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

PRESIDENT'S MESSAGE

Dear LOTE colleagues,

As I write this message for the January issue, I'm reminded of Thanksgiving and the end of the year holidays. I hope everyone's celebrations were happy and healthy ones as we all gave thanks for health and family. LILT, too, is thankful for your support for all we do. Because of your collaboration, we are now 825 members strong. We are committed to providing programs and services that benefit LOTE teachers on Long Island. Make sure you will be able to continue to benefit by checking your mailing label to see when your membership expires. If you see '07 after your name, you will continue to receive all mailings until the end of December 2007. If you see '06 after your name, this is your last mailing from LILT as your membership has expired. Please take the time to renew now so you lose no continuity in membership. Information about the competition is available on our website at WWW.LILTFL.ORG. Only teachers who have renewed prior to December 31, 2006 will be able to enter their students in competition. (See last page of this issue for a membership form.)

Kudos to **Toni Sanzeri** and **Andrea Mendicino** for successfully co-chairing the LILT-NYSAFLT Regional Conference on November 11, 2006 at Great Neck South HS. If you were there, you know, for the first time, we had over 400 LOTE teachers attending. The feedback we've gotten is that so many of you, especially those attending for the first time, were favorably impressed with the information and ideas you walked away with to implement in your classrooms. The program was very varied, and thanks for the coordination of presenters go to Program Chair **Carmen Campos**.

NYSAFLT President, Lou Baskinger, was one of the presenters. His presentation on AP Spanish updates and techniques was very favorably received by those who attended. This was his very first visit to this Regional and he told me he was awed by our attendance, sessions offered, and the comments he received by those attendees with whom he interacted. We are happy that he enjoyed the day and look forward to other NYSAFLT Presidents attending in the future.

We are actively planning our winter workshops and hope you will find sessions that interest you, meet your needs, and that you plan to attend. If you have ideas, names of presenters you'd like to see, or have interest in presenting your own session, please contact 1st Vice President, **Alba Masullo** with that information. Your interests are of paramount importance to us as we continue to offer services to our membership that we know will meet your needs and enable you to be successful in your LOTE classroom.

The holidays are now behind us and I hope this newsletter finds you all with fond memories. You deserved the respite from school, tests, lesson plans and paperwork. I wish you and your families a happy and healthy New Year, and I look forward to seeing many of you at the numerous activities LILT has in store for second semester. Enjoy!

Collegially,

Adrienne

E-LILT NEWSLETTER

Beginning with the April 2007 *LILT Newsletter*, LILT members will have the option of receiving only electronic copies. It is our hope to reduce printing and postage expenses, as well as reduce mail you receive at home. If you would like to subscribe to this new service, kindly e-mail the editor at rgentile@liltfl.org, writing in the subject box, **e-newsletter. Please include your name, your home address and your e-mail address in your message.** Mail that is not so identified will not be opened. An e-mail letting you know the newest newsletter is on line will be e-mailed to you. Oftentimes, the newsletter is on line about 2 weeks before it's received in your home mailbox.

VAMOOSE

Vamoose means to depart hurriedly in American English, and is taken from the Spanish *vamos* (let's go). The word is often used in American cowboy movies, especially among those escaping the law. *From wordsmith.org, September 15, 2006 and the Editor*

CONGRATULATIONS

to **Lorraine Berger** on her June retirement. Lorraine was honored by LI LT at its fall membership meeting,

to **Francesco Fratto** and **Alba Masullo** for being honored by NYSAFLT in its *Faces of NYSAFLT*,

to **Dr. Lori Langer de Ramirez** for receiving NYSAFLT's *Remunda Cadoux Award for Leadership in Foreign Language Supervision*,

to **Josephine Maietta** for receiving NYSAFLT's *Ruth E. Wasley Distinguished Teacher Award, K-12*,

to **Dr. Joseph Tursi** for being honored by the Sons of Italy for his many years of loyal and dedicated service.

EMPLOYMENT

Full-time Spanish II and III leave replacement, February-June 2007, Oceanside HS; contact Dr. David Rose, Director of World Languages K-12, (516) 678-7533, drose@oceanside.k12.ny.us.

