

LILT NEWSLETTER

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WWW.LILTFL.ORG

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PRESIDENT'S MESSAGE

Looking to the New Year with anticipation, on behalf of all of the members of the LILT Executive Board, I wish you a rewarding year in the classroom, and to you and those you love, a year of happiness and good health. We on the Board look back on 2011 with satisfaction. Our membership rolls are still on the rise, and the 2011 LILT Annual Conference was a success with 420 participants. Continue to benefit from LILT membership by taking a minute to check your mailing label on the back of this issue. If you see '12 after your name, you will continue to receive all mailings until the end of 2012. If you see '11 after your name, your membership has expired, and unless you renew, this will be your last issue of the LILT Newsletter.

The 2011 LILT Annual Conference entitled *Languages Build Futures* was a success because of diligent preparation. This can be directly attributed to the voluntary efforts and personal sacrifice of time members and officers freely gave. In March a Planning Meeting was organized by Past President, **Adrienne Greenbaum, Chairperson**. I would like to thank Adrienne for all of her hard work in handling this for the past few years. Past President **Ana Aguiar Mady** has graciously agreed to return to this task this year, as **Adrienne** will be chairing the Awards Committee. Conference work continues throughout the school year and the summer.

Special thanks to: On-Site Chair, **Dr. Zenaida Madurka**, who handled all responsibilities as to the site, SUNY College at Old Westbury, arranging for tech help, choosing classrooms for presentations based on presenters' needs, getting cost estimates, student helpers, tables and a myriad of details for the convenience of all. Off-Site Chair, **Anahí Walton-Schafer** prepared the program and flyer, later helping to prepare folders and also assisting on the day of the conference. Treasurer **Ron Taub**, handled all registrations, **Pat Miller**, Data Technician, updated the database, prepared labels, schedule sheets and badges, while **Diana Riccoboni** handled vendor and organization table needs. Thanks also to the many other Board members who worked, including but not exclusive to: **Richard Gentile** (catering & publication expertise),

and **Richard Zawislak**, Secretary (department chair mailing). But there would be no conference without the efficiency and diligence of *Presenter Coordinator*, **Dan Saitta**.

Dan & I, along with the Executive Board, are so very grateful for the professionalism and willing generosity of our workshop presenters who shared their expertise with us. There was something for everyone at 24 workshops given by: **Luisa Batista-Escandon, Justine Bermudez, Andrea Branca, Mariann Coogan, Adriana Devers, Elcie Douce, Marisa Fang, Franca Fiorentino, Rosemary Firestein, Julie Fitzgerald, Kathy Frevele, Fabian Jara, Laura Kern, Lillian Krowne, Fran Malkin, Patricia McCarthy, Kathy McAleer** (ASL interpreter), **Johanna Medina-Bowers, Claire-Louise Meng, Carina Morales-Hauser, Christine O'Neill, Katina Price, Milena Restrepo, Kristen Romond, Peter Schieck, Bret Strauss, Kerri Titone, Madeline Turan, Keri-Ann Westfall** and **Richard Zawislak**. What would LILT do without you? Kudos and thanks to all of the above individuals for their hard work!

A huge thank you to Immediate Past President, **Nancy Russo-Rumore** for her amazing effort in organizing a LILT field trip for FL students and teachers on Long Island that included of a *Sounds of the Andes* concert, a visit to the Nassau County Museum of Art and lunch. What a monumental accomplishment!

Information about the annual Student Foreign Language Competition and the Poster Contest is available now on our website at WWW.LILTFL.ORG. Only teachers who have renewed their membership in LILT by December 31, 2011 will be eligible to enter their students in all LILT events. While you are at our website (WWW.LILTFL.ORG), peruse the many awards, stipend and scholarships available to members and their students. The application deadline is April 15th.

Remember, you must promote your programs, and gain the support of the community for the events you hold for your discipline.

