



LILTTM NEWSLETTER

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PRESIDENT'S MESSAGE

On behalf of all of the members of the LILT Executive Board, I wish you and your loved ones a happy year of good health, good friends, good times, and success in your classroom. We, on the Board, look back on 2012 with mixed feelings. On one hand, we had an amazing, productive year. On the other, a lot of organizing effort and work was blown away by Superstorm Sandy! The LILT 2012 Annual Conference promised to be another resounding success with more than 476 participants... until Sandy arrived. Our 2012 Conference entitled: *Tools of the Trade – Enhancing Professional Practices* was scheduled to happen five days later. The program was excellent, the cover beautifully designed, and individual schedules as well as badges were ready. We had ten exhibitors, twenty-three presenters, and wonderful catering, but an extraordinary act of Mother Nature put an end to our plans... Man proposes and God disposes.

Unless one actually does preparatory work for this conference, one cannot imagine all of the effort and personal time members and officers freely gave to prepare such an outstanding, professional event. The process began in March 2012 with a Planning Meeting handled adeptly by Past President **Ana Aguiar-Mady**.

The work continued throughout the remainder of the school year, and through the summer. I would like to thank **Matthew Drucker**, On-Site Chair, who handled all responsibilities of the site, Comsewogue High School, arranging for technical help and equipment, choosing classrooms for presentations based on presenters' needs, getting cost estimates, student helpers, tables, and a myriad of details for the convenience of all. **Maria Marta Agosti**, Off-Site Chair, prepared the beautiful cover for the program. **Michele Ortiz**, Immediate Past President, monitored online registration, and Treasurer **Ron Taub** handled mail-in registration. **Arlene Mege**, our data technician, input all membership and registrant information. **Eva Morales** handled vendor preparations. **Tammy Green** contacted radio stations and local newspapers to publicize the event. **Richard Gentile** took care of ordering our epicurean, continuous brunch. Kudos to **Dan Saitta** for his diligent and efficient coordination of the Program and Presenters. We will

miss his knowhow next year since he will be stepping down from this important task.

I would also like to acknowledge the professionals who were willing to share their expertise with our members. There was something for everyone in 23 workshops offered by **Alberto Anaya, John Baranello, Lauren Berg, Elizabeth Buralassi, Amanda Cooper, Robert Dennis, Maria Figura, Tammy Green, Jessica Goldstein, Valerie Greer, Dr. Sarah Jourdain, Dr. Patricia Lennon-Murphy, Steven Lopez, Kathy McAleer, Christina Martinez, Claire-Louise Meng, Wendy Mercado, Gisela Muller, Marie Nuzzi, Haydee O'Connor, Robert Owen, Katina Price, Dan Saitta, Melissa A. Schickler, Nancy A. Tenure, and Keri-Ann Westfall.**

Without power or Internet access, I was able to communicate via IMS with some members of the Executive Board and answer emails from registrants. A fortuitous access to Internet allowed Michele Ortiz to send out my message announcing the cancellation of the 2012 Annual Conference. Although we tried diligently to reschedule the conference, Superstorm Sandy's impact on our communities, members, and presenters had been too momentous to ignore.

At last, less than a week before coming to its end, 2012 has yielded good news for us: the LILT name has been trademarked (Long Island Language Teacher, Inc.TM, or LILTTM)! Almost three years ago, President Michele Ortiz stumbled upon someone "in the cloud" trying to use our name for a blog, and the Executive Board immediately decided to prevent similar occurrences in the future. I wish to thank Richard Gentile, along with LILT's attorney, for their diligence and perseverance in this long pursuit.

Moving forward, we look ahead to meeting your professional development needs with the 2013 Professional Development Workshops during the months of February, March, and April. All information will be accessible online on our website WWW.LILTFL.ORG. Also, you will be able to find information online about the Student Language Competition and the Poster Contest. While you visit our website (www.liltfl.org), peruse the many awards, grant and stipend available to members and their students (application deadline: April 15th).

Continue to benefit from your LILT membership by taking a minute to check your mailing label on the back of this issue. If you see '13 after your name, you will continue to receive all mailings until the end of 2013. If you see '12 after your name, your membership has expired, and unless you renew, this will be your last issue of the *LILT Newsletter*. **Remember that only teachers who have renewed their membership by December 31, 2012 will be able to enter their students in the Student Language Competition and Poster Contest.**

All of our colleagues who work for this organization are volunteers. With the number of members reaching 800, the demands on the time of many have been put to the test. The high standards of efficiency, and the professional manner in which events are undertaken by LILT, have come to be expected by our membership and our Executive Board.