FRENCH STUDENT EXCHANGES

Any teacher of French wishing to contact teachers with students aged 11-19 from Metropolitan France, French West Indies, French Guyana, Reunion Island and/or French Polynesia for the purpose of correspondence, exchanges, exchanges of flats or holidays, should write to:

SNES Exchanges

Syndicat National des Enseignements de Second Degré
46 avenue d'Ivry-75647 PARIS, CEDEX 13-France
FAX: (33) 1 40 63 29 68; e-mail: internat@snes.edu

Reprinted from the American Educator, American Federation of Teachers. Submitted by Nancy Russo-Rumore.

LILT-NYSAFLT REGIONAL CONFERENCE NEWS

This year's regional conference took place on Saturday, November 11, 2006 at Great Neck South High School. It was a beautiful autumn day, on a holiday weekend,

TEACHERS HELPING TEACHERS

People to People

This past summer I was in Australia, with a group of students from People to People student ambassadors. These students, unlike my other trips, were not my own. Most were from New York City, Manhattan and the Bronx. They were selected to be student ambassadors, and the trip was to foster cross-cultural understanding. We had an amazingly wonderful time. The trip included a home stay with an Australian family and a partner school.

In addition, People to People International has a subset organization program that links classrooms. I'm working on getting pen pals from Senegal and Togo. It is a free service. The contact information is:

Stacey Chance
Director, School and Classroom Program

when one might think about driving upstate, raking leaves or going shopping. But, this wasn't the case for most of Long Island's dedicated LOTE teachers! Over 400 attended this year's conference, our highest number yet.

Teachers, both new and veteran, enthusiastically visited over 20 exhibitors and attended workshops dealing with Podcasts, Smartboards, games, techniques, AP Exams, puppetry, the ASL curriculum, and more. Lou Baskinger, President of NYSAFLT, presented a brilliant workshop on *The New AP Spanish Exam*. In another popular workshop, *Liven It Up...*, **Francesco Fratto** shared some of his highly successful tricks of the trade. **Lillian Carey**, our NYSAFLT representative, brought us up to date with the newest trend in technology, the Podcast, and how to use it in our classes. It was a great day for learning, being inspired, and catching up with friends.
Submitted by Toni Sanzeri, Regional Co-Chair.

NYSAFLT NEWS

NYSAFLT President Lou Baskinger attended the annual LILT-NYSAFLT Regional on November 11. In addition to addressing the Opening Session with very supportive remarks, Lou presented an informative workshop on AP Spanish. His presence added to the success of the day. NYSAFLT Regional Director **Lillian Carey** also participated in the November 11th conference. The professionalism and support of NYSAFLT were very well represented by both Lou and Lillian.

Please be reminded that NYSAFLT will be soliciting candidates for the annual Fulvi Scholarship Awards for students, and applications for the James E. Allen Award for deserving school districts. Please also take the time to visit NYSAFLT's web site at *NYSAFLT.ORG* if you wish to find out more information regarding other awards, scholarships and meaningful teacher and student programs. *Submitted by Joseph Tursi, Jr., LI NYSAFLT Director.*

People to People International

World Headquarters
501 East Armour Boulevard
Kansas City, Missouri 64109
USA
816.531.4701 phone
816.561.7502 fax
classroom@ptpi.org
www.ptpi.org



PTPI's School and Classroom Program is a free service that pairs classes in different countries, enabling students to work together on cultural pen pal exchanges. Share this rewarding program with others! *Submitted by Bruno Bernardino, Centereach HS.*

Cool Music Videos In The Classroom

To bring music into the LOTE classroom is a smart

move. Music grabs students' attention. It is fun, culturally significant and relevant to youth. Songs can elevate moods, tickle emotions and trigger the imagination.

Throwing into the mix video clips is the smartest move yet. The visual anchors the listening experience, allows for extra reps and takes pressure off singing along.

A website I am using a lot is es.yahoo.com - it is just *fenomenal!* It posts 100 top videos, allowing me to keep up-to-date with songs and singers. I look for videos that are aesthetically interesting, thought provoking and likely to kick-off a discussion.

