



LILTTM NEWSLETTER

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WWW.LILTFI.ORG

Richard Gentile, Editor
rgentile@liltfl.org

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PRESIDENT'S MESSAGE

As the school year comes to an end, it gives us time to pause and rethink what the future holds for second language study and teaching. Budgetary cuts and layoffs, larger class sizes, fewer leadership positions, new evaluation instruments such as APPR's, SLOs, and variable lists of "artifacts" fetter our profession today. However, because we believe language learning matters, more teachers have participated than ever in all LILT major events: Annual Conference, Professional Development Workshops, Poster Contest, and Student Foreign Language Competition.

One way to bring positive attention to the importance of LOTE learning on Long Island is for LILT members to participate more in LILT events, thus affording incredible public relations opportunities for LOTE in your district. The current status of LOTE programs make these events more important than ever for LOTE education. LILT is happy to continue providing these for the benefit of your students and LOTE teachers on Long Island.

A great series of LILT Professional Development Workshops was offered in February, March, and April. We offered ten workshops with an attendance of 73 LOTE educators. I would like to thank First Vice President **Richard Zawislak**, for the tremendous job he did recruiting presenters, gathering workshop descriptions, posting this information online, and all the rest that goes into overseeing this task. By using our online services, those interested could conveniently register and pay online 24/7. My sincere thanks also to the presenters of these workshops: **Elizabeth Burgalassi, Regina Casale, Amanda Cooper, Robert Dennis, Anna DiChiara, Franca Fiorentino, Valérie Greer, Wendy Mercado, Katina Price, Melissa Steinhaus, and Cara Sycoff** for generously sharing their expertise with us.

The annual LILT Poster Contest judging was held at the Bethpage Restoration Village on March 21st. This year our judges were: Sharon Betz and Jo Greene, from the Town of Oyster Bay Arts Council, Inc., and Linda Scarella, from the Art League of Long Island. Dr. **Patricia Lennon-Murphy**, Chairperson, once again did a fabulous job coordinating all the aspects of this event. I

want to thank **Carmen Campos**, Cold Spring Harbor HS, **Mirtalita Matos**, MacArthur HS, **Douglas Moore**, Great Neck South MS, **Cristina Quartararo**, Malverne HS, and **Nino Rodriguez**, Farmingdale HS, for volunteering to collect posters, checking memberships, delivering, and setting out posters for judging. As usual, teachers of the winning students have been contacted for prize distribution and the names of winners will be easily viewed in the summer edition of the LILT Newsletter, which has been traditionally posted on our website - WWW.LILTFI.ORG - after the close of school.

On Saturday April 6th, the judging for the LILT Student Foreign Language Competition took place at Northport High School. We are grateful to the Northport-East Northport School District for allowing us to hold this event at this very convenient location. We thank Superintendent Dr. Marylou McDermott and High School Principal Irene McLaughlin for their support, and **Jennifer Nesfield**, Supervisor of World Language and ESL, for her commitment to ensure that all technological arrangements ran flawlessly.

We sincerely appreciate the countless hours, dedication to task, and attention to detail that Chairperson **Bob Tenaglia** and his assistants **Sean Doherty, Dan Saitta, Ron Taub**, and **Richard Zawislak**, willingly gave to this event. The many volunteer judges, our active and retired teachers, enjoyed a delicious brunch organized by **Richard Gentile**, collegial conviviality, networking, and collaboration. Without all of you, none of this would have been possible, so thank you again.

Our Second Vice President **Elizabeth Burgalassi**, handled the Excellence in Foreign Language Award Plaques adeptly this year. When your plaque order arrives, we are confident you will agree they create a beautiful presentation to honor your best and brightest LOTE students. Thanks Liz for the meticulous care you took in coordinating this opportunity for our members.

Although the 2013 Annual Conference may seem very far off, the Planning Committee Meeting organized by Chairperson **Ana Aguiar-Mady**, Chairperson, already met on April 19th. LILT extends many thanks to all those who attended and contributed their ideas and suggestions for workshops and presenters. This year's

conference will keep both the title and site of last year: *Tools of the Trade: Enhancing Professional Practices* at Comsewogue High School, and is tentatively set for November 2nd. I want to welcome **Rob Dennis**, my colleague at Northport High School, who is our 2013 Presenter/Program Coordinator. If you are interested in giving a workshop, please go the LILT website (WWW.LILTFL.ORG), download the *Call for Proposal* forms and submit them to Rob Dennis, as soon as possible.

As the end of the school year approaches, LILT has already hosted the Spring Membership Meeting, held this year at Mio Posto Restaurant, Hicksville, on May 16th. At this dinner we honored **Stephanie Gregory**, as well as the student award winner. Thank you once again to **Richard Zawislak** for organizing this event.

