

LILT Newsletter

May 2006
Volume 26, Number 2

www.liltfl.org

Richard Gentile, Editor
rgentile@liltfl.org

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PRESIDENT'S MESSAGE

Dear colleagues,

As we approach the end of the school year, we realize before we arrive at that point, we must meet the demands of the last days of teaching, and complete a mountain of paperwork before we can enjoy the well deserved, relaxing days of summer. I write to you here, my last Message as President of this wonderful, healthy, and ever growing organization. These years I have spent as Second Vice President (2001), First Vice President (2002-03) and President (2004-06) have been filled with many challenging matters which I have reported to you over the years. This work I have done for LILT has served me well, easing the transition from a full time teacher of Spanish and Department Head to retirement. Luckily, I have been able to employ the skills of running a LOTE department to operate LILT efficiently. Even I marvel at the strides LILT has made in the past three and a half years. It boggles the mind to read what we, the Executive Board, have accomplished. I look back and *it is good*. I am very proud of what we have accomplished together.

Join me, as I look back: (a) a total review, revision and standardization of all procedures for each and every annual LILT activity, (b) the addition of "Standing Rules" to the LILT Constitution, (c) federal IRS legal adjustments for non-profit status giving LILT 501 3(c) status and registration with the NYS Charities Bureau, (d) a conversion from Off-Site and On-Site Student Language Competitions to *one* (off-site) Student Language Competition, thus preserving this activity for our students all over Long Island, (e) the formation of cooperative and collaborative committees for the Poster Contest, Student Language Competition and Regional Conference, (f) business advantages at Borders, Staples, Office Max, two florists, and two printing services, (g) acquisition of a laptop computer and digital camera, (h) the use of a CPA for annual filings, (i) support services of a Webmaster and Data Technician, (j) instituting *E-Mail Updates* (k) instituting surveys to ascertain how LILT meets the needs of its members, (l) revamping of the LILT website (more than 10,000 hits!), accessible to any person in the world, (m) raffles and

giveaways at the Fall General Membership Meetings, and (n) registration changes for the Regional Conference... I am sure I must have omitted something.

As any homeowner knows, when renovating and expanding for one's family, one job leads to another to fix or repair. There has been so much to do as the growth of LILT has forced us to revisit so much. So too we can look at the enormous growth of LILT from a membership of approximately 325 professionals three and a half years ago to more than 725 by the end of 2005. I am grateful the Board realized that renovation and repairs were required if our organization were to operate efficiently and continue to serve the Long Island LOTE community well. Hopefully you will agree, that actions taken have been all for the betterment of this professional organization. LILT has stepped into the 21st century *with both of its feet on the ground*, and it is *off and running!* Vision, foresight, and planning for the future are key elements in the growth and success of any organization. Home maintenance is also important, and this should be an important consideration for the future LILT Officers and Executive Board.

I am sincerely grateful for the support you, all the members of LILT, have shown through your encouraging comments, your participation, whether it be large or small, in events and activities, as well as faithfully renewing your membership each year. Personally, I have greatly loved meeting and conversing with you. It has been a truly beautiful experience to meet LOTE people and know that LOTE is the *tie that binds* all of us – for the sake of our profession and the children, citizens of an ever-shrinking world. Let me take this opportunity to thank each and every one of you who has volunteered to work on any LILT activity. You have done so responsibly and meticulously, and I am proud, as you should be too. To be associated with those on the LILT Executive Board (2001-2006) is also a source of personal pride and happiness. They have been courageous, trusting in my motivations, global and forward in their thinking, and unflinchingly dedicated to the purposes of LILT. I thank them for their honesty and fearlessness in speaking their mind, a character trait I value enormously. Great things are never achieved by

shrinking violets.

I hope you will enjoy reading this issue of the *LILT Newsletter*. Come join us to vote for the new slate of officers, celebrate and schmooze with colleagues, honor our retirees and award recipients at the Spring General Membership Meeting. In closing, I wish you and your students success with final exams, and a smooth close of school so that you can relax and renew during the summer months.

I would like to express my gratitude to all who made my presidency so meaningful. My heartfelt appreciation:

to **Dr. Elaine Margarita** for graciously providing us with the venue of Jericho HS for LILT's Executive Board meetings and Winter Workshops (and goodies too!) for the past several years,

to **Lillian Carey** for also providing us with a venue for two Winter Workshops,

to **Jane Mooney** for all her research in order for LILT to purchase a digital camera,

to the Poster Contest Committee Team, in their first year of existence, for their conscientious efforts in seeing the Poster Contest continue effectively: **Jane Mooney**, Chair and Site/Theme Coordinator, for overseeing that all phases of this operation proceeded smoothly, **Lina Mastragostino**, Judge Coordinator, for locating and informing judges, **Melisa Maurici**, Drop-Off Coordinator, for ensuring convenient sites for submission of entries, **Tom Coleman** and **Marie Guillet**, Awards Coordinators, for ordering and delivering winners' trophies, and **Judy Abrams** for single-handedly executing all phases of the annual Poster Contest for LILT and all the AAT's over a period of more than 20 years,

to **Marie Guillet** for preparing the LILT mailing of Poster Contest announcement flyers,

to the Awards/Stipends Committee Co-Chairs: **Lucille Lambert** and **Adrienne Greenbaum** in their first year together in this important work, and **Annette Gentile** for the last 10 years she gave, and the professionalism she demonstrated as the Chairperson of the Awards/Stipend Committee. Another thank you for kindly facilitating the transition to the two new co-chairs of this committee this year,

to **Adrienne Greenbaum**, Chair of the Nominating Committee, along with **Ana Aguiar-Mady** and **Richard Gentile**, for their work in the 'Officer Search' for the 2006-2008 officers' ballot,

to **Dr. Elvira Morse** for so kindly agreeing to hold the judging at Mephram HS and preparing the site for judging day,

to the Student Language Competition Committee, a 'team' who cares so much to get it right: Chair, **Bob Tenaglia** for all the preparations made in order to prepare the judging envelopes, including supplies, food, Winners List and especially for his leadership, **Marisa**