Logistics: There are so many filters in computer labs today that it is almost impossible to get anything live. I load the material in my memory stick and borrow a cart with a laptop and an LCD projector.

How to download a video: A friend recommended WM RECORDER 11.0, a program you can download from the Internet. Lyrics can be obtained at www.lyricsbox.com, or you can just Google the song's title or artist.

A propos of the Latino Grammy Awards, some colleagues and I prepared activities with the nominated singers, songs, albums and videos. It took about 10 days to familiarize our students with the main contenders in the four categories. In the morning our students voted for their favorites and the next morning we played 4-5 clips of the main awards.

Everybody loved it!

From the newest videos I recommend:

Julieta Venegas, *Me Voy*

Ricardo Arjona, *Mojado*

Fonseca, *Te Mando Flores*

Juanes y Nelly Furtado, *Fotografía*

El canto del Loco, *Besos*

20 de Enero, *La Oreja de Van Gogh*

Muñeca de Trapo, *La Oreja de Van Gogh*

Nelly Furtado, *No Hay Igual*,

Diego Torres, *Abriendo Caminos*

Calle 13, *Atrévete Te Te*

As always, watch the video and decide if it suits your goals and if it is appropriate for your audience. Enjoy and good luck! *Submitted by Anahí Walton-Schafer, Northport HS.*

The Power Of The Sound And Image NYSAFLT Summer Institute Highlights

I had a wonderful experience in Oneonta this summer by discovering innovative and exciting ideas, and learning new tips to equip my lesson plans for September. So much so, that the heat wave almost passed me by. The program was thorough and ran smoothly from breakfast until nine o'clock every night. I was looking forward to increasing my use of technology in the classroom, especially music and visuals. I have always liked singing with my students. Lately I integrated some ballroom

dancing in the classroom with sophomores taking the floor with merengue and singing along with Elvis Crespo. It was wonderful for me to realize that I could still improve on my use of music in my classes.

In Oneonta I got three ideas about how to use technology in my classes this year:

John Carlino's workshop encouraged me to add video clips to my music lessons. Concise and straight forward, John presented a variety of activities he conducts with his students, activities that combine the power of images and sound with listening comprehension, critical thinking and communication.

Bill Ryall opened my eyes to using unconventional photos, not only the "beautiful pictures" I usually take as mementos of a trip or vacation. Bill showed us how to use pictures successfully of street signs, shop windows, office/business hours, cars' plates, advertisements, and billboards as attention-getters for short, fun activities in the classroom.

Finally, Ken Hughes did away with my apprehension of bringing film making into my classroom. He demonstrated how to use the digital camera efficiently with our students by engaging them, yet keeping control over procedures and the product. Staging our own video was a lot of fun. Sound a bit cryptic? If you want to know what we did, you may want check out NYSAFLT's webpage (www.nysaflt.org). *Submitted by Anahí Walton-Schafer, Northport HS*

Le Passé Composé vs. l'Imparfait

One of the easiest ways to reinforce students' use of the *passé composé* and the *imparfait* is to use famous people as examples. In this way the students more easily distinguish between a continued action or description in the past from a unique, past action. Some examples are:

Marguerite Duras _____ (naître) au Viet Nam, mais elle _____ (vivre) en France après son bac.

Camille Claudel _____ (étudier) à Paris quand Auguste Rodin l'_____ (inviter) à devenir son assistant.

Il y _____ (avoir) beaucoup de musicians dans la famille d'Angelique Kidjo qui _____ (commencer) à chanter à l'âge de six ans.

Pendant qu'il _____ (habiter) aux Etats-Unis, Maurice Jarre _____ (devenir) le chef d'orchestre du Los Angeles Philharmonic Orchestra. Submitted by Gene Lowenberg, Emeritus.

Useful Websites

German: <http://www.germanyinnyc.org>; Italian: www.ladante.it; www.uni.edu/becker/italiano2.html Submitted by Josephine Maietta, Michele Ortiz and Jane Mooney

La Semaine du Français

This year our new French teacher, Ms. Angela Kouris, took ideas from the AATF website to celebrate *La Semaine du Français*. It is amazing how a small group of

students can work together so that the entire faculty, staff and student body is made aware of this special week.