*Be sure to read the article, **Italian – Yes or No?** following this article, in this edition. Its ramifications affect each and every foreign language teacher and his or her department.*

I look forward to accomplishing much for LILT in 2013

with the help of my Executive Board. I thank you for your continued support, and I extend my hand to you in collegiality and friendship as we work toward teaching our students the importance and enjoyment of speaking other languages, and knowing other cultures.

Sincerely,

Anahí Walton-Schafer

Condolences to Nancy Russo-Rumore on the passing of her father, Matteo Russo.

Congratulations to LILT on the granting of its trademark. You will soon be seeing LILT written as **LILT™**.

Changes in Your LILT Status? – Please notify the Treasurer, Ron Taub (rontaub@liltfl.org), immediately of any change in your status: new address, new last name, new e-mail address, and from student, or student teacher, to full-time teacher. Use proper capitalization for your name and school district since this information is used throughout LILT's operations.

ITALIAN – YES OR NO?

At the November 29, 2012 meeting of the Board of Education of the North Shore Schools it was reported the World Language Program would offer French, Latin, Mandarin Chinese and Spanish. Italian would be eventually phased out as soon as Italian students presently taking Italian completed their sequence, and as such, Italian would no longer be a requirement for graduation. Italian language and culture would be offered as an elective instead. In an explanation as to why French and Latin would be retained, even though they have lower enrollments than Italian, French is defined as a critical language, and Latin helps students with standardized tests in English. The high school exchange program with Arezzo (Tuscany) would be retained, as well as Spanish because of their huge popularity.

The vote by the Board of Education to drop Italian from the curriculum was unanimous.

The enormous backlash from the community caused a furor for which the North Shore District was not prepared. Reasons were given as to why Italian should be preserved in an elegant article from the *Gold Coast Gazette*, December 13, 2012, written by John Laruccia, spokesman for the Loggia Glen Cove #1016 Sons of Italy in America, Mr. Laruccia states: "According to the 2010 US Census Statistics, the North Shore School district is comprised of 35% Italian-Americans, and as such, it would not be unreasonable for the district to continue to teach Italian as a language. The Italian language represents the heritage of the largest ethnic group in the district... Proof of the desire of the residents of North Shore to learn Italian is that the first year it was offered (2002) it became the second most popular enrollment (of four languages offered). Today, it still continues to be number two... The argument that Italian is less important than the other languages is specious, and that offering Mandarin (Chinese) would better serve the students. Mandarin is only important for commercial reasons, not academic – if that were the case, why not replace Spanish with Portuguese? After all, Brazil's economy is larger than all the Spanish speaking countries' economies combined, and their economy

is growing at a rate as fast as China's!... As for Italian's academic value, may I remind the board that the university system was developed in Italy. Most of the oldest universities are in Italy. The first medical school, law school, woman to earn a doctorate was in Italy (in the 16th century)!... Italian was the first international language when musical notation (invented in Italy) spread around the world. Shakespeare studied Italian, and half his plays take place in Italy (and his sonnets were in the Italian style). The language of architecture is Italian. According to UNESCO, Italy, a country the size of New York State, has the MOST world heritage sites. According to The New York Times, 80% of works of art were created in Italy... If a student's own heritage is important to their education and their language is replaced with another for economic reasons, then the district should do away with art, history, world literature, and classical music, and give the students magazines and Wall Street Journals to read."

Newsday, December 13, 2012, quoted Enrico J. Annichiarico, Chairman of the New York State Commission for Social Justice for the Order Sons of Italy in America, criticized the proposed change, saying "Overall, at the very least, your research (Dr. Melnick) fails to take into account Italy's historical and cultural significance, its contribution to the global market, and its present economic and political interactions with the United States and with members of the European Union (EU). For example, Italy is now becoming a model for members of the EU that are facing financial difficulties owing to the strides that it is making to improve its own financial woes. I dare say that your actions smack of discrimination, and are insulting to the Italian-American community." He said he doesn't object to the addition of Mandarin, but the district is trying to downgrade Italian "with what is not good research."

