

## LILT™ NEWSLETTER

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[WWW.LILTFL.ORG](http://WWW.LILTFL.ORG)

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**NO PART OF ANY LILT NEWSLETTER MAY BE REPRODUCED WITHOUT WRITTEN PERMISSION FROM THE EDITOR.**

### **PRESIDENT'S MESSAGE**

Even though the school year is in its final months, I feel and sense the excitement and rejuvenation of spring. I would like to thank all of you for what we have accomplished this year. It has been a wonderful return for LILT. My goal for the remainder of this school year is to collectively continue to move LILT in a positive direction for a long and prosperous future. As the perennial flowers of spring are reborn so is our organization. The beauty of the flowers is maintained by constant care, attention, and a gentle hand. So to is our organization. For LILT to remain a powerful and resourceful organization, we need to put our energy, time, and care into it. So I am calling all members with leadership aspirations --- **LILT NEEDS YOU!!** Make a difference, share your expertise, lead your colleagues as they continue their professional growth as world language educators and leaders!!

I would like to highlight some of our successful events that make this organization great, and one that focuses on teacher professional growth and student celebration.

Thank you to **Dr. Patricia Lennon**, LILT Poster Contest Chairperson, for planning and organizing this event that brings out the creative side of our students; to **Marie Nuzzi**, for coordinating the judges that give of their time to support our celebration of world languages through art; and to **Eva Morales** for organizing the awards for our students.

The LILT Student Language Competition was a great success. Students across Long Island competed in various categories from written original poetry to international dance videos to multi-media computer programs to ASL song Interpretation videos and many more! Our students shine as they share their love and proficiency in a world language. Thank you to our Chairperson and Judge Coordinator **Robert Tenaglia**, and his assistants **Dana Cavanagh**, **Van Grasso**, and **Anahí Walton-Schaefer** for their dedication to this tremendous task held at Northport High School. What a fabulous opportunity for our students to shine and compete with fellow students across Long Island!

Our First Vice President, **Michele Ortiz**, organized and secured eight AMAZING professional development

workshops. Many of the sessions had a full house - a testament to the caliber of presenters that led the workshops. Thank you to an inspiring group of professionals: **William Anderson**, **Susan Beitzinger**, **Gala Handler**, **Janice Kincaid**, **Angelina Legerton**, **Christina Margiore**, **Dan Saitta**, **Lisa Silveri**, and **Kerri Titone**. Your dedication to the profession is highly valued.

I'm very excited to announce that plans for the 2016 LILT Annual Conference this fall are well on their way. **JoAnne Orlando** chaired our planning meeting this winter. Committee members, with co-chairs **Cheryl Belz** and **Stacy Humphryes**, shared ideas for a conference that all LILT's members will enjoy. We are enthusiastic about bringing this conference back to our members which provides the opportunity for professional growth and collaboration among colleagues regarding the latest trends in world language teaching and learning.

Many schools are thrilled to see our LILT Excellence in Foreign Language Plaques return, to be presented at awards ceremonies across Long Island. Thank you **Donna DiNatale** for your efficiency in getting these plaques to LILT members.

Thank you **Nancy Russo-Rumore** for handling the nominations received for the various LILT Awards and Stipend. It is always a joy and honor to recognize our students and colleagues.

Thank you **Richard Gentile** for all his hard work and dedication in putting together our newsletter. It is always a source of relevant information. We are always looking for articles and ideas for publication, and if you have ideas to share, send it to Richard for consideration in the *LILT Newsletter*.

Thank you also to **Ron Taub** for all of his hard work and dedication. Ron's expertise in business and his diligence in dealing with our finances have helped keep us in compliance with federal and state regulations.

It has been a wonderful year seeing LILT come back and make a difference to our colleagues and our students. A wonderful thank you to the **LILT Executive Board** and our **Members!** Let us continue our journey forward, all being LEADERS in that journey!!!