In preparation for the week, Ms. Kouris and her students created a banner with the Eiffel Tower and the words *La Semaine du Français* written across it in a beautiful script font. They made the banner by stretching a queen sized white sheet onto a large wood frame and stapling it. (We use these wood frames for homecoming and spirit week banners, so we did not have to build our own.) They made a transparency of the tower and the words from the computer, then traced it with an overhead projector onto the sheet. Once it was traced they were able to paint it. We displayed this banner in the lobby of the main entrance of our building.

Also in anticipation, her classes prepared posters with photos and biographies of 30 famous French people.

Two posters were made for each, one that included the person's name and one that asked "Who am I"? The posters were laminated, and the ones with the names on them were hung throughout the building. The ones without names were hung in our World Language Hallway. Students in all language classes were encouraged to participate in a contest with an answer sheet to fill out. What the students had to do was look around the building, read about the person (in French or English) and then find the same poster in our hallway and write its name next to the correct number. Each poster in our hallway had a number assigned to it. The student with the most correct who handed it in first won a gift card to Panera.

Most students purchased t-shirts from AATF and wore them on the first day of National French Week. Teachers participated as well. Ms. Kouris also decorated our display case in the main lobby with reasons why to study French. In addition to this, students made announcements over the PA system each morning in French.

On Friday November 3rd, the AP French class set up a French Bistro in the classroom and invited the building administrators. Students served as waiters and translators for the administrators and served them croissants, cheese, mousse and quiche. Each administrator had received a beautiful invitation in his or her mailbox and the students made table cards with each name on it in French. The tables were set with linens, gift boxes with chocolates, French flag colored confetti, and French music played in the background. It

was a fun day and an inspiring week. Submitted by Michele Ortiz, World Language Chairperson, Division Avenue HS.

Creating a Story Board

The aim is to introduce the history of a particular country or culture using the target language while introducing vocabulary and any grammar appropriate to be used when discussing history. (Upper level classes)

In groups of 3-5, students will create a story board that represents the period of history that has been assigned, e.g. the Middle Ages, the Renaissance, 20th century, etc.

Each group will research its particular period and create a story board made up primarily of pictures, drawings or computer generated pictures that will symbolize the topical events of that period.

The story board must contain the following information:

- Important dates and events,
- Famous people of that period and their accomplishments,
- A map of the country and its borders during that period,
- Any important wars or conflicts,
- Art, music, and literature developed during that period.

After the story board is completed by a group, the group will present to the class the information, depicted by the pictures of the story board. Each member of the group should be responsible for presenting one particular section of the board. Classmates are expected to take notes and ask questions.

The project can be graded by using a rubric designed by the teacher which would include a grade for: format/content, creativity, syntax/grammatical structure, pronunciation and fluency, and general presentation.

Submitted by Diana Riccoboni, Smithtown HS

JEWISH MUSICIANS IN THE TUDOR COURT

It isn't entirely news that many of the musicians employed by Henry VIII and Elizabeth I were Jewish; the musicologist Roger Prior explored this point in detail in a 1983 issue of the *Musical Quarterly*. But it is a curiosity; in 1290 England expelled its entire Jewish population and did not officially allow them back until 1656, yet by the 1540's Jewish musicians, imported from Italy - including two musical dynasties, the Bassanos and the Lupos - were plentiful in court wind and string ensembles.

What did this mean musically? Not a lot. The Pavans,



Airs and Fantasias by Augustine and Heironymus Bassano and Theophilus, Thomas and Joseph Lupo bear no hint of synagogue chant and are the very definition of Tudor court music: dark, slow-moving and often overwhelmingly melancholy. On the other hand maybe that's the key. After all Jewish music has a lachrymose strain as well. Maybe the sound that we've thought of all along as English is actually Jewish. Who knew?