Now re-energized after the Annual Conference work and the holidays, I look forward to smooth sailing through the many upcoming LILT events. I also look forward to LILT elections in the spring and the end to a busy presidency.

Please remember that the Executive Board and I love this organization, and we are proud of what it accomplishes for the sake of LOTE education on Long Island. Thank you for your continued support. In 2012, let us continue in collegiality and friendship in teaching our students the importance and enjoyment of speaking other languages and learning about other cultures.

As always, I am united with you toward this goal,

Michele Ortiz

CONGRATULATIONS

to **Walter Kleinmann** who begins his 50th year of full-time teaching. He is currently teaching at Sacred Heart Academy, Hempstead, and is an Adjunct Assistant Professor of Modern Languages at Molloy College.

SENATOR MARCELLINO AND THE FL REGENTS

On Thursday, November 18th, there was a two hour meeting with NYS Senator Carl Marcellino at his office in Oyster Bay, which was arranged by Judy Martialay. The agenda for this meeting included requesting Sen. Marcellino's support for funding for the reinstatement of LOTE Regent exams in the upcoming NYS budget, and a FLACS request to have the FLACS Regional (Regents type) exams approved by the NYS Education Dept. as Regents equivalent exams for Regents diploma credit. Sen. Marcellino supports LOTE education and realizes its importance as an asset to business, and the education of the whole child. He explained the monetary concerns of NYS government, and the financial woes of NYS that will impact all NYS budgetary decisions, concluding that the reinstatement of LOTE Regents exams is unlikely in this poor, continuing economic climate. He offered the group suggestions as to ways of making inroads to funding in the future, which included talking to LI Superintendents and Board of Regents members.

Present at the meeting (as pictured, left to right):



LILT
Immediate
Past
President
Nancy
Russo-
Rumore;
Judy
Martialay,
LOTE
Advocate;
Carmen
Campos,
FLACS
President;

Senator Marcellino, and Spencer Ross, President of the National Institute of World Trade.

WHY IT'S SMART TO BE BILINGUAL

The brain's real super-food may be learning new languages.

On a sweltering August morning, in a classroom overlooking New York's Hudson River, a group of 3-year-olds are rolling sticky rice balls in chocolate sprinkles, as a teacher guides them completely in Mandarin.

This is just one toddler learning game at the total immersion language summer camp run by the primary school Bilingual Buds, which offers a year-round curriculum in Mandarin as well as Spanish (at a New Jersey campus) for kids as young as 2.

Bilingualism, of course, can be a leg up for college admission and a résumé burnisher. But a growing body of research now offers a further rationale: the regular, high-level use of more than one language may actually improve early brain development.

According to several different studies, command of two or more languages bolsters the ability to focus in the face of distraction, decide between competing alternatives, and disregard irrelevant information. These essential skills are grouped together, known in brain terms as "executive function." The research suggests they develop ahead of time in bilingual children, and are already evident in kids as young as 3 or 4.

While no one has yet identified the exact mechanism by which bilingualism boosts brain development, the advantage likely stems from the bilingual's need to continually select the right language for a given situation. According to Ellen Bialystok, a professor at York University in Toronto and a leading researcher in the field, this constant selecting process is strenuous exercise for the brain and involves processes beyond those required for monolingual speech, resulting in an extra stash of mental acuity, or, in Bialystok's terms, a "cognitive reserve."

Bilingual education, commonplace in many countries, is a growing trend across the United States, with 440 elementary schools (up from virtually none in 1970) offering immersion study in Spanish, Mandarin, and French, in that order of popularity.

For parents whose toddlers can't read Tolstoy in the original Russian, the research does offer some comfort: Tamar Gollan, a professor at University of California, San Diego, has found a vocabulary gap between children who speak only one language and those who grow up with more. On average, the more languages spoken, the smaller the vocabulary in each one. Gollan's research suggests that while that gap narrows as children grow, it does not close completely.