Please be reminded this year's contest winners will In friendship,  
appear in the July online edition of the *LILT Newsletter*. *Ana Aquiar-Mady*

## 2016 LILT ANNUAL CONFERENCE

The 2016 LILT Annual Conference will be held on Saturday, November 5, 2016 at the Wisdom Lane Middle School, Levittown. If you would like to present at the conference, kindly contact **Rob Dennis**, Presenter Coordinator of the 2016 LILT Annual Conference, at [RDENNIS@LILTFL.ORG](mailto:RDENNIS@LILTFL.ORG).

## VACANCIES

The following vacancies are anticipated in 2017. If you would like to apply or consider applying, kindly contact the person mentioned in each individual announcement:

### LILT TREASURER

The current LILT Treasurer, **Ron Taub**, will be retiring from his position as of June 2017 after serving in that capacity since the late 1980's. We are looking for a LILT member to become the next LILT Treasurer as of June 2017. Ron will train that individual in all the Treasurer's procedures, which are quite user friendly. If you are interested, please contact Ron at [RONTAUB@LILTFL.ORG](mailto:RONTAUB@LILTFL.ORG) (LILT on subject line).

### LILT NEWSLETTER EDITOR

The current *LILT Newsletter* Editor for the last fifteen years, **Richard Gentile**, will be retiring from this position in 2017. If you like to write, gather information about the latest trends in LOTE teaching, and keep LILT members informed, this is the perfect vehicle for you. You must be computer literate since final copies of the newsletter are sent to the publisher electronically. Kindly contact Richard at [GRICH99@VERIZON.NET](mailto:GRICH99@VERIZON.NET) (LILT on subject line) if you are interested.

### LILT WEBMASTER LIAISON AND ASSISTANT

This position requires good writing skills and an artistic eye. You will work with the Webmaster to decide how the LILT Homepage should look and work. You will also look over all documents to be posted, format them and make sure they are grammatically correct and concisely convey the ideas presented so they are easily comprehensible on the website. Kindly contact **Richard Gentile** at [GRICH99@VERIZON.NET](mailto:GRICH99@VERIZON.NET) (LILT on subject line) if you are interested.

### LILT DOCUMENTS MANAGER

All LILT printed documents for distribution (*LILT Activities Booklet*, *LILT Annual Conference Program*, *LILT Newsletter*, etc.) are reviewed by the documents manager. This requires making sure everything is gramatically correct and concise. The layout of the document is equally important to make sure it is visually attractive. If you are interested, please contact **Richard Gentile** at [GRICH99@VERIZON.NET](mailto:GRICH99@VERIZON.NET) (LILT on the subject line).

### LILT CATERING ADMINISTRATOR

Meals for the LILT Executive Board Meetings, the LILT Annual Conference, and any other LILT gathering where food may be necessary, is arranged by the Catering Adminsitrator and the caterer, always keeping in mind the dietary requirements of those in attendance. If you are interested, please contact **Richard Gentile** at [GRICH99@VERIZON.NET](mailto:GRICH99@VERIZON.NET) (LILT on subject line)



LILT Spring General Membership Meeting
Wednesday June 1, 2016

The LILT Executive Board cordially invites all LOTE Teachers to its annual end-of-year Spring General Membership Meeting. Please join us as we honor our retirees, and the recipients of the LILT Lucille DiPietro Lambert Student Award for Excellence in Second Language Studies on Long Island.

If you know of any LILT member who is retiring and meets constitutional criteria for recognition, please contact Michele Ortiz as soon as possible at mortiz@liltfl.org.

Please have your check, PAYABLE TO LILT, postmarked (US Post Office only) no later than May 23, 2016.

