the Italian word is *macchina* or *automobile*.

"We don't want students to unlearn Italian," Prof. Magliochetti says. "We want them to recognize that it is a dialect, unique in the world, as valid as all the other languages in that it is a tool of survival describing the process of integration for the first generation of immigrants to Toronto." The strategy appears to be working.

Mr. Bonanno, now in his fourth and final year of undergraduate study, says that he no longer feels he is speaking a substandard form of Italian when he speaks Italian at home with his parents and at a Richmond Hill *supermercato*, where he once worked and now returns to on Sunday afternoons to catch up on conversation with the locals. "I'd never think of speaking standard Italian to them there," he says; "they would feel spoken down to."

And so despite now knowing how to speak Dante's Italian, Mr. Bonanno sticks to Italian within his own community. It's the language he will also insist on in his own family, when the time comes. "I like speaking it," he says. "It makes me feel at home."

ITALIAN FUSION

ENGLISH	ITALIAN	ITALIESE
to push	<i>spingere</i>	<i>pushare</i>
store	<i>negozio</i>	<i>storo</i>
jar	<i>vaso</i>	<i>jara</i>
basement	<i>scantinato</i>	<i>basamento</i>
bag	<i>sacchetto</i>	<i>bega</i>
sandwich	<i>panino</i>	<i>sandwicho</i>
garbage	<i>rifiuti</i>	<i>garbijo</i>
trunk	<i>bagagliaio</i>	<i>tronko</i>
car	<i>automobile</i>	<i>karro</i>

Article written by Deirdre Kelly from the globeandmail.com, posted March 3, 2007. Submitted by Nicholas Maurantonio, Mary Lewis Academy

SKILLED EAR FOR MUSIC MAY HELP LANGUAGE

Anyone who has tried to learn Chinese can attest to how hard it is to master the tones required to speak and

understand it. And anyone who has tried to learn to play the violin or other instruments can report similar challenges.

Now researchers have found that people with musical training have an easier time learning Chinese.

Writing in the online edition of *Nature Neuroscience*, researchers from Northwestern University say that both skills draw on parts of the brain that help people detect changes in pitch. One of the study's authors, Nina Kraus, said the findings suggested that studying music "actually tunes our sensory system." This means that schools that want children to do well in languages should hesitate before cutting music programs, Dr. Kraus said. She said music training might also help children with language problems.

Mandarin speakers have been shown to have a more complex encoding of pitch patterns in their brains than English speakers do. This is presumably because in Mandarin and other Asian languages, meanings depend on how it is intoned.

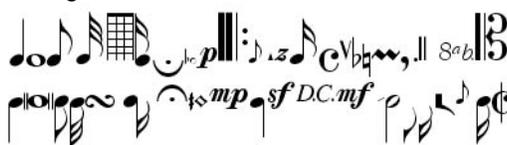
For this study, the researchers looked at 20 non-Chinese speaking volunteers, half with no musical background and half who had studied an instrument for at least six years. As they were shown a movie, the volunteers also heard an audiotape of the Mandarin word "mi" in three of its meanings: squint, bewilder and rice. The researchers recorded activity in their brain stems to see how well they were processing the sounds. Those with a music background showed much more brain activity in response to the Chinese sounds.

The lead author of the study, Patrick C. M. Wong, said it might work both ways. It appears that native speakers of tonal languages may do better at learning instruments, Dr. Wong said. Reprinted from the *New York Times*, March 20, 2007. Submitted by Michele Ortiz, Levittown Division Avenue High School

LANGUAGE AND LANGUAGES by MILTON BERLE

I speak five foreign languages. Japanese came my way when my gardener tried to explain why the lawn was dying. I can now say *Tora Tora Tora* with the best of them. I picked up Spanish from our housekeeper. I think it's Spanish. When she tells me that *Señora Mayanichoyagola* called, I know that she is really saying, "Mr. Hacker called." She conveys great messages from my wife. Her *Señora bankmarkvengacometardelate* tells me that my wife is eating lunch out.