Two other important 17th century Jewish composers working on the Continent were Salomone Rossi, famous for his Monteverdian pieces, and Leonora Duarte, known for her gracefully flowing symphonies. *Reprinted in part from The New York Times, November 7, 2006.*

WITH JEWISH ROOTS NOW PRIZED, SPAIN STARTS DIGGING

Spain has sometimes been slow to recognize its own treasures. Miguel de Cervantes was slipping into obscurity after his death until he was rescued by foreign critics. El Greco's paintings were pulled from oblivion by the French. The Muslim palace of the Alhambra had fallen into neglect before the American author Washington Irving (*Tales of the Alhambra*) and others wrote about it in the 1800's.

Now, 500 years after expelling its Jews and moving to hide, if not eradicate all traces of their existence, Spain has begun rediscovering the Jewish culture that thrived here for centuries, and that scholars say functioned as a second Jerusalem during the Middle Ages.

"We've gone from a period of pillaging the Jews and then suppressing and ignoring their patrimony to a period of rising curiosity and fascination," said Ana María López, the director of the Sephardic Museum in Toledo, a hub of Jewish life before the Jews were expelled or forced to convert to Christianity in 1492 during the Inquisition.

Cities and towns across Spain are searching for the remains of their medieval synagogues, excavating old Jewish neighborhoods and trying to identify Jewish cemeteries. Scholars say they are overwhelmed with requests from local governments to study archeological findings and ancient documents that may validate a region's Jewish heritage.

Other people are joining in, delving into family histories to hunt for signs of Jewish ancestry. "I don't go a week without someone calling and asking me if their last name has Jewish roots," said Javier Castaño, an expert in Spain's Jewish history at the Higher Council for Scientific Research in Madrid.

"It's the opposite of 300 years ago when people changed their last names to Spanish names and looked for ancestors of pure Spanish blood," he said. "Now it's trendy to say you have Jewish roots."

But Mr. Castaño and other scholars say the revival has

in some ways gone too far. They contend that some local governments, eager to attract well-heeled tourists from the United States and Israel, are making claims about their Jewish heritage that are not supported by historical evidence.

"This whole revival is a very important and positive contribution," Mr. Castaño said. "The problem is that in some cases people are falsifying the past by creating a Jewish patrimony that never existed."

He said other critics say cities are promoting old Jewish quarters with no original structures, cemeteries whose real location is still a mystery and medieval synagogues that are hardly medieval if they ever functioned as synagogues at all.

"History is being exploited," Mr. Castaño said, citing Oviedo near the northern coast and Jaén in the south as particularly egregious examples. "People are trying to reproduce what has occurred in Toledo. Everyone wants their medieval synagogue."

Toledo, with two intact medieval synagogues, including the Tránsito Synagogue from the 14th century, is something of an exception in Spain, where the expulsion of the Jews was followed by a campaign to destroy, disassemble or obscure obvious reminders of their presence.

The Network of Jewish Quarters in Spain, with works to revive and promote medieval Jewish neighborhoods, conceded that some cities have oversold their possessions. "But it's not that they don't have the history, it's that the history is not so visible", said Assumptió Hosta, the network's secretary general. "We have to give these cities time to invest in the recovery of their patrimony."

Spain had the most vibrant Jewish population in Europe before the expulsion of 1492, and it produced one of the most influential cultural legacies in Jewish history.

It was here that Hebrew was reborn as a language suitable not just for prayer and liturgy but for poetry and other secular pursuits, contributing to the advent in Spain of what has been called a golden age of Jewish literature, philosophy and science in the 10th and 11th centuries.

In the minds of her sons and daughters, Sepharad was a second Jerusalem, Jane S. Gerber wrote in her book *The Jews of Spain: A History of the Sephardic Experience*.

"Expulsion from Spain, therefore, was as keenly lamented as exile from the Holy Land," she said.

Scholarly interest in this chapter of Jewish history has been intensifying in Spain for decades, but only recently has it extended to the public.

Besides the revival of Jewish neighborhoods, there has been an explosion of books on Jewish themes, with 200 to 250 published every year, and new museums, cultural

centers, restaurants and musical groups devoted to Sephardic traditions.

Medieval festivals that have typically included only Muslims and Christians are now seeking to add Jewish participants.

Jewish leaders say the trend has received an added push from Prime Minister José Luis Rodríguez Zapatero, who has made encouraging a more open and tolerant society a primary objective of his administration.