Díaz y Díaz for her continued loyal and diligent assistance in preparing judging envelopes and Winners List results, **Maryann Macri** for her continued cooperative spirit in assisting with preparations for judging, **Marie Brett** for having done a fabulous job of recruiting judges, **Filomena Spinelli** for the collection and review of entries, **Maritza Quintero-Tuohy** (on maternity leave) who for three years was the receiver of entries for the Student Language Competition, **Richard Gentile** for his continued support as consultant and assistant, and to all who generously gave of their personal time on Saturdays to judge the many, student entries. Thank you for your expertise, professionalism, and attention to detail this task requires,

to **Ana Aguiar-Mady**, who stores all the awards at her home for us, and provides us with a most pleasant experience as we prepare the Winners' Awards,

to the Award Distribution Team: **Gene Lowenberg**, **Marie Guillet** and **Richard Gentile**, who prepare the packages of Winners' medals and ribbons,

to **Marijean Burke**, our data technician. Her adeptness at the two programs she operates to maintain the LILT database and manipulate information to streamline LILT chores such as e-mail updates, mailings, mail merge letters, just to name a few of her tasks, have all been performed in a timely, efficient and responsible manner. I simply do not know how LILT can ever do without her,

to **Rich Hance**, *Webmaster Extraordinaire*, for his patience, cutting-edge ideas making the LILT website such a navigable tool for our members,

to all who generously gave unselfishly of their time and expertise to be presenters of the Winter Workshops and the Regional Conferences,

to **Richard Gentile**, for all he does for the organization's welfare, for the *LILT Newsletter*, for his sage advice. He is *Mr. LILT*, a treasured colleague, and wonderful friend,

and finally, our tireless and dedicated officers: **Isabel Cosentino**, 1st Vice President, **Joe Tursi, Jr.**, 2nd Vice President, **Ron Taub**, Treasurer, and **Bruno Bernardino**, Secretary, for their *patience* with me and their responsible, professional attitude in seeing that every task is done to the best of their abilities.

I am, and will be forever grateful to all of you for having given so unselfishly and so admirably for the sake of all L.I. LOTE teachers and their students. Without YOU, none of this would have been possible. There is a "LILT" in the voices of many members because of you.

May LILT continue to grow and thrive through its enthusiastic and active members on Long Island.

Sincerely,

Nancy Russo-Rumore



**NATIONAL SECURITY LANGUAGE INITIATIVE
U.S. DEPARTMENT OF STATE
WASHINGTON, DC
January 5, 2006**

President Bush launched the National Security Language Initiative (NSLI), a plan to further strengthen national security and prosperity in the 21st century through education, especially in developing foreign language skills. The NSLI will dramatically increase the number of Americans learning critical need foreign languages such as Arabic, Chinese, Russian, Hindi, Farsi, and others through new and expanded programs from kindergarten through university and into the workforce. The President will request \$114 million in FY07 to fund this effort.

An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens. To do this, we must be able to communicate in other languages, a challenge for which we are unprepared.

Deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding. It prevents us from effectively communicating in foreign media environments, hurts counter-terrorism efforts, and hampers our capacity to work with people and governments in post-conflict zones and to promote mutual understanding. Our business competitiveness is hampered in making effective contacts and adding new markets overseas.

To address these needs, under the direction of the President, the Secretaries of State, Education and Defense and the Director of National Intelligence have developed a comprehensive national plan to expand U.S. foreign language education beginning in early childhood and continuing throughout formal schooling and into the workforce, with new programs and resources.

The agencies will also seek to partner with institutions of learning, foundations and the private sector to assist in all phases of this initiative, including partnering in the K-16 language studies, and providing job opportunities and incentives for graduates of these programs.

The National Security Language Initiative has three broad goals:

Expand the number of Americans mastering critical need languages and start at a younger age by:

- Providing \$24 million to create incentives to teach and study critical need languages in K-12 by re-focusing the Department of Education's Foreign Language Assistance Program (FLAP) grants.

- Building continuous programs of study of critical need languages from kindergarten to university through a new \$27 million program, which will start in 27 schools in the next year through DOD's NSEP program and the Department of Education, and will likely expand to additional schools in future years.
- Providing State Department scholarships for summer, academic year/semester study abroad, and short-term opportunities for high school students studying critical need languages to up to 3,000 high school students by summer 2009.
- Expanding the State Department Fulbright Foreign Language Teaching Assistant Program, to allow 300 native speakers of critical need languages to come to the U.S. to teach in U.S. universities and schools in 2006-07.
- Establishing a new component in State's Teacher Exchange Programs to annually assist 100 U.S. teachers of critical need languages to study abroad.
- Establishing DNI language study "feeder" programs, grants and initiatives with K-16 educational institutions to provide summer student and teacher immersion experiences, academic courses and curricula, and other resources for foreign language education in less commonly taught languages targeting 400 students and 400 teachers in 5 states in 2007 and up to 3,000 students and 3,000 teachers by 2011 in additional states.