DATE: Wednesday, June 1, 2016
TIME: 4:30 PM - 7:30 PM
PLACE: Black Forest Brew Haus, 2015 New Highway, Farmingdale, NY 11735

COST: \$31.00 [gratuity included]
MENU: Salad, Choice of Three Entrees, Dessert, Soda

N.B. Cash Bar Available

R.S.V.P.: Wednesday, May 23, 2016
MAIL CHECK TO: Michele Ortiz, 227 Atlantic Place, Hauppauge, NY 11788

DIRECTIONS:

From Points West on the Long Island Expressway: Take Exit 49S toward Amityville onto S. Service Rd. Turn right onto RT 110 (Broadhollow Road). Turn left onto Smith Street. Turn left onto CPL Tony Casamento Hwy. Destination is on the right.

From Points East on the Long Island Expressway: Take Exit 49S toward Amityville/Melville/Republic Airport onto RT 110 S (Broadhollow Road). Turn left onto Smith Street. Turn left onto CPL Tony Casamento Hwy. Destination is on the right.



LILT Spring General Membership Meeting
Wednesday June 1, 2016

Name(s): \_\_\_\_\_

Phone: (Home) \_\_\_\_\_ (School) \_\_\_\_\_

Total Enclosed (\$31.00 per person, PAYABLE TO LILT): \$ \_\_\_\_\_

MAIL THE ABOVE FORM BY MAY 23rd, WITH YOUR CHECK PAYABLE TO LILT, TO:
Michele Ortiz, 227 Atlantic Place, Hauppauge, NY 11788

## TEN THINGS MASTER TEACHERS DO

Master teachers—those who have figured out how to get students to do and be their best, how to simplify the complex, how to look forward to their jobs each day, and how to create lasting memories in the hearts and minds of students—once struggled as new teachers, too. The following 10 practices not only helped master teachers over the initial hump of inexperience but also sustained their ongoing success.

### 1. ASK FOR HELP.

A sound support system is vital for all teachers. If you are part of a New-Teacher Induction program, that's ideal. If you have the support of a master teacher or mentor, tap into that person's expertise. Learn from as many teachers as you can both in your school and online, particularly the top-performing teachers. Do not be afraid to ask for assistance, ideas, and information. We're all still learning to teach. Fellow colleagues are always happy to offer their advice and guidance, and they'll look forward to learning from you, too!

### 2. AVOID NEGATIVE PEOPLE AT ALL COSTS.

You're bound to meet one on every faculty. Don't be rude to them. Just don't add fuel to their brightly burning fires. Be kind, but always be on your way to *somewhere else* when they attempt to suck you into their sinkholes. "Oh, I'd love to chat, but I'm on my way to the restroom before the bell rings. See ya!"

### 3. HAVE A CLASSROOM MANAGEMENT PLAN AND STICK TO IT!

You'll need very few additional rules if you establish a plan for common classroom procedures, such as how to enter the room, what to do as soon as students are seated, how to ask permission to speak, how and when to use personal electronic devices, how to pass in papers, and so on. Tell students what you expect, show them how to complete classroom tasks, and then practice, practice, practice.

### 4. BE THE HAPPIEST-LOOKING TEACHER IN THE SCHOOL.

This cannot be stressed enough. Students need happy, positive role models in their lives. And students respond more favorably to teachers who appear to love what they are doing. Yet, walk down the hallways of almost any school and you'll meet too many teachers who appear far too serious. Make a concerted effort to appear happy every day. Fake it on your bad days. Make your classroom a cheerful place to be.

### 5. CONVINCe STUDENTS YOU CARE.

The old adage "I don't care how much you know until I know how much you care" is particularly true in the classroom. Get to know your students, and

tell them, often, that you care. Even when you're firm with them or doling out a punishment, stress that you care, that you are on their side, and that you will not give up on them, even when they are tempted to give up on themselves.

### 6. MAKE LESSONS FUN, MEANINGFUL, AND DOABLE.

Create classroom tasks that are challenging, attainable, and engaging. Notice how this article is written, broken down into 10 simple (not easy, but simple) tasks. Tasks presented in a list format are more likely to seem doable and are easier to relate to. That's how you want to teach your students. Individuals can accomplish almost any task if they view it as important and attainable. It's also fun to succeed and feel like you accomplished something. Fun doesn't always have to involve games, though it certainly can. Just plan lessons that are challenging without being overwhelming. And when games are appropriate, by all means, let them play!