Natalia Quintavalle, the Consul General of Italy in New York, wrote to Superintendent Melnick stating: "...Italy is the second most desired study abroad destination by American students (30,361 in 2011): Italian is considered by a growing number of Americans the universal language of culture, essential to the understanding of science, music, philosophy, medicine, law, the humanities and the fine arts. Finally, I cannot emphasize enough the vital role of the Italian-American and Italian presence - not only in New York City, but in the entire Empire State. Their contributions on a social, cultural and economic level cannot be overstated."

As a result of all the brouhaha created by the community, at the January 3, 2013 Board of Education meeting, the board decided to keep the Italian program. In 2013-2014, Mandarin Chinese will be offered in grades K-2, Mandarin or Spanish in grades 3-5, and French or Italian or Latin or Spanish (all exploratory) in grade 6. In 2014-2015 Mandarin Chinese would be offered in grades K-2, Mandarin or Spanish in grades 3-6, and French or Italian or Latin or Mandarin in grade 7. In addition, Superintendent Edward Melnick plans to upgrade the 7th and 8th grade curricula to one full credit each, rather than the current ½ credit each. There are no more votes involved, everything will remain as it was, with the addition of Mandarin Chinese. This whole event shows the need of all teachers and parents who love foreign language education to be vigilant, to attend board meetings, and to always know what is happening in his or her district.

Article written by the editor, with contributions from Camille and Rick Annichiarico (Mr. Annichiarico is Chairman of the NY State Commission for Social Justice, Order Sons of Italy in America), Isabel Cosentino, Adrienne Greenbaum, John Laruccia (Sons of Italy in America, Glen Cove Lodge), Aurora O'Brien, Natalia Quintavalle (The Consul General of Italy, New York), Nancy Russo-Rumore, and Anahí Walton-Schafer.

ARE YOU A CURRENT MEMBER?

Are you a LILT member, and a member of your respective AAT? Given the article above, it is imperative you be informed and have strength in numbers. You can no longer assume your job, your language and/or your department will always be there for you just because you work in your particular school or district. As you can see, with one, small vote of your Board of Education you can lose everything you've worked for, whether you've been on the job for just a few years, or you have made your entire career in your school district.

DON'T BE COMPLACENT, for those who do nothing are doomed to apathy, and eventual failure. And don't say, "It's not my language, my department, my school or my school district." "I don't have to worry," or "I have the most seniority in my department." Yes, you do have to be concerned – as one school district starts eliminating foreign languages, others will follow suit in imitation. If such and such a district can do it, so can your school district!

Since we are not in the best of economic times, and there is a cap on the taxes a school district can levy on its community, now is **NOT** the time to be idle. Become involved, become the champion for foreign languages in your district, speak to parents, attend board meetings, be visible, be dynamic, be even more than you already are, to protect yourself and your foreign language program.

Finally, without the New York State Regents exams in foreign languages, foreign language studies are more tenuous than ever. Foreign languages have always been the stepchild of the five academic areas, and now, not having a regents weakens the viability of foreign language study. If those now in the profession are not careful, it may again become what it once was in the 1940's-1970's: offered only to the college bound.

Ponder what Martin Niemöller (1892-1984), German anti-Nazi theologian and Lutheran Minister, said during World War II:

First they came for the communists, and I didn't speak out because I wasn't a communist. Then they came for the socialists, and I didn't speak out because I wasn't a socialist. Then they came for the trade unionists, and I didn't speak out because I wasn't a trade unionist.

Then they came for the Jews, and I didn't speak out because I wasn't a Jew.

Then they came for the Catholics, and I didn't speak out because I wasn't a Catholic.

Then they came for me, and there was no one left to speak for me.

ADVOCATES SEEK MORE BILINGUAL NASSAU COPS

As the deadline looms for the police officer competitive exam, community advocates renewed calls Wednesday for Nassau police agencies to recruit more bilingual officers.

The issue has become contentious during the last two years, with activists criticizing the Civil Service Commission, which administers the countywide police test, and the Nassau County Police Department for falling behind demographic trends in an increasingly diverse county.

Currently, 28 percent of the population -- many of them Hispanics -- speak a language other than English.

"It's their responsibility to get the numbers that they need in terms of recruitment in order to ensure that there are qualified applicants," said Lucía Gómez Jiménez, executive director of La Fuente, a community advocacy group with an office in Hempstead.

Advocates want a Spanish language proficiency section included in the police exam and a separate, preferential list of qualified bilingual candidates.