Increase the number of advanced-level speakers of foreign languages, with an emphasis on critical needs languages by:

- Expanding the National Flagship Language Initiative to a \$13.2 million program aiming to produce 2,000 advanced speakers of Arabic, Chinese, Russian, Persian, Hindi, and Central Asian languages by 2009.
- Increasing to up to 200 by 2008 the annual Gilman scholarships for financially needy undergraduates to study critical need languages abroad.
- Creating new State Department summer immersion study programs for up to 275 university level students per year in critical need languages.
- Adding overseas language study to 150 U.S. Fulbright student scholarships annually.
- Increasing support for immersion language study centers abroad.

Increase the number of foreign language teachers and the resources for them by establishing a National Language Service Corps for Americans with proficiencies in critical languages to serve the nation by:

- Working for the federal government; and/or
- Serving in a Civilian Linguist Reserve Corps (CLRC); and/or
- Joining a newly created Language Teacher Corps to teach languages in our nation's elementary, middle,

and high schools.

- This program will direct \$14 million in FY07 with the goal of having 1,000 volunteers in the CLRC and 1,000 teachers in our schools before the end of the decade.
- Establishing a new \$1 million nation-wide distance-education E-Learning Clearinghouse through the Department of Education to deliver foreign language education resources to teachers and students across the country.
- Expand teacher-to-teacher seminars and training through a \$3 million Department of Education effort to reach thousands of foreign language teachers in 2007.

**HOW CAN YOU HELP WITH THIS INITIATIVE...
BE A LEADER!**

As a LOTE teacher it behooves you to be an advocate for LOTE.

- Encourage the study of an additional second language in your classes and among your Language Honor Society members.
- Practice what you preach - Study a lesser-taught language so that you can eventually teach one.
- Talk with your Dept. Head, and school and district administration about receiving increment credit for the lesser taught language you are studying.
- Propose to your Dept. Head, school, and district administrations that lesser taught languages be added to LOTE course offerings.
- If your district has a Distance Learning Lab, BOCES may be able to provide instruction of a lesser-taught language to your school.
- Write to your senators about the importance of this initiative and urge for their support.
- Have a LOTE departmental/district letter writing campaign in support of NYS Bill # S6230 that provides funding for FLES programs and money for education courses for future LOTE teachers.

Submitted by Nancy Russo-Rumore

ARLINGTON, VIRGINIA LEADS THE WAY

Soon after President Bush signed the bill encouraging the teaching of the lesser-taught languages, the Arlington Board of Education instituted a late afternoon, after school program that will begin this fall to teach middle and high school students Arabic and Chinese. The program will be taught by professors from the Northern Virginia Community College. It is hoped by some school officials there that this program will lead to the inclusion of these languages into the school curriculum. The classes will be held two or three times per week for two hours. Reprinted in part from www.connectionnewspapers.com. Submitted by Nancy Russo-Rumore

WHALES FOUND TO SPEAK IN DIALECTS

Some whale species sing in different dialects depending

on where they're from, a new study shows. Blue whales off the Pacific Northwest sound different than blue whales in the western Pacific Ocean, and these sound different than those living off Antarctica. And they all sound different than the blue whales living near Chile.

"The whales in the eastern Pacific have a very low-pitched pulsed sounds, followed by a tone," said David Mellinger of Oregon State University. "Other populations use different combinations of pulses, tones, and pitches."

Using newly developed underwater microphones called autonomous hydrophones, Mellinger and his colleagues recorded the cacophonous symphony of whale clicks, pulses, and calls throughout the Pacific Ocean.

The hydrophones were developed to listen for earthquakes. But researchers soon realized they were picking up the sounds of right whales from 25 miles away, and even farther if the water is shallow and the terrain is even.

Researchers don't know why whales around the world sound differently. "The difference is really striking, but we don't know if it is tied to genetics, or some other reason," Mellinger said. "We don't know if they are part of a common 'language' that different populations of whales use to communicate with each other, or if they come from a confused juvenile who hasn't completely learned the complexities of communicating."

The researchers plan to deploy three more hydrophones near a series of long-duration NOAA moorings in the Bering Sea this spring. They plan to analyze possible connections between the appearance of whales and current conditions.

Bjorn Carey, reprinted from *LiveScience*, January 3, 2006. Submitted by the editor.

MOZART ANNIVERSARY

Wolfgang Amadeus Mozart (Salzburg, January 27, 1756 – Vienna, December 5, 1791) is the most famous Austrian composer of all time, a genius renowned for his operas (*The Marriage of Figaro*, *Don Giovanni*, *Così fan Tutte*, *The Magic Flute*), orchestral works (*Paris, Prague and Linz Symphonies*, *Eine Kleine Nachtmusik*), his religious music (*Requiem Mass*, *Exultate Jubilate*), as well as his piano and chamber music. 2006 marks the 250th anniversary of his birth, and Austria will be honoring him with a year of concerts and celebrations. Mozart aficionados will have

hundreds of events to choose from in New York, Paris, Berlin, London, Prague, Vienna, Salzburg and scores of other cities. The official 250th jubilee site in English is www.mozart2006.net/eng/index.html. Another site is the International Mozarteum Foundation, mozarteum.at. Submitted by Jane Mooney, AATG

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CHINESE, THE NEW WAVE – PART II

Part I appeared in the January 06 LILT Newsletter

Conquering the world is not supposed to be easy, but that's exactly how things must look some days to Xu Lin, head of the government's new effort to promote the Chinese language overseas. Ms. Xu is creating a global network of Chinese cultural centers, called Confucius Institutes, to teach foreigners throughout the world a language with a forbidding reputation for difficulty. But far from having to round people up, Ms. Xu is finding they are beating down the door. "There is a China frenzy around the world at the moment," she said. "The launch of this program is in response to the Chinese language craze, especially in neighboring countries."