### 7. AVOID POWER STRUGGLES WITH STUDENTS.

They are futile and harmful, often breeding defiance and never leading to improved behavior. Don't allow students to push your buttons. Students need to think you don't even *have* buttons. When a student attempts to engage you in a power struggle, simply speak softly and refuse to *fight back*. Say, "I can see you're upset. We'll talk about it when you calm down." Then allow for a cooling-off period. Vow never to lose your cool with a student, no matter what. Keep this thought in mind: "I can't control what others do, but I can always be in control of myself."

### 8. USE SOCIAL MEDIA APPROPRIATELY.

Do not avoid using social media. It's a treasure trove of learning, connecting, and collaborating. But DO avoid abusing social media. Do not post anything on a social media site that you would feel uncomfortable posting if your principal and your students' parents were watching over your shoulder. An excellent New Teacher Chat (founded by Lisa Dabbs) takes place every Wednesday night from 8:00 to 9:00 p.m. eastern time on Twitter, providing a supportive space where new and experienced teachers can share their insights and resources. To participate, use the hashtag #ntchat.

### 9. ACT LIKE A PROFESSIONAL.

Treat your reputation with the utmost care. Students, coworkers, parents of students, and the community will hold you to a very high standard. Exceed their expectations and don't say or do anything unbecoming of a professional.

### 10. COMMUNICATE WITH PARENTS, whether they return the gesture or not. Send notes, e-mails, or text messages (when and if appropriate) to keep

parents abreast of their children's progress. Make an occasional phone call (and leave a voice message if there's no answer) to tell parents something positive their child did today. Host an online class page so that parents can have access to assignments and the general happenings in your classroom. A parent who has received several positive communications from you is infinitely more likely to work with you to solve an occasional problem than a parent who has never heard from you or who only hears from you when trouble is brewing.

These 10 practices can positively influence your success as a teacher. You'll notice that the most successful teachers in your school are following these rules on a consistent basis. Get busy becoming "that" teacher—the one who makes a difference; is admired by students, parents, and coworkers; and inspires students to meet their fullest potential.

*Reprinted from ASCD Express, Vol. 10, No. 23 (2015)  
Submitted by Nancy Russo-Rumore, Emerita*

### **WE NEED THE "HOW": EXPLORING WAYS TO PREPARE STUDENTS FOR IPA'S**

Compared with some other language educators, I was slow to jump on the integrated performance assessment (IPA) bandwagon. I'll admit it: I thought there was no way my students could speak, read and write an authentic context at such low levels of proficiency. What I did not realize was that it indeed is possible – but only if I also changed the activities I set up in my classroom. That is key. It is hard to develop and implement these changes, and it is hard to toss out years of old activities and start from scratch. Yet once I came around, I became an IPA advocate.

I did several presentations at professional conferences about IPAs and learned that while teachers are excited to incorporate real-world tasks into their classrooms, they reported being uncertain about how to implement them. We know the "what" (get students to perform well on an IPA), but we needed the "how" (activities to prep them in class). My solution is to have students participate in classroom activities that closely mimic the way they are assessed.

By using these activities, students realize that IPAs are not scary, but simply an extension of what they have been doing all along.

Jeff Pageau, French teacher at Roanoke Rapids High School, NC, came to one of my conference sessions and had this to say: "For me, using an IPA make sense. It's a logical way to assess a student's ability to use the language in a real-world context. One thing I took away from (this) session is the need to choose contexts that are real-world situations that a student could encounter in the target culture. What's so great about implementing IPAs is that they can be implemented on any language

level by modifying the rigor as needed." In short, IPAs give students a reason to use the language and give them an opportunity to show what they can do.