The rule of thumb for improving in any language is simple practice. "The more you use it, the better off you are," Gollan says. "Vocabulary tests, SATs, GREs - those are tests that probe the absolute limits of your ability, and that's where we find that bilinguals have the disadvantage, where you know the word but you just can't get it out."

Gollan believes this deficit can be compensated for with extra study. A more complicated question is how and whether bilingualism may interact with other cognitive

issues that can appear in early childhood, specifically attention disorders, says Bialystok. Because attention-deficit/hyperactivity disorder (ADHD) is linked to compromised executive functioning, it is unclear what impact learning a second language—which calls upon exactly these executive skills—might have on children with this condition. Research on this question is underway.

Some of the most valuable mental perks of bilingualism can't be measured at all, of course. To speak more than one language is to inherit a global consciousness that opens the mind to more than one culture or way of life.

Bilinguals also appear to be better at learning new languages than monolinguals. London-based writer Clarisse Lehmann spent her early childhood in Switzerland speaking French. At 6, she learned English.

Later she learned Spanish, German, and, during three years spent living in Tokyo, Japanese.

"There's a witty humor in English that has a different sensibility in French," she says. "And in Japanese, there's no sarcasm. When I tried, it would be 'We don't understand what you're trying to say.'?"

With five languages under her belt—and a working familiarity with Latin and Greek as well—Lehmann finally considers herself sufficiently multilingual.

"Enough, enough!" she says. "I don't want to learn any more languages."

*Reprinted from Newsweek Magazine, August 7, 2011.
Submitted by Nancy Russo-Rumore, Emerita.*

HEARING BILINGUAL: HOW BABIES SORT OUT LANGUAGE

Once, experts feared that young children exposed to more than one language would suffer "language confusion," which might delay their speech development. Today, parents often are urged to capitalize on that early knack for acquiring language. Upscale schools market themselves with promises of deep immersion in Spanish — or Mandarin — for everyone, starting in kindergarten or even before.

Yet while many parents recognize the utility of a second language, families bringing up children in non-English-speaking households, or trying to juggle two languages at home, are often desperate for information. And while the study of bilingual development has refuted those early fears about confusion and delay, there aren't many research-based guidelines about the very early years and the best strategies for producing a happily bilingual child.

But there is more and more research to draw on, reaching back to infancy and even to the womb. As the relatively new science of bilingualism pushes back to the origins of speech and language, scientists are teasing out the earliest differences between brains exposed to one language and brains exposed to two.

Researchers have found ways to analyze infant behavior — where babies turn their gazes, how long they pay attention — to help figure out infant perceptions of sounds and words and languages, of what is familiar and what is unfamiliar to them. Now, analyzing the neurologic activity of babies' brains as they hear language, and then comparing those early responses with the words that those children learn as they get older, is helping explain not just how the early brain listens to language, but how listening shapes the early brain.

Recently, researchers at the University of Washington used measures of electrical brain responses to compare so-called monolingual infants, from homes in which one language was spoken, to bilingual infants exposed to two languages. Of course, since the subjects of the study, adorable in their infant-size EEG caps, ranged from 6 months to 12 months of age, they weren't producing many words in any language.

Still, the researchers found that at 6 months, the monolingual infants could discriminate between phonetic sounds, whether they were uttered in the language they were used to hearing or in another language not spoken in their homes. By 10 to 12 months, however, monolingual babies were no longer detecting sounds in the second language, only in the language they usually heard.

The researchers suggested that this represents a process of "neural commitment," in which the infant brain wires itself to understand one language and its sounds.

In contrast, the bilingual infants followed a different developmental trajectory. At 6 to 9 months, they did not detect differences in phonetic sounds in either language, but when they were older — 10 to 12 months — they were able to discriminate sounds in both.

"What the study demonstrates is that the variability in bilingual babies' experience keeps them open," said Dr. Patricia Kuhl, co-director of the Institute for Learning and Brain Sciences at the University of Washington and one of the authors of the study. "They do not show the perceptual narrowing as soon as monolingual babies do."
(Continued on p. 5, bottom right)

2012 LILT ACTIVITIES BOOKLET

THE 2012 LILT ACTIVITIES BOOKLET WILL ONLY BE POSTED ONLINE THIS YEAR ON LILT'S HOMEPAGE – LILTFL.ORG.