Last, but not least, another encouraging fact is the growth of our organization members. In 2013, LILT welcomed AATF Nassau and AATF Suffolk, which joined AATSP as Association Members.

Please note how many people are needed to make these events come to fruition as successfully as they do each year. I am so grateful to all of you who made the extra effort to lend a hand. Any member is always welcome to help and get involved. The end of the school year is around the corner and I wish you and your students every success in June, as well as a restful and peaceful summer.

Anahi Walton-Schafer

IN MEMORIAM



It is with profound sadness LILT announces the passing of **Tom Coleman**. Tom was an outstanding teacher and consummate professional, having served LILT as a presenter at LILT's Annual Conference, Awards Coordinator for the LILT Poetry Contest, and a judge for LILT's Student Foreign Language Competition. Tom was also very active in AATF Nassau as the French Contest Coordinator, and an AATF Nassau representative at the LILT Annual Conference. At his retirement AATF Nassau presented a middle school student an award in Tom's honor. In 2005 Tom was awarded the Ruth E. Wasley Distinguished Teacher Award by NYSAFLT. For all who knew Tom, he will be sorely missed. RIP. (LILT has made a contribution to Ride for Life, Stony Brook University, in Tom's memory.)

CONGRATULATIONS

to **Maria Brofka, Stephanie Gregory, Dr. Lois Mignone, John Placella, Maria Sorace, and Susan Weber** on their recent retirement.

to **Dr. Joseph Tursi, Sr.**, on receiving the Dante Award from AATILI for his stellar contributions to LOTE learning, LOTE teaching and LOTE pedagogy on Long Island, and nationally. He is the author *Oggi in Italia*, and *Italian Two and Three Years* which have been published, referenced and incorporated into classrooms internationally.

to **Danielle Caruthers**, Garden City HS, who was recently named Educator of the Year by the Association of Italian American Educators.

to **Linda Lipani** and her students for writing bilingual stories for Long Beach Elementary School whose library was decimated by Hurricane Sandy.

EDUCATION REFORM IS WORLD WIDE!

News from Australia

Schools will be asked to deliver a back-to-basics reading blitz for one million children as a condition of Julia Gillard's education reform plan. It would include the teaching of phonics, which involves reading aloud to children and explaining the different sounds made by letters to help students develop basic reading skills.

Warning that Australia risked falling behind the world, Ms. Gillard will shortly announce her funding offer to the states to be debated by premiers during April's Council of Australian Government's meeting.

"Every Australian child should be able to read, it's as simple as that," the Prime Minister told the *Sunday Herald Sun*. "But sadly, that's not the case in our schools. Too many kids aren't mastering the basic reading skills they need for school and throughout their adult lives."

Every school will have its own plan to improve reading and will report their students' progress to parents and the community. Teachers would be asked to focus on reading skills from the first day of school, including ensuring: EVERY school has a reading plan that could include phonemics, phonics, fluency and vocabulary knowledge. STUDENT data is reviewed to diagnose why some students are struggling. TAILOR MADE reading plans for children who need intensive support. INTENSIVE training for teachers to better identify and respond to students who are struggling. PARENTS could help by introducing a reading routine at home and volunteering in classrooms. *Reprinted in part from the Sunday Herald Sun (Melbourne), February 24, 2013.*

Submitted by Rosemary Haigh, Emerita



**LUCILLE DIPIETRO LAMBERT
STUDENT AWARD FOR EXCELLENCE
IN SECOND LANGUAGE STUDIES ON
LONG ISLAND 2013 WINNER, Shannon
Carman, student of Marie Nuzzi,
Garden City HS**

Studying Spanish has been one of the most rewarding academic experiences I

have had during high school. It has taught me far more than just grammar and vocabulary: I have been introduced to Spanish music that now pervades my iPod, Spanish literature that I read whenever I get the chance, and a greater appreciation of other cultures and the importance of communication. I intend to use the language skills I have gained for the rest of my life.

Presently, I have the privilege of serving as a co-president of my school's chapter of the Spanish National Honor Society, and have been very fortunate to receive four gold medals in the National Spanish Exam. Preparing for the exam not only introduced me to new vocabulary, and helped me practice reading and listening, but presented me with insight into the cultures of many Spanish-speaking countries. Ultimately, being able to see how I ranked with students from around the country was encouraging and motivated me to continue striving for proficiency.

In today's diverse and rapidly changing world, learning a foreign language is more important than ever. Continual advancements in technology and communication are causing the world to shrink: people from all over the world can communicate more quickly and easily, and the movement of people, goods and ideas has never been so rapid. These lines of communication bring people into closer contact with other people, and their own unique cultures and backgrounds. Thus, the ability to communicate, and to do so effectively, has become indispensable. The interaction of diverse cultures necessitates greater understanding and awareness among all people so that clashes over apparent differences can be replaced by a common desire to improve conditions for people everywhere. I believe that language is the key to unity.