For decades, people in those countries have viewed China with deep suspicion. But now mastering Chinese as a door to lucrative business opportunities, or simply as a matter of popular fashion, is suddenly all the vogue – not only there but in the United States and Europe as well.

Just as new though, is the decision of the Chinese government to ride the wave, not just capitalizing on the newfound chic that surrounds the language but also determined to perpetuate it as a way of extending Chinese international influence and good will toward the country.

For some, the choice of a slightly fussy name like Confucius Institute, which evokes images of anything but a rising new power, might seem odd given Beijing's increasing penchant for high-tech imagery and slick public relations. Yet the carefully selected label speaks volumes about the country's soft power ambitions. Among other things, using the name of the country's oldest and most famous philosopher avoids reference to the official ideology, which remains Marxism. Confucius who was an educator and quasi-religious figure, also stands for peace and harmony, values that China insistently proclaims today, hoping to disarm fears about its rapid rise.

Judging by the reactions of its long-wary neighbors, the effort appears to be paying off. Indonesia, which for three decades banned the teaching of Chinese because of Beijing's support for Communist rebels, recently lifted the prohibition. Vietnam, which has long had strained ties with Beijing, has accepted a Confucius Institute amid a boom in Chinese language instruction. In South Korea, an American ally that fought alongside the United States in a war against China's troops a half century ago, Chinese has reportedly outstripped English as the most popular foreign language among students. "Chinese is as popular in Korea today as English is in China," Ms. Xu said enthusiastically.



Although Chinese language studies may be most advanced in neighboring countries, where the ability to understand the Mandarin dialect has traditionally been considered a mark of cultivation, they are making huge strides farther afield. Eleven Confucius Institutes are up and running in Europe and Africa, as well as Asia.

One center is already operating in the United States, at the University of Maryland, and five others are expected to open soon in Honolulu, Kansas City, San Francisco, Chicago and New York. Twelve more are under discussion. Even before the first center opened, the College Board, the body that administers Advanced Placement Exams, added Chinese to its list of foreign language texts, the first time an East Asian language has been included.

In a 2003 survey of American high schools, the College Board found that 50 said they would like to add advanced placement courses in Russian, about 175 said Japanese and 240 said Italian – and 2,400 said they would prefer Chinese. "We had no idea there was such an incredible interest out there," Tom Matts, a College Board official, told CNN. Ms. Xu said that "education officials from several states, actually several dozen

states, have sent us requests" to help them establish Chinese language programs.

Where Sputnik (the first artificial satellite launched by the Soviets in 1957) fed a sense of alarm in the United States and elsewhere about the rise of an aggressive new superpower, the Confucius

Institutes are intended to do almost the opposite, elevating the country's prestige while easing anxieties over the arrival of a new power. "They are using Chinese culture to create a warmer, more positive image of Chinese society," said Nancy Jervis, vice president of the China Institute, a nonprofit Chinese-language study group that will be home to a Confucius Institute in New York City. "That's probably why the State Council has funded them, and why they've given a fair amount of money in turn to the College Board."

Today, about 90,000 foreign students come to China every year to study the language, said Wu Yongyi, Deputy Dean of the International College of Chinese Studies at East China Normal University in Shanghai, with 30 million more people around the world studying Chinese. "After China's economic reforms started, we discovered we had an urgent need for communication, and we found it's not enough that we learned foreign languages," he said. "Communications could be better if other people could speak Chinese. We need two-way communications, and now that our economy is strong, we can support this."

Reprinted in part from *The New York Times*, January 11, 2006. Submitted by the editor.



SPOTLIGHT ON DOUG MOORE

*Spanish Teacher, Technology Mentor,
and New Teacher Mentor*

Doug Moore is a Spanish Teacher at Walt Whitman High School in the South Huntington School District. He is well known in the building to students and staff for his friendly and open manner in and out of the classroom. In between classes you can usually see him waiting by the door of his classroom encouraging students to



communicate in the target language. Mr. Moore's classroom is an excellent representation of his uniqueness as a teacher and a human being. His classroom is a feast to the senses due to

an array of student projects displayed on the walls, colorful Spanish posters, authentic objects, decorations, foreign films, Latin music, Spanish food, and an impressive variety of art supplies. His prized SmartBoard has a central location in front of the classroom and Mr. Moore utilizes this new tool on a daily basis for teacher and student PowerPoint presentations, to play an interactive vocabulary game on line, or to whisk his class away to South America on the web. (A SmartBoard is an electronic WhiteBoard that is connected to the desktop of a computer. It is interactive, and sometimes it is called an Interactive WhiteBoard. The teacher can teach a lesson on animals and have photos from the Internet on the board while writing the words elsewhere. He/She is able to drag those written words with a finger to the appropriate picture. The teacher can also show DVDs, play music, use PowerPoint, and Internet web sites as well. It has to be seen to be believed!)

Mr. Moore is every student's teacher because he engages all his students in interactive and student-centered activities that appeal to all learners. He incorporated learning styles into his teaching practices before it became the latest buzzword in education. Everyday in Mr. Moore's classroom is a new adventure; on any given day students may be filming political speeches for mayor in Spanish, creating vocabulary posters (Students draw and label vocabulary on poster boards hung around the room.), listening to an authentic Spanish song (Students listen to music everyday at the beginning of the period. After a week of listening, the lyrics are given out with parts missing. The song is played again as the students fill in the missing lyrics), presenting authentic food recipes (Students prepare a cooking show on how to prepare Spanish foods in Spanish for their food unit. Students end the unit by tasting the fruits of their labors - *arroz con pollo*,

pupusas, tostones and more. Also during Foreign Language Week students bring in foods to share with other classmates.), and interacting with the SmartBoard. (Students manipulate pictures and vocabulary on the board, where they also make PowerPoint presentations on current, relevant topics.)