PLEASE PERUSE THE BOOKLET, CAREFULLY NOTING THOSE EVENTS IN WHICH YOU WISH TO PARTICIPATE.

2012 LILT POSTER CONTEST

THE 2012 LILT POSTER CONTEST WILL ONLY BE OPEN TO 2012 LILT MEMBERS WHO RENEWED THEIR LILT MEMBERSHIP BY DECEMBER 31, 2011.

2012 ELECTION OF LILT OFFICERS TO BE HELD THIS SPRING

In accordance with the LILT Constitution and Bylaws, the LILT Executive Board is calling for nominations for the following positions for 2012-2014: President, 1st Vice President, 2nd Vice President, Secretary, Treasurer and the one Member-At-Large. Any eligible LILT member may submit his/her own LILT Candidacy Application Form, or nominate a member, to the Nominations Committee Chair, Adrienne Greenbaum, via e-mail (agreenbaum@liltfl.org) by March 1, 2012 for any one of these offices, if he/she meets the criteria set forth in the constitution. Nomination information and forms are online at **WWW.LILTFL.ORG**.

The following is excerpted from the LILT Constitution for your immediate perusal:

ARTICLE II, SECTION 2

All Members of the Executive Board Shall

- Demonstrate active involvement and commitment to LOTE education on Long Island.
- be an active LILT member in good standing for at least two (2) years. However, elected officers shall be active LILT members in good standing for at least four (4) years.
- agree to and sign the provisions of LILT's three (3) policies: Anti-Discrimination and Anti-Harassment, Conflict of Interest, and Ethics. (See Appendix B.)
- attend the four (4) LILT Executive Board meetings and other LILT events.
- have the right to one vote on all LILT Executive Board business. The President shall vote only in the event of a tie.
- be entitled to only one vote even if the Executive Board member holds multiple positions.
- give service to at least one (1) LILT activity per year.
- sign all organization policies, to acknowledge acceptance and adherence to all policies adopted by the Executive Board.
- obey, observe and support the Constitution of the Organization. Any Executive Board Member who is found to have violated any provision of the constitution may be removed from the Executive Board, after being informed of the alleged violation, given an opportunity to be heard at a meeting of the Executive Board, and upon a majority vote of the Board finding said violation occurred, that said Member is the violator. The Board in its sole discretion may censure said Member in lieu of removal.

ARTICLE II, SECTION 3

To Become An Elected LILT Officer, A Candidate Shall

- have served on the LILT Executive Board for at least two (2) years for election to the office of President and First Vice President
- not be required to have previous LILT Executive Board experience to serve as Second Vice President, Secretary or Treasurer.

- complete an official LILT Candidacy Application Form. (See Appendix C.)
- attend a meeting with the LILT Nominating Committee.
- agree to serve recognizing the importance of dutifully executing all of the duties of the officer's position in a timely manner for the good of LILT and its members.

ARTICLE II, SECTION 4

Duties of the Elected LILT Officers

The President Shall

- be elected for a term of two years, and may not serve consecutively in this position.
- preside at the meetings of LILT and the Executive Board.
- vote only in the event of a tie.
- be responsible for all LILT activities.
- act on behalf of LILT with the advice and consent of the Executive Board.
- create committees with the consent of the Executive Board.
- be a member *ex officio* of all committees.
- distribute an Executive Board meeting agenda at least one week prior to its next meeting
- hold the original incorporation papers, the LILT Seal and all other legal documents, which shall remain with the president during the president's term, and shall be transferred to the new president at the time of his or her election.
- designate any activities or services not provided in Article II, Sections 4 and 5 of these Bylaws that the Executive Board Members shall perform.