As a prospective engineer, I plan to travel to developing countries to implement modern, cost-effective systems to meet basic needs, such as clean sources of water and energy. These projects require a tremendous amount of coordination with local people; communication is essential. During college, I hope to study in a Spanish speaking country, and become involved in a humanitarian engineering project where my language skills will be necessary to interact effectively with the citizens. Until then, I will continue to strive for excellence in Spanish at home in the hopes that language will enable me to contribute to our constantly evolving world.

Photo by Gene Lowenberg, LILT Historian

AMERICAN SIGN LANGUAGE

The number of college students taking courses in American Sign Language has doubled over the past decade, making the language the fourth most popular in the recent Modern Language Association Survey. Student interest in the language rose in the 20 years since the passage of the Americans with Disabilities Act, creating an increased need for interpreters in health care, government and workplace settings. *Reprinted*

from The Oakland Times, California, May 6, 2013.

Submitted by Nancy Russo-Rumore, Emerita

THE FUTURE-TENSE EFFECT

Grammar puts English speakers at a distinct disadvantage when it comes to saving money or practicing healthy habits. A new study suggest that people who speak languages that use different verb tenses to distinguish between the present and the future, - for instance, saying, "I'm going to" or "I will" when describing an action they'll take later - are much worse at planning than people who speak languages that blur the present and the future. Yale Business School researcher Keith Chen examined the planning skills of people in 76 countries and found that those whose language contains strong "future markers," including speakers of English, Korean and Russian, were 30 percent less likely to save money than were speakers of languages that use weaker future markers, such as Mandarin, Japanese and German. In those languages, speakers can use the same verb forms to refer to the present and the future, relying on the context of their conversation to clarify what time they're referring to. That makes them feel that the future is closest, *Scientific American* reports, causing them to save more for retirement, smoke less, and exercise more than people whose grammar firmly separates now from later. *Reprinted from The Week, April 5, 2013.*

Submitted by Adrienne Greenbaum, Emerita

TRANSLATING THE LAW

In a high-heeled argument last year, Christian Louboutin, a shoemaker, sued Yves Saint-Laurent, a fashion house. Louboutin was irked that YSL made footwear that had a red sole, a distinctive feature of Louboutin shoes. The case was tried in America, but both companies are French. This presented a few problems.

Louboutin's lawyer, Harley Lewin, describes four layers of difficulty in international litigation when it comes to "discovery" – the right to demand documents relevant to the case from the other party. The first, and most obvious, is language. The second is culture: how frank people are in e-mails varies widely from country to country. The third is local law. France, with little tradition of discovery, has strict privacy laws. These can, for example, prevent low-level employees' names from appearing in documents in discovery. Finally, there is the sheer volume: electronic communication has made discovery a huge undertaking. Mr Lewin says the vast majority of those e-mails say nothing more than "yup", "OK" and "sure" (in whatever language), but lawyers have to go through them all anyway.

American courts give litigants an expansive right to discovery. It is a process so long and expensive that it is commonly used to impoverish and exhaust legal opponents into settling cases. Many lawyers abuse it. And the cost and complexity are magnified in

international cases, such as a recent patent-infringement trial in America involving Apple and South Korea's Samsung, where language and culture have to be taken into account.

It is too much for one lawyer, or even a small firm. So specialists are filling the void. Mr Lewin hired TransPerfect, a language-services firm. It helped to arrange a "silo" system for protecting certain communications, to meet France's privacy laws while obeying the American court's discovery orders. TransPerfect also translated huge numbers of documents from French, Italian and Spanish. These documents, Mr Lewin said, were critical for Louboutin's partial court victory over YSL: red soles could constitute a protectable trademark, but an all-red shoe with a red sole would not.

Common Sense Advisory, a research firm, estimates that the worldwide language-services business is worth \$34 billion and it is growing fast, at about 12% a year. No firm is big enough to dominate and most are privately held. The biggest, Mission Essential Personnel, boasted revenues of \$725m in 2011; TransPerfect raked in \$300m. Fees from legal work can be juicy.

TransPerfect worked for both sides in the case involving Apple and Samsung. When Panasonic, a struggling Japanese electronics-maker bought Sanyo in 2009, America's antitrust authorities required so much documentation before approving the merger that TransPerfect hauled in \$25m in fees for translating around 100m words.

Specialised "e-discovery" software helps lawyers cull the masses of electronic data. But in international deals and lawsuits, such software must be run by cultural and linguistic experts to make sure the correct search terms are used and the right information is ferreted out. Translation is still something that computers do badly much of the time, especially when the topic (a drug patent, say) is a difficult one full of technical details.