Police officials defended their efforts to recruit bilingual candidates. The department has more than 100 officers who speak English and Spanish out of a force of about 2,200, and relies on telephonic translation services when dealing with other languages, said First Deputy Commissioner Thomas Krumpeter. Krumpeter said the

department is investing \$2 million to attract a diverse pool of candidates, but it cannot establish "a bilingual preferential list" without approval from the U.S. Department of Justice. "We are totally in favor of having bilingual officers," he said. "The more languages we can cover, the better we can serve the population."

In the meantime, advocates say emergency calls can be frustrating to all involved.

Pedro Reyes, a Hempstead resident, said he reported an assault and robbery in 2010, but he, the victim and the officer had to wait until a paramedic arrived to translate. By the time they explained what happened, Reyes said, the attackers were gone.

"We need bilingual police officers who could help us," Reyes said in Spanish. "We need to overcome the language barrier."

Submitted by Ron Taub, Emeritus. Reprinted from Newsday, September 5, 2012.

FROM THE CIA

NB Although this article is 2-3 years old, the facts are still as poignant as ever, the editor.

Americans are not, in general, proficient in foreign languages. That situation, according to experts, is not good for the nation, not good for humanity, and not good for the individual monolingualist.

Leon Panetta, Director of the CIA, speaks at his Senate Select Intelligence Committee confirmation hearing on Capitol Hill in Washington, February 5, 2009. Earlier this week Panetta hosted a summit at the CIA headquarters on the need for more foreign language proficiency among Americans.

"For the United States to get to where it needs to be will require a national commitment to strengthening America's foreign language proficiency." So said Leon Panetta, director of the Central Intelligence Agency. The CIA, on Wednesday, hosted a national Foreign Language Summit, which included policymakers, lawmakers, intelligence community members and foreign language educators from across the country.

The message was as Panetta said: to stay competitive in the global society, the U.S. needs more people with foreign language proficiency. "Mastery of a second language allows you to capture the nuances that are essential to true understanding," Panetta told attendees. "This is not about learning something that is helpful or simply nice to have. It is crucial to CIA's mission."

A number of reports over the past several years point to a shortage of translators in the U.S. military and other agencies that work overseas, and how that shortage affects knowledge, understanding of culture and an ability to work together with foreign people and organizations.

Anthony Grafton, professor of History at Princeton University, writing this week in the university newspaper,

The Daily Princetonian, addressed the problem as it regards the military. "Sadly, many Americans don't see the point of studying foreign languages at all, since the world seems to have learned English," Grafton said. "I wish everyone could speak, as I have, with a veteran of the Iraq war who has done house-to-house searches at night without the benefit of a competent interpreter."

Both Panetta and Grafton know that the problem extends beyond the military and government service. "A significant cultural change needs to occur," Panetta said. "And that requires a transformation in attitude from everyone involved: individuals, government, schools and universities, and the private sector."

U.S. Secretary of Education Arne Duncan said that schools, colleges, and universities need to invest more, and more intelligently, in linguistic instruction. Duncan said a top priority of his department and the administration will be the reauthorization of the Elementary and Secondary Education Act. "Our proposal to reauthorize goes much further than the existing law in supporting a well-rounded, world-class education," he said. "The blueprint to reform the law would create a competitive pool of \$265 million to strengthen the teaching of the arts, languages, civics, government and other subjects."

U.S. Rep. Rush Holt, D-NJ, has written legislation to increase federal funding for foreign language education. "We need to alter dramatically how children learn language at an early age," Holt said, adding that the government should focus its efforts on teaching languages in grades K through 12.

Rita Oleksak is the director of Foreign Language for the Glastonbury Public Schools in Glastonbury, Connecticut, a school district where foreign language proficiency is required in elementary school. "It's a whole mindset," she said. "Our foreign language program is integrated across the curriculum. Students learn necessary skills in foreign languages. They learn to make connections between languages. They learn how languages and cultures are the same and how they are different."

Oleksak said that in the current, interconnected world, with so much knowledge at everyone's fingertips, knowledge of another language and another culture is essential. She said that students studying Chinese at Glastonbury interact with Chinese students studying English. These young people are able to explore each other and each other's culture through conversations, and such interactions hold great promise for the future, she said. "Through foreign language proficiency students can learn how people are more similar than different," Oleksak said.