The First Vice President Shall

- be elected for a term of two years, and may not serve consecutively in this position.
- exercise the duties of the President in the absence of that Officer.
- be responsible for the LILT Professional Development Workshop Program.
- coordinate the LILT Spring General Membership Meeting (i.e. May/June).
- be responsible for any other activities or services designated by the President.

The Second Vice President Shall

- be elected for a term of two years, and may not serve consecutively in this position.
- exercise the duties of the President in the absence of that Officer and the First Vice President.
- act as liaison with any group designated by the Executive Board.
- be responsible for any of LILT's legislative programs.
- coordinate the LILT Fall General Membership Meeting (i.e. September/October).
- be responsible for the LILT Student Plaques for

Excellence in Foreign Language Study.

- be responsible for any other activities or services designated by the President.

The Secretary Shall

- be elected for a term of two years, and may not serve consecutively in this position.
- preside over meetings in the absence of the President and Vice Presidents.
- keep a record of the proceedings of LILT and its Executive Board.
- edit and revise the minutes of all meetings.
- be responsible for sending a copy of the minutes to the members of the Executive Board three weeks following an Executive Board meeting. Corrections by Executive Board Members to the minutes shall be done via e-mail, and sent to the secretary via e-mail at least three (3) days before the date of a meeting.
- preserve papers and records.
- assist with official correspondence.
- have available a copy of the Constitution and *Robert's Rules of Order Revised* at all meetings.
- mail to any new member of LILT's Executive Board a *Welcome Folder* that shall include a copy of the *LILT Executive Board Welcome Letter*, the LILT's three (3) policies: Anti-Discrimination and Anti-Harassment, Conflict of Interest, and Ethics, contact sheets, emergency telephone chain, and LILT's Constitution and By-Laws.
- be responsible for mailing the a LILT Annual Conference information to department leaders, and to send the data file of private schools and colleges to the appropriate person.
- monitor the monthly financial statements of LILT, and report such information monthly to the President.
- be responsible for any other activities or services designated by the President.

The Treasurer Shall

- be elected for a term of two years and may serve consecutively in this position.
- preside over meetings in the absence of the President, Vice Presidents and Secretary.
- keep a database of LILT members and have the option of an assistant who shall be charged with maintaining the membership database. The assistant shall be approved by the Executive Board, with the input of the Treasurer.
- collect dues
- keep financial records.
- deposit and disperse funds.
- serve as chief administrator of online services.
- submit for each Executive Board meeting a written Treasurer's report, which shall include itemized income and expenses.
- submit a preliminary and final LILT Annual Conference financial report.

- present an annual Treasurer's Report to the membership.
- submit for approval, by a majority vote of the Executive Board, the disbursement of funds for unusual expenses.
- submit for approval, by a majority vote of the Executive Board, the selection of all financial institutions and investments.
- submit to the Executive Board an operating budget for the coming year at the Executive Board's first meeting of the fiscal year (i.e. January).
- be responsible for any other activities or services designated by the President.

ARTICLE II, SECTION 5

One Elected Member-At-Large Shall

- be elected to the Executive Board by the LILT membership for a single, non-renewable term of two (2) years.
- complete the official LILT application.
- have his/her nomination approved by the LILT Executive Board.
- contribute short LOTE articles to the LILT Newsletter editor.
- be responsible for any other activities or services designated by the President.

(Continued from page 3) It's another piece of evidence that what you experience shapes the brain."

The learning of language — and the effects on the brain of the language we hear — may begin even earlier than 6 months of age.

Janet Werker, a professor of psychology at the University of British Columbia, studies how babies perceive language and how that shapes their learning. Even in the womb, she said, babies are exposed to the rhythms and sounds of language, and newborns have been shown to prefer languages rhythmically similar to the one they've heard during fetal development.

In one recent study, Dr. Werker and her collaborators showed that babies born to bilingual mothers not only prefer both of those languages over others — but are also able to register that the two languages are different.