The trick to preparing students for an IPA is setting the context. There must be a real-world reason for doing the task. After a while, setting a context becomes routine and integrated into everything in the classroom. Take a common thematic unit in language classrooms, for example, sports and competitions. The teacher can break this large theme down into a variety of different activities that will ultimately move students towards higher levels of proficiency. Each of the following types of activities can be done during regular class time or linked together to form an actual IPA.

#### ***Interpretative Task***

Video clips work well with a variety of thematic units, because there is a constantly updated supply of material to be found online. Clearly explain the context to provide a reason that students might be watching these clips and build from there. For example: "You and your friends are watching the World Cup and all the commercials are in Spanish. These commercials reach a large audience, so advertisers want them to be good. As you listen to the commercial, list all the qualities of this product or reasons to buy the product that are mentioned. "Show an authentic advertisement and allow 2 minutes to discuss with a partner using guided questions to help students think about the content. For Novice learners, the discussion could be simple expressions of like and dislike, or to compare their lists of all the reasons why they should buy this product and rank them in order of which are the best. Intermediate learners can also explain why they liked or disliked the commercials or talk about ways the commercials could be better.

Interpretative activities may also take the form of reading, but there is no need for teachers of lower-level students to be concerned. Reading can be as simple as Tweets, infographics, or advertisements, and do not have to be long articles or overwhelming amounts of text. In fact, pictures provide the support the Novice learners need to meaningfully interact in the target language when their vocabulary knowledge is limited. For sports and competitions, for example, the teacher may set the context with something like: "Here are ads for a few different gyms in Santiago, Chile. Looking at what they have to offer, what are three pros and cons to each gym? Which one do you think is the best deal?" This is a real-life task that someone looking to work out may actually do. There is no need to add, "Imagine you are in Chile," or "Pretend you are an athlete." Simply assign a task that exists in the real world and students instantly grasp the purpose behind it.

ACTFL Director of Education Paul Sandrock says one way to modify a task for Novice learners is to give an inference and have students look for evidence in the text to support or dispute that claim. An example of a

simplified interpretative task for Novice learners using gym advertisements is to make a statement, such as “This is the worst gym in all of Santiago!” and have students circle words and phrases in the text that make them believe that statement is true or false.

### ***Presentational Activities***

The next step is to link the interpretative task to the presentational activity. Using the sports commercials activity, the teacher might ask students to write a Facebook comment to the company to say they enjoyed or hated the commercial. Again, this real-world task could be simplified for Novice learners, or expanded for Intermediate learners. An added bonus to this type of presentational activity is that the teacher could include technology by having students type their responses in a fake status generator to make their writing appear as it would in a Facebook comment.

For the reading task, teachers could ask students to respond with an email message to the gym that they chose and introduce themselves, explain what types of exercises or equipment they would need, and what type of sports or activities in which they would participate. Again, this task could be done very simply with Novice learners, who might only know how to say “I play . . .” and “I need . . .”, while Intermediate learners may expand and explain their answers in more detail.

### ***Interpersonal Activities***

In the aforementioned examples, the tasks were logically linked to one another. When the context is set, students understand the situation and what type of language would be needed to navigate the situation. Interpersonal activities are no different.

A great way to scaffold the interpersonal conversation activities is to begin with a classic Info Gap in which one student has information that the other one needs. In the Interpersonal Mode, it is important to have students be who they are and do what they know (not trying to pretend to be an adult). To practice conversations around sports and competitions, students receive an ad for a sporting goods store in the target language. The prompt could be to come to agreement on which sport is the most expensive for students. The students could be asked to consider the cost of equipment (using the ad to provide some ideas), if they can practice the sport in a place that does not charge a fee, and if there are other schools nearby for competitions. Instead of practicing specific structures, students would be able to use what they know to propose a variety of ideas and explore them with their conversational partner.