But seriously, folks, the mastery of a foreign language isn't easy. The mastery of an accent is. Telling a story in good dialect starts with the ear. Listen to the music of the different languages. Some are singsong. Others come from different parts of the voicebox. Listen and



absorb. Jokes are enhanced with the proper pronunciation of foreign words and names. Some jokes need an accent.

There's more than the sound, however. People speak with their bodies, too. Putting your hands in front of your face and moving them slowly as if conducting an orchestra will pull a French accent out of you. Fling your hand and arms about and you'll enrich your Italian. I've found that I can help an upper-class Yiddish accent by putting one hand on my hip and facing sideways. Keep bowing gently, and you'll do a better Japanese.

Whatever your movements, with most accents they should be smooth. Only in Germanic tongues should your movements be jerky, like those of a toy soldier being brought to life. You will listen, *achtung!* From "Milton Berle's Private Joke File," Three Rivers Press, 1992 reprint edition. Submitted by Ron Taub, Emeritus.

Thank you Gene Lowenberg, Jane Mooney, Nancy Russo-Rumore and Anahí Walton-Schafer for proofing this edition.

Professional Calendar

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|---------|--|------------|--|
| Apr. 18 | AATF Nassau, Poetry Contest, Hofstra | | Herricks Middle School |
| Apr. 19 | AATSP Sabelotodo and Sabelotodo Enriquecido Contest, Massapequa HS | May 19 | AATI LI Annual Luncheon, Pompeii Restaurant, West Hempstead |
| Apr. 20 | AATI LI Professional Meeting, Robbins Lane Elementary School, Syosset, 4 PM | May 24 | AATG Awards Dinner, Windows On The Lake, Lake Ronkonkoma |
| Apr. 28 | Center for Italian Studies, Stony Brook University, performance of the <i>Gruppo Folkloristico El Salvanel</i> (Trentino, Italy), Middle Country Library, 575 Middle Country Rd., Selden, at 2 PM. Free Admission. | May 31 | AATSP <i>Entrega de Premios</i> , and The Judith Abrams Scholarship will be awarded |
| May 10 | Center for Italian Studies, Stony Brook University, discussion and signing of Paul Salsini's latest publication, <i>The Cielo: A Novel of Wartime Tuscany</i> , F. Melville Memorial Library at 1 PM. | Jul. 13-14 | AP Annual Conference, Las Vegas, NV |
| May 15 | LILT General Membership Meeting | July | Various teacher summer programs at Concordia Language Villages, Minnesota, educators@civ.edu or 800.222.4750 |
| May 17 | AATF Nassau, <i>Distribution des Prix</i> , | Oct. 26-28 | Fourth Annual New Italian Cinema Festival, Wang Center Theater, Stony Brook University |
| | | Nov. 3 | LILT-NYSAFLT Regional Meeting |
| | | Nov. 16-18 | AATG/ACTFL Annual Meeting, San Antonio, TX |

TEACHERS HELPING TEACHERS

WHAT'S MISSING

Put some objects on a table, for all the class to see. Go through each item in the foreign language, then ask a pupil to remember all the items on the table, get that pupil to then leave the room.

Take an item off the table and then get that child to come back into the room and tell the rest of the class what item is missing in that language. If it is correct they get to choose what item to take away next time. From teachinideas.co.uk/foreignlanguages.

LIVING BINGO

You will need 2 sets of cards, one set with the foreign language word and the other with either a picture or the English word. Hand out the foreign language pictures/words to the students and divide the class into groups of 4 or more. Have each group stand in a corner with its cards. Then call out the English word or show the picture. The person with the foreign language card gets to sit down.

The first team with all its members sitting is the winner (Bingo!). From teachinideas.co.uk/foreignlanguages.

INTERNET ACTIVITIES FOR FOREIGN LANGUAGE CLASSES

Lessons in various levels in Spanish, French, Italian, German, Chinese, Japanese, ESL/EFL, Tagalog and Latin created by the California Foreign Language Project and the California Language Teachers Association: <http://cita.net/lessons>.

NATIONAL ENDOWMENT FOR THE HUMANITIES

NEH has an excellent website of lessons plans in many languages; specific requests can easily be found using its subject navigator which includes grade and level: http://edsitement.neh.gov/tab_lessons.asp?subjectArea=2.