John Carlino, executive director of the New York State Association of Foreign Language Teachers, said his organization believes that "the ability to communicate in other languages and the cross-cultural skills one builds in learning a language are essential components of a

21st century education." Carlino said that while English may be becoming a global language in the business world, "it's important to point out that if everyone else speaks our language, but we don't speak other languages or understand other cultures, we are at a huge disadvantage in the global market."

Martha Abbott, director of education for the American Council on the Teaching of Foreign Languages, agreed. "It's very naïve to say 'the world speaks English' therefore I don't need a foreign language," she said. "Who has the advantage in business when they know your language and you don't know theirs?"

Abbott pointed out that the United States recently ranked 26 in the PISA tests. That's the Program for International Student Assessment, conducted every several years by the Organization for Economic Cooperation and Development. The test covers a range of learned skills, and the U.S. Department of Education and other organizations are bemoaning the results and promising vigorous actions to turn the tide. Abbott said that each of the top ten nations in the PISA listing required the learning of foreign languages in their school systems. "The United States does not," she said.

Both Abbott and Carlino cited research that says that a student's overall cognitive abilities improve when he or she learns a foreign language. "The brain is like a muscle," Abbott said. "When you learn a foreign language you begin working parts of the brain you do not normally use. It increases intelligence, communications skills, higher level thinking skills, critical analysis."

"Brain and language acquisition research has shown that the earlier one starts and the longer the duration of exposure to another language, the deeper, quicker and longer lasting the learning will be," Carlino said.

Reprinted from the International Business Times, December 9, 2010.

Apathy can be overcome by enthusiasm, and enthusiasm can only be aroused by two things: first, an idea, which takes the imagination by storm, and second, a definite intelligible plan for carrying that ideal into practice. Arnold Joseph Toynbee (1889-1975), British historian and author.

Thunder is good, thunder is impressive; but it is lightning that does the work. Mark Twain (1835-1910), American author and humorist

In our world of big names, curiously, our true heroes tend to be anonymous. In this life of illusion and quasi-illusion, the person of solid virtues who can be admired for something more substantial than his well-knownness often proves to be the unsung hero: the teacher, the nurse, the mother, the honest cop, the hard worker at lonely, underpaid, unglamorous, unpublicized jobs. Daniel J Boorstin (1914-2004), American historian, professor, attorney, and writer

HOW KNOWING A FOREIGN LANGUAGE CAN IMPROVE YOUR DECISIONS

Thinking in another language changes how people weigh their options

The study of how people process foreign languages has traditionally focused on the topics we wrestled with in high school French or Spanish classes -- botched grammar, misunderstood vocabulary, and mangled phonemes. But in recent years psychologists have gone to the laboratory with a phenomenon that historically was only discussed in memoirs by bilingual writers like Vladimir Nabokov and Eva Hoffman: a foreign language feels less emotional than the mother tongue. Consider the case of taboo words. For many multilinguals, swearing in a foreign language doesn't evoke the same anxiety (or bring the same emotional release) as using a native language. Decreased emotionality in a foreign language spans the gamut of emotions, from saying "I love you," to hearing childhood reprimands, to uttering morally grave lies, or being influenced by persuasive messages in advertising.

Researchers have sought to understand the range and limits of these emotional language effects. Lower proficiency and/or late acquisition of the foreign language seem to be a crucial constraint. For people who grew up bilingual, skin conductance responses and self-reports were similar when listening to emotional phrases in either language. One method for finding new types of emotional-language effects is to examine areas where cognitive neuroscience reports that people can switch between analytical processing and emotional processing. Gut, automatic or instinctive reasoning is grounded in an emotional good-bad response. Alternatively, reasoning can be the result of a deliberative process that involves careful, logical analysis. Would bilinguals be more analytical and less emotional when making decisions in a foreign language?