Info Gaps are a great starting point to get students speaking in the target language. The next step is to expand the answer options to continue with the sports example, students can converse in small groups or pairs on a variety of topics and answer a variety of questions under the umbrella theme of competitions. Here are

some examples of questions the teacher might provide in the target language:

- “Your friend is nervous about the upcoming band competition. Do you play an instrument? Have you been in a competition for music? How often do you practice? What is the hardest instrument to play? Why is it hard to play?”
- Last semester, our school basketball team did not do very well. Have you lost a competition? Do you play basketball? When do you go to practice? Who else is on your team? What other sports do you play?”
- “During the summer, many students swim at the YMCA. Do you swim a lot? How well do you swim? Do you swim on the swim team at school? Where do you practice? Did your team win or lose?”

When it comes to interpersonal practice, the possibilities are endless. In class this type of communicative activity could be accomplished by setting a context for everyone to discuss with his or her partner. The teacher may need to provide support for Novice learners with several questions on the board or in a list for them to choose from, but may leave the conversations more open-ended with Intermediate learners.

When I want to link the interpersonal activity to the interpretative and presentational task, I simply ask myself, “When might someone need to discuss this topic?” Then, a context usually becomes obvious. For the example of watching sports commercials, then commenting to the company on Facebook, students might then want to talk about what makes a great commercial. Is it the famous celebrities? Is there exciting music? Is it funny? These are the types of questions that can be answered in a conversation, at even Novice levels.

If we take the example of the gym advertisements, followed by an email to explain your needs and interests in the gym, a logical interpersonal activity might be to talk with a fellow student about whether or not a gym membership is needed. The students would be able to ask each other questions like: “Do you play any sports? Which is your favorite? Why? Do you work out a lot now? Do you run or swim? Do you participate in sports at school?” These questions, again, can be modified to accommodate Novice or Intermediate learners and the expected answers can be simple or complex. As students work together to identify if a gym membership is needed for the kinds of activities, sports, or exercise routines they enjoy, real engagement, interaction, and negotiation of meaning come naturally. Student-to-student conversations are critical to move beyond the lower levels of the Novice range, where learners are mainly reactive. In these examples, learners are taking true responsibility to maintain the conversation. (Continued on the next page.)

# PROFESSIONAL CALENDAR

2016

**June 1 LILT Spring Membership Meeting, Black Forest Brew Haus, Farmingdale**

June 22-27 AATI International Conference, Naples, Italy

July 3-6 AATF National Convention, Austin, TX

July 8-11 AATSP Annual Conference, Miami, FL

August 2-5 NYSAFLT Summer Institute, Genesee Community College, NY

Sept. 20 FLACS Annual Conference, TBD

Oct. 21-22 NYSAFLT Annual Conference, Syracuse, NY

Oct. 28-29 CAES Annual Institute, Schenectady, NY

**Nov. 5 LILT Annual Conference, Wisdom Lane Middle School, Levittown**

Nov. 18-20 AFTFL Convention, Boston, MA

Nov. 18-20 AATG Annual Meeting, Boston, MA

Nov. 18-20 AATI Conference, Boston, MA

Nov. 18-20 AATJ Fall Conference, Boston, MA

2017

TBD ASLTA Biennial Conference, Salt Lake City, UT

Jan. 5-8 MLA Convention, Philadelphia, PA

Feb. 9-11 NECTFL Conference, New York City

After becoming an IPA convert, I truly believe it is the best way to assess students while providing them the opportunity to shine. These assessments link the classroom to the real world effortlessly, with the addition of simple context and authentic materials. Students clearly see how what they are learning could be applied outside of class and the boost in motivation and proficiency has been clear.

How do we prepare students for this type of assessment? We practice regularly, and IPA-style tasks become part of our daily classroom routine. The learning, the practice, and the assessment become intertwined. That is the secret to the "how" of getting students to do well and grow in the target language when you make the IPA switch.

*Reprinted from ACTFL "The Language Educator," March/April, 2016*

*Submitted by Nancy Russo-Runore, Emerita*

## ON A LIGHTER SIDE

With the lightning growth of technology, it's been almost inevitable changes should occur. Still the French stick to certain peculiarities and refuse to adapt.