In addition to this ability to use rhythmic sound to discriminate between languages, Dr. Werker has studied other strategies that infants use as they grow, showing how their brains use different kinds of perception to learn languages, and also to keep them separate.

In a study of older infants shown silent videotapes of adults speaking, 4-month-olds could distinguish different languages visually by watching mouth and facial motions and responded with interest when the language changed. By 8 months, though, the monolingual infants were no longer responding to the difference in languages in these silent movies, while the bilingual infants

continued to be engaged.

“For a baby who’s growing up bilingual, it’s like, ‘Hey, this is important information,’” Dr. Werker said.

Over the past decade, Ellen Bialystok, a distinguished research professor of psychology at York University in Toronto, has shown that bilingual children develop crucial skills in addition to their double vocabularies, learning different ways to solve logic problems or to handle multitasking, skills that are often considered part of the brain’s so-called executive function.

These higher-level cognitive abilities are localized to the frontal and prefrontal cortex in the brain. “Overwhelmingly, children who are bilingual from early on have precocious development of executive function,” Dr. Bialystok said.

Dr. Kuhl calls bilingual babies “more cognitively flexible” than monolingual infants. Her research group is examining infant brains with an even newer imaging device, magnetoencephalography, or MEG, which combines an M.R.I. scan with a recording of magnetic field changes as the brain transmits information.

Dr. Kuhl describes the device as looking like a “hair dryer from Mars,” and she hopes that it will help explore the question of why babies learn language from people, but not from screens.

Previous research by her group showed that exposing English-language infants in Seattle to someone speaking to them in Mandarin helped those babies preserve the ability to discriminate Chinese language sounds, but when the same “dose” of Mandarin was delivered by a television program or an audiotape, the babies learned nothing.

“This special mapping that babies seem to do with language happens in a social setting,” Dr. Kuhl said. “They need to be face to face, interacting with other people. The brain is turned on in a unique way.”

Reprinted from The New York Times, October 10, 2011. Submitted by the Editor.

THE LANGUAGES OF BUSINESS

The Bloomberg Rankings (dated 8/5/11) below list which languages other than English are most useful for conducting business around the world. The ranking was created by first identifying the 25 languages with the greatest number of *native* speakers, and then narrowed to the top 11 languages of G20 countries, omitting countries where English was the official language of the nation. If a country had multiple official languages (e.g.: Switzerland) statistics for each of those languages were included. For more information visit: <http://media.bloomberg.com/bb/avfile/roQlgEa4jm3w>

- | | |
|--------------|----------------|
| #1: Mandarin | #5: Russian |
| #2: French | #6: Portuguese |
| #3: Arabic | #7: Japanese |
| #4: Spanish | #8: German |

#9: Italian

#10: Korean

#11: Turkish

Submitted by Judy Martialay, summarized by Nancy Russo-Rumore

TEACHERS HELPING TEACHERS

Finding and Using Authentic Websites

One of the activities that is quite appropriate throughout the year, or while covering the family unit, are the various celebrations that occur in Italian culture.

In order to prepare a lesson suitable to all levels of Italian you can search on *google.it (immagini)* the various Italian holidays and cultural events. (The same can be done for French (Google.fr), Spanish (Google.sp), etc.) To name a few: Il Capodanno, (primo gennaio), L'Epifania e la Festa della Befana (6 gennaio), La Festa di S. Valentino (14 aprile), Mercoledì delle Ceneri, Carnevale (marzo o aprile), la domenica delle palme (la domenica prima di Pasqua), la Settimana Santa, Pasqua (marzo o aprile), Lunedì di Pasqua (Pasquetta), la Festa del Papà (19 marzo), Il Pesce d'aprile (primo aprile), la Giornata della Liberazione, fine della seconda guerra mondiale (25 aprile), La Festa dei Lavoratori (primo maggio), la Festa della Mamma (maggio), la Festa della Repubblica (2 giugno), il Ferragosto (15 agosto), la Festa dei Morti (2 novembre), Natale (25 dicembre), La Notte di San Silvestro (31 dicembre- vigilia di Capodanno).