One of Mr. Moore's greatest accomplishments is his success with integrating technology in a meaningful way into the World Language curriculum. Because of his expertise in technology, he serves as the Technology Mentor to the World Language Department in his building. As such, he models lessons using technology, and helps teachers develop lessons using technology, (web quests, Jeopardy, web pages, PowerPoint presentations, etc.). He also gives workshops through the school's teacher center, which he finds all very exciting.

Another specialty of this seasoned teacher is to take new teachers and student teachers under his wing to initiate them into the challenging facets of becoming an effective World Language teacher. He was chosen as one of the few New Teacher Mentors because of his willingness to share his creative ideas with faculty and administration to improve the educational experience of students, especially those studying World Languages.

Doug Moore is also involved in professional activities outside the classroom as well. He has written questions for the New York State Regents Exam in Spanish, has helped with the LILT-AAT's Poster Contest, and has served as an officer of the local chapter of AATSP. Doug even chaperoned a group of students to Spain, and everyone made it back in good condition!

Mr. Moore has taught Spanish at Walt Whitman High School in South Huntington for the past thirteen years. He has written various Spanish workbooks, conducted numerous workshops for LILT, NYSAFLT, and NECTFL conferences, and has given professional development workshops for the South Huntington School District. Presently, he is in the process of completing his administrative certification.

Mr. Moore lives in East Northport with his wife, Joan and their three daughters. When he is not in the classroom, Doug Moore enjoys traveling with his family, viewing new foreign films, and reading.

Anyone wishing to contact Doug Moore, may do so at: dmoore@shufsd.org

Submitted by Gala Handler, World Language Chairperson 6-12, South Huntington Schools

CURLICUE, CURLYCUE

A decorative curl or twist in a signature, calligraphy, etc. From curly, from curl, from *crul* (earlier spelling) + *cue*, from Old French *cue* (tail).

Cruller, the twisted German fried, sweet pastry, is related to curl. Reprinted from WordSmith.com

TEACHING POSITIONS

As a courtesy to teachers seeking positions, LILT makes the following listings available as they have been received. LILT cannot assume any responsibility for the accuracy or later changes in these teaching descriptions:

Dowling College: adjunct in Italian, send application, CV and 3 references to Ms. Bridget Carroll, Department of Human Resources, 1 Idle Hour Boulevard, Oakdale, NY 11769;

East Hampton: 3 positions: 1 FLES (possible full-time, probationary position), 1 middle school (full-time, probationary position) and 1 high school (leave replacement), in Spanish, beginning in September 2006. Contact: Sandra Krolik, (631) 329-4620, sandra.krolik@ehufsd.org;

Garden City: 2 high school, full-time, probationary positions, 1 Italian and 1 Spanish (all levels), beginning September 2006. Contact Marie Nuzzi, FL Chairperson: (516) 478-2087, eslpage@hotmail.com;

Massapequa: 1 high school or middle school, full-time, probationary Spanish position (levels TBA), beginning September 2006, dual certification preferred. Contact: William Anderson, LOTE Chairperson: (516) 797-6025, wanderson@msd.k12.ny.us;

Oceanside: .6 high school and .4 elementary FLEX, full-time, probationary Spanish position, beginning September 2006. Contact: Dr. David Rose, Supervisor of World Languages, (516) 678-7533, drose@oceanside.k12.ny.us;

Rocky Point: 1 full-time, middle school-high school split, probationary, Spanish position (levels TBA), beginning September 2006, dual certification preferred. Contact Sherry Alessandro, Assistant Superintendent: (631) 744-1600 X 2246, sallesandro@rockypoint.k12.ny.us;

Wantagh: 1 full-time, middle school Spanish position, and possible part-time, middle school Italian position, beginning September 2006, Spanish/Italian or Spanish/French certification preferred. Contact: Pat Calosso, (516) 679-6361, calossop@wantaghschools.org or picia17@aol.com.

WINTER WORKSHOPS 2006

LILT offered a series of interesting and relevant workshops due to the professionalism and dedication of eleven of our LOTE colleagues. LILT sincerely thanks the following presenters:

María José Lloréns, *The New AP Spanish Language Exam: The Complete Challenge*; Doug Moore, *Power-Boost Your Lessons with PowerPoint! Parts I and II*; Dr. Jennifer Eddy, *Variations on a Theme: Using Music for Understanding*; Marie Grilli-Loria, *Learning Italian*

Through Songs; Mary Colón, *The World of Portfolios*; Dr. Sarah Jourdain, *Action Research for Teacher Professional Development*; Adrienne Greenbaum, *Train Your Students to Speak in the Target Language*; Rose Cava, *Do Now, Do Later or Do In-Between*; Aurora O'Brien, *A Unit on Italian Immigration for the AP Class*; Lance Steinberg, *QUIA Technology: Clear-Cut and User-Friendly*; and Nicholas Maurantonio, *Using Computers to Create Interactive Multimedia Italian Lessons*.

CONGRATULATIONS

to **Dr. Lori Langer de Ramirez**, who gave talks in Barcelona and Madrid under a new initiative called *America Reads Spanish*, sponsored by the Embassy of Spain-Trade Commission.