Still, despite the new enthusiasm for Spain's Jewish heritage, intolerance toward Jews here is far from a thing of the past, the leaders say.

"A contradictory element in all this is that a new anti-Semitism is also developing in Spain," said Jacobo Israel Garzón, the president of the Federation of Jewish Communities in Spain. "It uses the Israeli-Palestinian conflict as its source, but it passes very quickly from anti-Israelism to anti-Semitism."

Mr. Israel Garzón said the number of Jews in Spain today was still small, 40,000 to 50,000. But he said the population was growing steadily thanks to immigration, particularly from Northern Africa, where so many Jews fled after the expulsion 500 years ago.

Many of these returnees still speak a form of Judeo-Spanish language of their ancestors and have maintained their traditions. "There is tremendous nostalgia for Sephardic Spain in the Jewish world, particularly the ancestors of the expelled Jews," Mr. Israel said. "But even in the souls of the Jews who were not expelled there is the sense that with the end of Jewish Spain something very important was lost."

"Spain is now opening the way for the study of that lost footprint," he said. *Reprinted from The New York Times, November 5, 2006.*

LITTLE ITALY

The Medici Foundation announced their support of the television show "Little Italy: Past Present and Future" which aired last August.

"We feel the television piece accurately represents the current state of Little Italy and portrays a thoughtful view of the future of the community...all the while, paying homage to the important history surrounding Little Italy in New York," comments William Medici, a founding member of The Medici Foundation.

Many of The Medici Foundation board members have been prominently featured in the piece because of their strong ties with the community and historical knowledge of the area.

Dr. Emelise Aleandri is one such board member featured because of her knowledge on the history of Little Italy.

Author of the book *Little Italy*, she has spent several years researching the neighborhood's storied past and is considered by many to be one of the leading experts on

the subject.

John Fratta and Joseph Morrone, two additional board members and longtime residents, share their experiences growing up in the neighborhood. Fratta discusses the discrimination many of the honest and hardworking Italian Americans often faced while trying to carve out a better life for themselves.

"This is a very important time for the neighborhood as The Medici Foundation is working towards honoring and preserving the integrity of Little Italy," says Fratta. "It is shocking that out of 42 historic landmark districts in New York City, Little Italy is not one of them."

The Medici Foundation was formed in 2005 and has been working diligently with local and state officials, as well as members of the community, to negotiate a footprint to identify the historic district. The agreement calls for a historic area stretching from Canal Street on the South to Houston Street on the North and from Bowery on the East to Lafayette on the West. The foundation is currently raising the funding necessary to complete this mission.

"This is just the beginning of achieving The Medici Foundation's goals," continues Medici. "We plan to be a visible presence in the community, helping to expand business opportunities, increase tourism and promote Italian American arts and culture not only in Little Italy in New York, but throughout the country."

The mission of The Medici Foundation is to preserve and promote Italian-American and Italian heritage, culture and business. For more information please visit www.TheMediciFoundation.org. *Submitted by Josephine Maietta, Robbins Lane Elementary School.*

ANOTHER REASON TO LEARN FRENCH... IT CAN HELP SELL YOUR HOUSE

We had been trying to sell our home for the past 6 months, but the market had been very slow. Some people who had been looking a few weeks before returned with their mother who was here on a visit from Haiti. As I was explaining about one of the rooms, I realized she didn't understand English, so I spoke to her (and the rest of the family) in French for the remainder of their visit. Everyone was pleasantly surprised there was a French speaker among them who could make them more comfortable. As it turned out, the family was vacillating between two houses. However, "Mother" insisted that they buy ours and we closed within a few days. I'm convinced it was French that did it, proving the adage that if you want to sell a product, you'd better know the language of the purchaser! *Submitted by Joan Miltischer, Emerita.*

THANK YOU

to Lillian Carey, Gene Lowenberg, Alba Masullo, Michele Ortiz, Ron Taub and Anahí Walton-Schafer for proofreading this edition of the *LILT Newsletter*.