Click on the images – e.g. Befana (you might want to add "da colorare", so you will get a black and white graphic), copy the picture and paste it on a blank page of Microsoft word. Often when you click on the picture, you will also be directed to a website that provides valuable information of the event. Here are some useful websites:

<http://www.italiadonna.it/tradizioni/tradizioni.htm>

<http://www.nataleitaliano.it/>

<http://www.mybefana.it/>

<http://www.grandiamiche.it/2010/05/la-festa-della-mamma.html>

<http://linguaviva-parola.blogspot.com/2011/04/pesce-daprile.html>

<http://www.felicebelisario.it/tag/festa-dei-lavoratori>

On LILT’s homepage (LILTFL.ORG) you will find an exercise for students attached to the newsletter. They will have to list the name of the holiday or event, activities particular to that holiday, and the date it’s celebrated. Older students can make an oral presentation of a particular holiday or PowerPoint presentation, highlighting the main events. An unfamiliar event or holiday could be searched on YouTube and shown to the class (e.g. Palio di Sienna).

Submitted by Aurora O'Brien, Plainview-Old Bethpage

Only the educated are free. Epictetus, Greek sage and Stoic philosopher (ca. 55 -135 AD)

PROFESSIONAL CALENDAR

February **LILT Professional Workshops begin**

February *Discover Languages... Discover the World Month*

Feb. 3 AATI Meeting, Plainedge HS, 4 PM

Feb. 9 AATF Nassau, *Soirée de Hockey*, Nassau Coliseum

Mar. 1 Deadline for LILT Student FL Competition

Mar. 1 Deadline for LILT Election Nominations

Mar. 7-11 World Language Week

Mar. 14 AATF Nassau, *Le Grand Concours*

Mar. 16 Deadline for LILT Poster Contest

Mar. 23 AATI Poetry Contest, SUNY at Old Westbury

Mar. 24 LILT Student FL Competition judging

Mar. 29 LILT Poster Contest judging

Mar. 31 Deadline for LILT Plaque orders

April LILT Professional Workshops end

Apr. 2 AATF Nassau, Poetry Competition

Apr. 15 Deadline for LILT Awards, Grant & Stipend

Apr. 20-23 NECTFL Conference, Baltimore

Apr. 30 AATI Meeting, Plainedge HS

May LILT Spring Membership Meeting (Suffolk)

May 17 AATF Nassau, *Distribution des Prix*, Herricks

May 19 AATI Annual Luncheon, West Hempstead

July 6-9 AATSP Conference, Washington DC

2011 LILT FIELD TRIP



On Thursday, November 17th LILT held its first student field trip during International Education Week (11/14-18/11).

More than 500 Spanish students and their chaperones (Herricks, Massapequa, Northport, Valley Stream, Wheatley, and SUNY Old Westbury students) enjoyed a concert of *Sounds of the Andes* by the group, *Eco del Sur*. The two hour-long concerts were co-sponsored by LILT and The Hispanic/Latino Cultural Center, and held at the Maguire Theater at SUNY College at Old Westbury. The day was organized by LILT Immediate Past President Nancy Russo-Rumore and Dr. Zenaida Madurka, Director of the SUNY Old Westbury Modern Languages Dept. Groups rounded out the cultural day with a luncheon at either El Parral (Spanish cuisine), On The Border, Poco Loco, Puerto Vallarta, or Moes (Mexican cuisine). For Valley Stream students the day also included a visit to the Nassau County Museum of Art to see Goya's *Los Caprichos*. Thanks to Nancy for conceiving this event, arranging for the lunches and museum visit, and coordinating the concerts with Dr. Madurka. Thanks also go to LILT volunteer assistants: Richard Gentile, Adrienne Greenbaum, Vic Rumore and Dr. Fernando Guerrero and his students at SUNY Old Westbury. We applaud all of you for making this day an unforgettable one for our students.