FURTHER FEDERAL LEGISLATION

On March 16, 2006, Senators Daniel Akaka (D-Hawaii) and Richard Durbin (D-Illinois) introduced the Homeland Security Education Act – S. 2450, which provides the framework and funding critical in developing high-level language expertise necessary to national security and economic competitiveness. This comprehensive legislation provides many programs to promote language learning such as: student and teacher scholarships; student loan forgiveness; grants to establish partnerships between school districts and institution of higher education, and grants to encourage students to develop foreign language proficiency along with science and technological knowledge.

On February 8, 2006, Representative Silvestre Reyes (D-Texas) introduced the 21st Century

National Defense Education Act – HR. 4734. This bill will provide \$1billion in federal funding to: provide curriculum and instructional facilities and materials; educational incentives such as grants, scholarships and loan forgiveness programs for undergraduate and graduate students who plan to pursue STEM instruction; career development opportunities; the creation of the Office of Teaching Americans Language Concepts in the Department of Education to improve K-12 language education; the creation of a STEM Revitalization Advisor and Task Force, and a National Foreign Language Advisor and Task Force in the White House.

(Editor's note: STEM is used in this bill as: "A national sense of urgency is needed to bring about change in the way the United States teaches foreign languages, and to reinvigorate the science, technology, engineering, and math (STEM) fields.")

To read these bills in their entirety, go to: <http://thomas.loc.gov>, and enter the complete bill number (i.e. HR 4734 or S 2450) in the *Bill Search Text* box, darken *Bill Number Circle*, and click on *Search*.

LILT ELECTIONS

New LILT officers will be elected at the General Membership Meeting on 5/12. The ballot will be posted on LILT's website (LILTFL.org) prior to elections. 2006 members attending the above event will vote for new officers. Remember to bring your latest membership card to prove current membership.

TEACHERS HELPING TEACHERS GETTING ALONG WITH ADMINISTRATORS

The best way to get along with administrators is to treat everyone in the school community - students, colleagues, administrators, secretaries, and custodians - with the same respect you would hope each of them would treat you. Keep in mind everything you do, and the way you get along with everyone else, will come into question, along with your observations and evaluations, as you are considered for tenure. Once you have established yourself, and earned tenure, it is important to be consistent.

The following suggestions will facilitate your getting along with administrators:

Always greet him/her with a smile each time you meet. Do this even when your smile or greeting is not returned. Why give him/her any reason to think you are a cold individual, or worse, a snob? S/he might believe a parent who thinks this to be true.

When you receive a request to contact an administrator, do so as quickly as you can, even if you only have time to say you'll do so as soon as your classes end that day. To wait until the next day, or anytime thereafter, is rude. Nor would you want to be treated in such a manner either.

It is not a good idea to go running to an administrator, demanding a change in class, room, student to be dropped from your class, etc. Make sure to make an appointment. Indicate your request is just that - a request. Be sure you have facts, and a good reason for the request that you can explain, without making demands. An administrator is there to help, and if your request is reasonable, it should be something worthy of discussion.

If you speak to parents about their children and/or their progress in your class, and they are nasty or abusive in their comments, tell the principal, assistant principal or chairperson as soon as possible. Relay the gist of the conversation as calmly and objectively as you can. Be sure to quote the parent(s) as accurately as possible. Refrain from making any disparaging comments about the parent(s) or the child. The administrator will be better able to back you up if the parent(s) should make further contact with the school.

When you have a problem with a student, make sure you have tried several ways to deal with the situation yourself before referring the student to an administrator for disciplinary action. Make sure you have tried a number of things, such as conferencing with the student, assigning detention with you after school, calling home, conferencing with the student and the parent in school, making contact with some of the student's other teachers to see what works in their classes. If you still need to refer the student because the above has not remedied the situation, make sure the referral is not

frivolous. Administrators are loathe to deal with students who come to class without pens, or who do not do homework or class work. It is your job as the teacher to find ways to involve the student to remedy such problems. If the referral is viable, the documentation as to what you have previously tried should be enough to prove to the administrator that s/he will have to intercede. You will be seen as a teacher who takes appropriate steps to solve problems in your classroom, one of the major considerations when teachers are proposed for tenure.

Students who use foul language, especially to you, should automatically be referred for disciplinary action. If the disciplinary action taken by an administrator is not to your liking, do not go in demanding more punishment be meted out. You handle the discipline in your class. When you need to refer the matter to an administrator, you are handing the problem over to someone else for a solution. The administrator is paid to do this, and your opinion is irrelevant (unless solicited). You would not appreciate an administrator butting in to tell you how many days, and when, to stay with your students for extra help, and s/he does not appreciate your second guessing his/her decisions.

Gossiping and grouching about school conditions and administrative decisions are common complaints heard on a daily basis in schools. While many do it, try to limit what you say by only saying what you would actually have the guts to say to that person face to face. You never know which of your comments might be passed on to others (including administrators), or what might be overheard by others passing by in the halls. Do not be flippant, thinking an assistant principal's opinion of you does not count for much. You never know who will become your next principal or superintendent.

Always keep in mind your personal and professional reputation is what you create, and that is all you have. Make it one to be proud of, enabling you to be supported in all your efforts, and allowing you to fully enjoy your career. Submitted by Adrienne Greenbaum, Emerita

MARK TWAIN



Mark Twain (1835-1910), American humorist, narrator and social observer, made many satirical observations on his trips abroad.

Of the Parisians he said:

"In Paris they simply stared when I spoke to them in French; I never did succeed in making those idiots understand their language."