Professional Calendar

2007

Winter	<i>Picasso Exhibit</i> , Nassau County Museum of Art	Mar. 19-27	AATSP LI, National Spanish Exam
Jan.-Feb.	Québec at the Smithsonian: <i>Old World Charm, New World Excitement</i> , Washington DC (for more Québec information, go to www.quebecusa.org)	Mar. 20	AATF-Suffolk, <i>Le Grand Concours</i> Exam (Snow date, March 22), individual schools
Feb. 9	AATSP LI, Victor Baptiste Spanish Essay Contest, Subject: <i>Una Mujer Latina Que Admiro</i>	Mar. 23	AATI LI Poetry Contest, Stony Brook University
March	LILT Winter In-Service Workshops begin	Mar. 31	Deadline for LILT Student Plaques
Mar. 1	Copy deadline for the April LILT Newsletter	April	LILT Winter In-Service Workshops end
Mar. 1	US Post Office Postmark deadline for the Student FL Competition	Apr. 12-14	NE Conference, Marriot Marquis, NYC
Mar. 5-9	World Language Week	Apr. 15	US Post Office Postmark deadline for LILT Awards, Grant and Stipend
Mar. 16	Deadline for the Poster Contest	Apr. 20	AATI LI Professional Meeting, Robbins Lane Elementary School, Syosset, 4 PM
Mar. 17	AATG LI, <i>Sprachfest</i> , Garden City HS	May 19	AATI LI Annual Luncheon
		May 24	AATG LI, Awards Dinner, place TBA
		Jul. 13-14	AP Annual Conference, Las Vegas, NV
		Nov. 16-18	AATG/ACTFL Annual Meeting, San Antonio, TX

2007 LILT MEMBERSHIP

If your address label on the back of this page has '07 after your name, your membership is up to date. Thank you for renewing in a timely manner. If '06 appears after your name, your membership has expired. Please renew now to keep your membership and LILT mailings current.

LILT AWARDS, GRANT AND STIPEND

Now's the time to begin thinking about those exciting projects you'd like to try next year, or colleagues and foreign language graduating seniors you'd like to honor at the end of the school year. Forms are available at LILTFL.ORG, postmarked by April 15th. Please send your entries by first class United States mail. (No other postmarks are acceptable.) Chairperson: Lucille Lambert, llambert@liltfl.org.

JUDGES NEEDED

Judging entries for the annual LILT Student Language competition will be on Saturday, March 24, 2006, Bay Shore MS, 10 AM to 2 PM. Brunch will be provided for all. Judges work within a group, and if you've never participated in this event, please don't have any reservations about judging. Come, bring a foreign language colleague as well, network and get to know your foreign language colleagues from all over Long Island. If you are interested in serving as a judge, contact the LILT Judge Coordinator: Marie Brett, mbrett@liltfl.org.

WINTER WORKSHOPS

LILT will offer its annual series of in-service workshops

in March and April. Some of the proposed titles are: AP Italian Exam – A Reader's Insights; Using Feng Shui in the Classroom; Beyond Love Songs – Using Music to Build Proficiency In The Italian Classroom; Energize Your Classroom With Music and Music Videos; Marching Through History With Cesar Chavez and The Farm Workers, etc. Workshops will be in Nassau and Suffolk, 4-6 PM, Monday-Thursday; some Saturday sessions may be planned, depending on need and registration requests. Registration materials will be mailed in January. Chairperson: Alba Masullo, amasullo@liltfl.org.

LILT STUDENT PLAQUES

LILT makes available a plaque for a graduating senior at your school who has demonstrated excellence in foreign language study currently enrolled in your most advanced language course. A similar plaque is also offered for a graduating middle or junior high school student. The postmark deadline for purchase of these LILT plaques is March 31st. An informational letter to district supervisors will be mailed in January. Kindly log onto LILTFL.ORG for more information. Chairperson: Michele Ortiz, mortiz@liltfl.org.





LONG ISLAND LANGUAGE TEACHERS, INC.

Richard Gentile
LILT Newsletter Editor
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Huntington, NY 11743

MEMBERSHIP IS FOR THE CALENDAR 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 LIKE TO BE NOTIFIED OF LILT ACTIVITIES BY E-MAIL AT _____ HOME, _____ SCHOOL.

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

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

MEMBERSHIP IS FOR THE CALENDAR YEAR