Boaz Keysar, Sayuri Hayakawa, and Sun Gyu An of University of Chicago asked this question in a paper recently published in *Psychological Science*. They studied framing effects, a phenomenon investigated by Daniel Kahneman and others. When a decision is verbally framed as involving a gain, humans prefer a sure outcome over a probabilistic outcome. When the same situation is framed as involving losses, people sometimes prefer to gamble. For example, given a scenario involving 600 sick individuals and two types of medicines to administer, research participants prefer the medicine which will save 200 people for sure, rather than the medicine which has a 1/3 chance of saving all 600 sick people and a 2/3 chance of saving no one. If the formally identical illness scenario is provided, but framed in terms of how many people will die, then research participants are more likely to choose the probabilistic option. Framing effects are one of the classic examples of how humans deviate from logical reasoning, and

LILT PROFESSIONAL CALENDAR

2013

Feb.-Apr.	LILT Professional Development Workshops	Apr. 15	Deadline for submitting all LILT Awards, Grant and Stipend
Mar. 1	Deadline for submissions for the LILT Student Foreign Language Competition	Apr. 26	NYSAFLT Colloquium, Queens College, NY
Mar. 3-7	NECTFL Conference, Baltimore, MD	May 30-June 2	AATI National Conference, Strasbourg, France
Mar. 4-8	National Foreign Language Week	Jul. 2-7	ASLTA National Professional Development Conference, Charlotte, NC
Mar. 5 & 6	AATF Suffolk, <i>Le Grand Concours</i>	Jul. 5-8	AATF National Convention, Chicago, IL
Mar. 15	Deadline for submissions for the LILT Poster Contest	Jul. 8-11	AATSP National Conference, San Antonio, TX
Mar. 31	Deadline for submissions for LILT Excellence in FL Award Plaques	Aug. 6-9	NYSAFLT Summer Institute, Oneonta, NY
		Oct. 11-12	NYSAFLT Annual Conference, Buffalo, NY

indeed, individuals with a propensity for logical reasoning, such as those with Asperger Syndrome, are less influenced by the verbal frame when making these types of decisions.

The Chicago researchers randomly assigned bilinguals to read and respond to decision-making scenarios using either their native or foreign language. Similar versions of the study were conducted in the U. S, France and Korea. This was important because a foreign language may feel more emotional when it is the language of daily life, as happens when studying at a foreign university. English was the first language for the U. S. participants and the foreign language for Korean participants. In France, English was the native language and the French was the foreign language but also language of immersion. Data from all three locations were consistent: the standard framing effects were found for the native language and were absent in the foreign language. The implication is that people were less influenced by emotional aspects of the scenarios when reading scenarios in their foreign language. This is an impressive finding since one might have supposed that the stress of using a less proficient language would diminish the cognitive resources needed for deliberative reasoning, thus pushing people to make gut, instinctive or emotional responses.

The authors ran additional experiments using a paradigm called loss aversion, another case where emotion can influence decision making. People are reluctant to accept bets that involve a chance of losing money, even if the odds are in the favor of winning, such as a 50 percent chance of winning \$12 vs. losing \$10. Keysar and colleagues found that, regardless of whether the bilinguals played with hypothetical money or real cash that could be kept after the experiment ended, bilinguals accepted the positive bets more often when they played using their foreign language and more often resisted betting when using their native language. This confirmed the finding of being reasoning more logically when using a foreign language.

Language has been traditionally viewed as a vehicle for

communicating information (indeed, Chomsky famously characterized language as a mental algebra. Researchers have assumed that, as long as people are proficient enough, then how they respond will not be affected by the language they are using. It is now becoming better appreciated that people answer surveys differently depending on the language. For example, Chinese international students studying in North America agreed with traditional Chinese values more when answering a survey in Chinese; they had higher self-esteem scores when completing a self-esteem questionnaire in English. The full extent of these effects of languages on responses are still being investigated.

Like the other emotional-language effects discussed above, Keysar's study on how language influences decision making are laboratory effects. Is this what happens outside the lab? Psychologists are increasingly advising foreigners in the US to seek psychotherapy with a bilingual counselor, and, to minimize missing nuances or emotional implications, to avoid conducting life-or-death conversations in a foreign language, such as a serious talk with a doctor, taking a polygraph test, or undergoing police interrogation. But in the decision making case studied by the Chicago team, use of a foreign language led to more logical and better decisions. Does this imply that bilinguals should routinely seek to use their foreign languages when making decisions? Should they buy a house or plan their retirement using a foreign language? An ethnographic approach could analyze cases where individuals end up using their native or a foreign language to conduct business. A wide range of laboratory and/or field experiments should be conducted in order to determine if the elimination of framing effects is a cute laboratory finding or something that may influence real life.

Reprinted from Scientific American, July 3, 2012

Thanks to Maria Agosti, Rick and Camille Annichiarico, Isabel Cosentino, Matt Drucker, Adrienne Greenbaum, Ron Taub and Anahí Walton-Schafer for proofreading this edition.



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