Of the German language he noted:

"Some German words are so long that they have a perspective." Consider *Allradgetriebegeländewagen*, a four-wheel-drive all terrain vehicle, commonly known as a jeep. Young Germans prefer *der Jeep*.

STUDENT FOREIGN LANGUAGE COMPETITION THOUGHTS FROM FIRST-TIME JUDGES

This was my first time as a judge for the LILT competition. About 4 or 5 years ago, I accompanied a friend; she brought her students and the kids had a great time. Since then, I have become a teacher myself, and I have toyed with the idea of having my students participate. Just a few days before the competition, I learned the organizers still needed judges; I decided it was the time to step up and test the waters. I was really excited. And it wasn't just me. When I arrived at Mephram High School, I found a crowd of professionals who had given up a Saturday to work for LILT, and they were ready to roll.

I had the fortune to work with seasoned judges from whom I learned a lot. I enjoyed reading essays and poems, and even laughed watching some funny videos. Meanwhile, I was taking mental notes of what my students could produce and how to motivate them to participate next year. Some essays were witty and humorous. Others told personal experiences of pain and endurance straight from the heart. Others were joyous and dreamlike. They were terrific. They also had other, and less desirable, commonalities. Confusion between *ser* and *estar*, *hay* vs. *es*, little control over gender, preterit vs. imperfect, and the appalling shortage of connectors to make the text flow.

The poems I read encapsulated the fervor of the young for friendship, love, and patria. Finally, the videos... Students do not seem to take this category seriously, and teachers seem not to pay much attention to the students' work either. Videos that did not comply with the rules, had to be disqualified—a real disappointment for the students with no justification other than lack of overseeing on the part of the teacher. Deficient supervision was apparent also in the editing/proofreading, or the lack thereof. Most videos impressed me as whimsical "rough drafts," some of them very rough. Plot, dialogues and execution were weak. Most errors in basic grammar, verb agreement and pronunciation were just inexcusable for advanced students of a language.

Overall, the pluses prevailed by far over the minuses. And the minuses could altogether be avoidable if we paid more attention to the rules and to the products of our students' work. I appreciate the opportunity to meet friends and make new friends in LILT. The balance for me is definitely in the black, and I am looking forward to being part of it next year.

Submitted by Anahí Walton-Schafer, Northport H.S.

After having entered my students in the LILT competition for several years, I decided it was time for payback, so this year I volunteered my Saturday to be one of the judges. I was looking forward to seeing old friends, making new friends, and to view and read exciting, quality, even challenging student work. I definitely had high expectations for this day. I even brought my Spanish-English dictionary with me just in case...

However, I must admit I was disappointed by the video entries I judged submitted by the upper level students and their teachers. LILT's student competition has very specific rules. The teachers who did not follow these rules, which unfortunately then led to disqualifications and penalized students, disappointed me. For example, one rule states that only instrumental music can be used, yet we heard music with people singing; this disqualified the video. Some videos were incomprehensible because of background interference; we could not hear what the students were saying

because of various noises, and sometimes we could not see the students due to various camera shots! We also were surprised by students' mispronunciation and BASIC grammar errors (personal *a*, "la cine", *ser* vs. *estar*, *hay* and *es*, just to name a few).

Many teachers volunteered their time for this wonderful day and it was well worth it! Therefore, we ask all teachers to please read the rules carefully, and to please proof their students' work before submitting their entries for competition. We do want all students to be very successful in this wonderful event.

RETIREMENTS

If you know of anyone retiring this year, please contact Isabel Cosentino ASAP: (631) 689-7411, isbelle@aol.com.



NEXT NEWSLETTER

Articles for the September *LILT Newsletter* are due by August 1, 2006.

Leslie Wecksler - Baldwin HS

BE A LOTE ADVOCATE

Some people watch things happen,
Some people make things happen,
Some people wonder what happened...

Be a LOTE advocate and make things happen in your classroom, in your school and in your community.

LARGER PRINT

Larger print and more white space in the *LILT Newsletter* are not possible given the costs of printing and postage. If the newsletter is saved as a PDF file, you will be able to enlarge the newsletter to any size you wish.

FINGERSPITZENGEFÜHL

Unlike Sprachgefühl (January 2006 *LILT Newsletter*), Fingerspitzengefühl (fingertip-feeling,) can also be used to describe one who has a fluent and supple command of any other complex area of endeavor in which discrimination, taste and an ear/eye for *le mot juste* (*das treffende Wort*) are called for. Reprinted from Worldsmith.com

PROFESSIONAL CALENDAR

2006

- Apr. 5 AATF Suffolk, Poetry Contest, Ward Melville HS, 3:30 PM – 6:00 PM
- Apr. 6 AATSP LI *Sabletoto* and *Sepalotodo* Contests, Massapequa HS.
- Apr. 10 AATSP LI, Spanish Dance Clinic, Rockville Centre, 4-5:15 PM. Members can learn how to dance the *salsa*, *merengue* and *cha cha*.
- Apr. 15 Postmark deadline date for LILT Awards, Grant and Stipend applications**
- Apr. 22 Center for Italian Studies, Stony Brook University, conference: *Italian Emigration Today*, F. Melville Memorial Library, 1 PM
- Apr. 23 AATF Suffolk, deadline for submitting applications for the Kay Lyons Scholarship
- Apr. 28 AATI LI second Professional Meeting
- Apr. 28 & 29 NYS AFLT Colloquium, Syracuse
- May 13 AATI LI Annual Luncheon
- May 18 AATG Annual Awards Dinner, Windows on the Lake, Lake Park, honoring students who scored 85% or above on the National German Test.
- May 21 Center for Italian Studies, Stony Brook University, *Concorso Italiano, A Celebration of Italian Automotive Excellence and Beauty*, Ferraris, Alfa Romeos, Maseratis, Lamborghinis, Lancias and Fiats will rally on campus, location TBA. Rain date, June 4th.
- May 23 AATSP LI, *Entrega de Premios*, Jericho HS, 7:30 PM
- May 25 LILT General Membership Meeting, Anna Maria's Restaurant, Smithtown, 4 - 7 PM**