SPRING CULTURAL EVENTS

Lehman Center for the Performing Arts. Information: www.lehmancenter.org

Ballet Folklorico de Antioquia, Colombia is a cultural phenomenon with a twenty-year history celebrating Colombian culture. As cultural ambassadors of Colombia they share their expressive dance and music traditions with the world. March 4, 2012 at 6 PM

Sonora Ponceña and Ocho Y Más, featuring the piano virtuosity of Papo Lucca, will present an unforgettable night of old school salsa. March 24, 2012 at 8 PM.

Symphony Space. Information: www.symphonyspace.org

Women's Drum & Dance Company of Guinea: Nimbaya! A daring response to the taboo of women playing djembe in W. Africa, Nimbaya! Is the first all-woman's percussion and dance troupe from Guinea. The group was created in 1998 by Mamoudou Condé of Les Ballets Africains fame. March 23 and 24 at 8 PM.

The Harp of the Silk Road offers a rare opportunity to hear the kugo angular harp that disappeared from the world stage some 300 years ago. Tomoko Sugawara's music is deeply emotional and expressive, interweaving compositions from the Tan Dynasty China and 13th century Iran and Spain with modern commissioned works. She is joined on percussion, baglama saz, shakuhachi and 'ud. March 28, 2012 at 7:30 PM.

Paquito D'Rivera and his quintet present an evening of Latin jazz, SUNY at Old Westbury, April 5, 2012 at 6:30 PM. Information: madurkaz@oldwestbury.edu

These events are posted for informational purposes only. LILT has no legal or financial agreements with these organizations or the artists.

Submitted by Nancy Russo-Rumore and the Editor, Emeriti.

Cleverness is not wisdom. Euripides, Greek tragedian (ca. 480 - 406 BC)

Thanks to Pat Lennon, Nancy Russo-Rumore, and Ron Taub for proofreading this edition.



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

**IF '11 APPEARS AFTER YOUR LAST NAME ABOVE,
YOUR MEMBERSHIP HAS EXPIRED - THIS WILL BE YOUR LAST
MAILING. RENEW YOUR MEMBERSHIP NOW!**

PLEASE CUT HERE » -----



**MAIL-IN MEMBERSHIP APPLICATION ONLY (Go to LILTFL.ORG to register on-line.)
PLEASE PRINT CAREFULLY IN BOLD BLUE OR BLACK IN.**

***REQUIRED FIELDS**

Last Name* _____ New, First Name* _____

Former Last Name _____

Home Address* _____ New

City* _____ State* _____ Zip* _____

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

E-MAIL ADDRESS* _____ New

School Name/District _____ New

School Address _____ New, _____ State _____ Zip

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 your check **PAYABLE TO LILT** and mail to: Ron Taub, 16 Radford Road, Lake Grove, NY 11755



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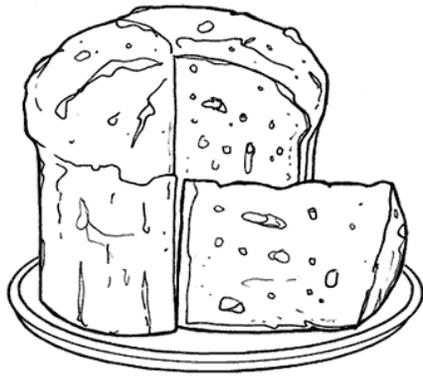
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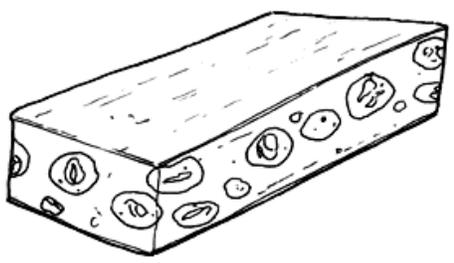
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www.mammacambini.it

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**Mercoledì
delle ceneri**
Inizio della Quaresima

29. _____