CENTER FOR APPLIED LINGUISTICS

This website (<http://www.cal.org/resources/digest/0106pufahl.html>) has an interesting article that can inspire us all: *What We Can Learn From Foreign Language Teaching In Other Countries*.

Teacher Helping Teacher articles submitted by the Editor.



LILT GENERAL MEMBERSHIP MEETING

May 15, 2007

The LILT Executive Board cordially invites all foreign language teachers to its annual Spring General Membership Meeting. Please join us for a relaxing evening of camaraderie. If you know of any LILT member who is retiring, please contact Alba Masullo as soon as possible.

DATE: Tuesday, May 15, 2007

TIME: 4:15 PM – 7:15 PM

PLACE: Domenico's Restaurant, 3270-A Hempstead Turnpike, Levittown, NY, (516) 735-5535

COST: \$30.00 pp

(Dinner: appetizer, salad, choice of 6 entrées (rigatoni alla vodka, tortellini alfredo, lasagna, chicken parmigiana, eggplant parmigiana, grilled chicken breast), dessert and coffee.

SEND CHECK (payable to LILT) to: Alba Masullo, George W. Hewlett H.S.
60 Everit Avenue, Hewlett, NY 11557

DEADLINE: Tuesday, May 1, 2007

DIRECTIONS:

Southern State Parkway/Northern State Parkway: To Wantagh Parkway North. Exit at W3-E. Make a left at the stop sign at the end of the exit ramp. Bear right at the fork in the road to Hempstead Turnpike. Continue on Hempstead Turnpike for approximately 1 mile. Look for the King Kullen Shopping Center, and make a right into the shopping center.

Long Island Expressway: To Exit 44 South, Seaford Oyster Bay Expressway. Exit 7W at Hempstead Turnpike and continue west approximately 1 mile. Look for the King Kullen Shopping Center at the Gardiner's Ave intersection on the left hand side.

Please complete the form below by May 1, 2007 and send it, with your check payable to LILT, to Alba Masullo.



May 15, 2007 - LILT General Membership Meeting

Name: _____

Phone: (Home) _____ (Work) _____

Total enclosed, \$30 per person (payable to LILT): \$ _____

MAIL THE ABOVE FORM AND YOUR CHECK, PAYABLE TO LILT, BY MAY 1 TO:

Alba Masullo, G.W. Hewlett H.S., 60 Everit Avenue, Hewlett, NY 11557



Richard Gentile
LILT Newsletter Editor
99 Soundview Road
Huntington, NY 11743

MEMBERSHIP IS FOR THE CALENDAR YEAR

New or lapsed members, join in September and begin your membership which will continue through next year.



LONG ISLAND LANGUAGE TEACHERS, INC. – MEMBERSHIP APPLICATION

PLEASE PRINT VERY CAREFULLY

TODAY'S DATE _____

Last Name _____ **New**, First Name _____

Former Last Name _____

Home Address _____ **New**

City _____ State _____ Zip _____

Home Phone () _____ **New**, Home Fax () _____ **New**

Home E-Mail _____ **New**, Work E-Mail _____ **New**

School Name/District _____ **New**

School Address _____ **New**, State _____ Zip _____

School Phone () _____ **New**, School Fax () _____ **New**

Subjects and levels you teach _____

Dues (check one): \$20 Individual \$25 Joint (Husband & Wife) \$10 Full Time Student \$10 Emeritus

I am a **NEW** LILT member. I am **RENEWING** my LILT membership.

I am interested in being a **JUDGE** for the LILT Student Foreign Language Competition.

I WOULD ALSO LIKE TO BE NOTIFIED OF LILT ACTIVITIES BY E-MAIL AT _____ HOME, _____ SCHOOL.

I WOULD LIKE TO RECEIVE MY LILT NEWLETTER SOLELY VIA E-MAIL AT _____ HOME, _____ SCHOOL.

Mail check **PAYABLE TO LILT**: Ron Taub, 16 Radford Road, Lake Grove, New York 11755

MEMBERSHIP IS FOR THE CALENDAR YEAR