For instance, the whole world says *fax*, but the French insist upon *la télécopie*. Every other country uses the term *e-mail*, but the French prefer to stay with *le courriel*. I know of no country except France that doesn't refer to *software* -- they insist on *le logiciel*. And yet, they don't seem to acknowledge the hundreds of French terms in our English language, *coup d'état*, *carte blanche*, *bureau*, *rouge* ... it would take hundreds of pages to list them all.

**qui vive** (*kee VEEV*) *noun*

English: alert, lookout. (Used in the phrase "on the qui vive"). From French *qui vive*, literally, "Who lives?" implying "Long lives who?" or "Whose side are you on?" It was used by a sentry to challenge someone approaching the gate. A proper response might be "Vive

le roi!" ("Long live the King!") or "La France!"

**lèse majesty** or **lèse majesté** (*leez MAJ-uh-stee*) *noun*

English: An offense against a sovereign power, an attack against someone's dignity, or a custom or institution held sacred. From French *lèse-majesté*, from Latin *crimen laesae maiestatis* (the crime of injured majesty).

**frisson** (*free-SON*) *noun*

English: a sudden, brief moment of excitement or fear; thrill, shudder. From French *frisson* (shiver), from Old French *frison*, from Late Latin *friction-*, from Latin *frictio* (friction), from Latin *frigere* (to be cold).

**degringolade** (*day-grang-guh-LAYD*) *noun*

English: a rapid decline, deterioration, or collapse (of a situation). From French, from *dégringoler* (to tumble down, fall sharply), from Middle French *desgringueler*, from *des-* (de-) + *gringueler* (to tumble), from Middle Dutch *crinkelen* (to curl).

The great humorist Mark Twain once said, *In Paris they simply stared when I spoke to them in French; I never did succeed in making those idiots understand their language.*

*Reprinted from various e-mail editions of Wordsmith.com. Submitted by the Editor.*

## SHARE THIS EDITION WITH COLLEAGUES

You are receiving this edition because you are a LILT Member. Share it with non-member colleagues and encourage them to become a LILT Member. **ALL LOTE teachers need an advocate, and LILT is there to support you. (A membership form is on the last page of this edition.)**

## CONDOLENCES

LILT sends its deepest sympathy to LILT Member **Nancy Wolman** on the passing of her mother.

## THANK YOU

Thank you to Ana Aguiar-Mady, Nancy Russo-Rumore, and Ron Taub for proofreading this edition.



Richard Gentile  
LILT Newsletter Editor  
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Huntington, NY 11743

## MEMBERSHIP IS FOR THE CALENDAR YEAR

PLEASE CUT HERE ➤ -----



MAIL-IN MEMBERSHIP APPLICATION ONLY (Go to LILTFL.ORG to register on-line.)  
PRINT VERY CAREFULLY IN BOLD BLUE OR BLACK INK.  
**\*REQUIRED FIELDS**

Last Name\* \_\_\_\_\_  New, First Name\* \_\_\_\_\_

Former Last Name \_\_\_\_\_

Home Address\* \_\_\_\_\_  New

Home City\* \_\_\_\_\_, State\* \_\_\_\_\_ Zip\* \_\_\_\_\_  New

Home Phone\* ( ) \_\_\_\_\_  New, Cell Phone\* ( ) \_\_\_\_\_  New

E-MAIL ADDRESS\* \_\_\_\_\_  New

School Name/District \_\_\_\_\_  New

School District City \_\_\_\_\_, State \_\_\_\_\_ Zip \_\_\_\_\_  New

School Phone\* ( ) \_\_\_\_\_  New, School Fax ( ) \_\_\_\_\_  New

Languages and levels you teach.\* \_\_\_\_\_

- Dues\* (check one):  \$20 Individual  \$10 Full-Time Student  \$10 Emeritus  \$500 Lifetime
- 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\*.

Make check **PAYABLE TO LILT** and mail to: Ron Taub, 16 Radford Road, Lake Grove, New York 11755