- Jun. 3 AATF Suffolk, election of officers and ratify changes to the constitution, The Bistro Voilà, St. James
- July July LILT Newsletter only posted electronically on LILTFL.ORG**
- Jul. 5-8 AATF National, Annual Convention in Milwaukee
- Jul. 7-28 AP Summer Institute for Italian Language & Culture, Fordham University, Manhattan. Contact Angie Chai, (212) 636-7235. Cost: \$899
- Jul. 10-14 Advanced Placement Institute, Italian Language and Culture, University of Dallas, TX, phone: (972) 721-5106
- Jul. 31-Aug. 4 AP Summer Institute for Italian Language & Culture, Manhattan College. Contact: Dr. Pamela Kerrigan, (718) 862-7209. Cost: \$1200
- Aug. 14-17 AP Summer Institute for Italian Language & Culture, SUNY at Purchase. Contact; Mary Beth Anderson, (914) 251-6873. Cost: \$395
- Sep. 1 Deadline for LILT Newsletter articles, October issue**
- Oct. 6-8 NYS AFLT Annual Meeting, Saratoga Springs
- Nov. 2-8 AATF National, *La Semaine du Français*
- Nov. 17-19 AATG and ACTFL, National Annual Meeting, Nashville

2007

- Apr. 12-14 Northeast Conference, New York City
- Nov. 2-8 AATF National, French Week
- Jul. 12-15 AATF National Convention, Baton Rouge
- Nov. 16-18 ACTFL Annual Conference, San Antonio

STAYING CONNECTED

Websites are opening up the world to our world languages classrooms. When you go online for information, look into one of the following sites to see if it will give you more access to others' ideas, up-to-the-minute info, research, grammar aids, clip art, and more of what you are looking for...

- *Radio-Canada Internationale*, online radio in English, Spanish, Arabic, Chinese, French, Ukrainian, and Russian: www.rcinet.ca
- Clipart Links for Busy Teachers – sites by curricular subjects: www.caslt.org/research/clipart.htm
- Practice verb conjugations, grammar and vocabulary free, school registration required: <http://conjuguemos.com/home/index.html> in French, German, Spanish, and Latin
- Multi-Language sites: <http://polyglot.lss.wisc.edu/lss/lang/langlink.html>
- Ontario Modern Language Teachers' Association – links to Chinese, French, German, Italian, Japanese, and Spanish: <http://www.OMLTA.org>
- Web Gallery of Art European Fine Arts 1100-1850: www.wga.hu/index.html
- Free encyclopedia in 214 languages: <http://fr.wikipedia.org/wiki/accueil>
- Smithsonian Institution Libraries: www.sil.si.edu



Submitted by Marie Guillet, Emerita



General Membership Meeting

May 25, 2006

The LILT Executive Board cordially invites all foreign language teachers to its annual end-of-year General Membership Meeting. Please join us as we honor our retiring colleague, Janet Loehr, and the recipients of our awards, grants and scholarships. (If you know of any other LILT member who is retiring, please contact Isabel Cosentino as soon as possible.)

New LILT officers will be elected for 2006-2008. The ballot will be posted on LILT's website (LILTFL.org) prior to the General Membership Meeting. All 2006 LILT members in attendance at this event will vote for the new officers. Remember to bring your latest membership card to prove current membership.

DATE: Thursday, May 25, 2006
TIME: 4PM-7PM
PLACE: Anna Maria's Restaurant, 944 Jericho Turnpike, Smithtown (631-864-2844)
COST: \$30.00: Choice of 4 entrées (eggplant parmigiana, veal marsala, chicken française, stuffed flounder), penne alla vodka, salad, dessert and coffee

DEADLINE: Friday, May 12, 2006

SEND YOUR CHECK, PAYABLE TO LILT, TO:
Isabel Cosentino, 358 Route 25A, East Setauket, NY 11733
(631-689-7411 or ISBELLE@aol.com)

DIRECTIONS: From all Parkways and Expressway: Take Sunken Meadow Parkway North to Smithtown/Jericho Turnpike (Route 25). Continue East for about 2 miles. Anna Maria's is on the South (right) side. For more detailed directions, please consult MapQuest.com



General Membership Meeting

May 25, 2006

Name(s): _____

Phone: (Home) _____ (School) _____

Total Enclosed (\$30.00 per person, payable to LILT) \$ _____

MAIL THE ABOVE FORM AND YOUR CHECK, PAYABLE TO LILT, BY MAY 12, 2006 TO:
Isabel Cosentino, 358 Route 25A, East Setauket, NY 11733



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

MEMBERSHIP IS FOR THE CALENDAR YEAR

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



LONG ISLAND LANGUAGE TEACHERS, INC. – MEMBERSHIP APPLICATION

PLEASE PRINT VERY CAREFULLY

TODAY'S DATE _____

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

Former Last Name _____

Home Address _____ **New**

City _____ State _____ Zip _____

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

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

School Name/District _____ **New**

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

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

Subjects and levels you teach _____

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

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

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

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

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

MEMBERSHIP IS FOR THE CALENDAR YEAR