The many law students wondering if the rotten legal job market will ever improve should take note. The twin forces of globalisation and technology may put many mediocre lawyers out of business. But those who master languages and computers may find themselves in demand. *Reprinted from The Economist, November 12, 2012.*

Submitted by Robert Owen, Northport, HS

ST. MARY'S SENDS BOOKS TO LONG BEACH

A group of St. Mary's High School students recently donated a set of bi-lingual children's books they had written as part of a class project to a Long Beach elementary school whose library had been decimated by Hurricane Sandy.

The students, members of Linda Lipani's Honors and AP Spanish classes, visited East End Elementary School just prior to the start of Easter break, joining kindergarten

and first grade students in class and reading their work to them.

"Like typical high school students, they had to start doing the work to really understand what we were trying to do," Lipani said. "But you could tell from the first day that there was a bigger purpose, that the books would do some good somewhere."

The students were supposed to write a children's book in both English and Spanish to learn the differences in sentence structure between the two languages. But after Lipani spoke with science chair Kathy Smith about integrating potential service projects into her curriculum, the Spanish teacher had other ideas for the project and recruited St. Mary's president, Grace Cavallo, to help the books find a home.

"I couldn't thank [Lipani] enough for integrating the mission here at St. Mary's, one of service and outreach in the community, into her program," Cavallo said. "When she came to me with her idea, I immediately thought of Long Beach."

Cavallo, a Long Beach resident who had been displaced by Sandy, said East End had been ravaged as badly as any other in the district, and visited the school along with Lipani and the nine students selected from a lottery system. "Just to be in the room to see our 18-year-old students interacting with 6-year-olds, and to see their warmth and compassion, it brought a tear to our eyes, and really affected our students as well," Cavallo said. "They didn't want to leave."

The students were initially going to rotate between the kindergarten and first grade classes, so that each class could hear three stories, but Lipani said the youngsters didn't want her students to leave. Instead, the high schoolers stayed and helped with reading and writing assignments.

"When we got there, the kids seemed so happy to see us and to have stories read to them," junior Jack Palma said. "Not everyone got to go, so it was special."

One of Lipani's guidelines for the project was for the books to teach readers a lesson, and most of the students wrote stories that sought to instill a sense of hope amid adverse circumstances. "We wanted to get across to these kids that in times of struggle, there's always someone there willing to help," senior Abraham Seide said. *Reprinted from The Manhasset Times, April 11, 2013.*

Submitted by Linda Lipani, St. Mary's HS

A STATE SEEKS TO BE HEARD IN A WORLD ECONOMY

In this deeply Mormon state (Utah), the school day is being translated into Chinese. Strains of Taiwanese pop songs float through the hallways. School cafeterias serve dumplings. Third graders pass notes in Mandarin. And when visitors enter a classroom, the students shout, "Ni hao!"

"If I close my eyes, I see a room full of Chinese children," said Colleen Densley, the principal of Wasatch Elementary School here in central Utah, recalling the words of one amazed teacher. "If I open my eyes I see my American students."

For generations, Mormon missionaries from Utah have crisscrossed the globe and returned home speaking Tagalog and Xhosa. Now, with hopes of preparing students for a competitive world economy, the state is building one of the largest and most ambitious school-language programs in the nation.

Dual-language classes have existed for years, but they are now growing fast in many states as an outcry against bilingual education fades and educators look for ways to prepare American students for a polyglot global job market. But few have embraced the idea with such unlikely zeal as Utah, a state that passed an English-only law in 2000 and routinely ranks last in the nation on education spending, according to United States Census figures.

In foreign languages, however, Utah now sees a highway to the world economy. Republicans in Salt Lake City, the state capital, have pledged millions for the program. Four years after it began, nearly half of Utah's 41 school districts offer programs in which elementary school students spend half the day learning in English and half in a foreign language. There are 14,000 students enrolled and 20,000 signed up for next year.

In Utah, where economic growth is being driven by surging exports of gold and silver, airplane engines and computer memory, industry leaders say a bilingual work force could help lure international companies to the state and would make Utah's graduates stronger candidates for jobs in, say, Beijing, London or São Paulo.

Educators and parents say the program is about academic development, not preparing Mormon students to proselytize overseas. Yet they said Utah's immigrant communities and the overseas peregrinations of its large Mormon population make it fertile ground to teach foreign languages. "From the very beginnings of Utah, it's been part of our culture," said Gov. Gary R. Herbert in an interview, "the missionary effort of going out and living in foreign lands."

The dual language programs start in first grade, and will eventually extend through middle school, with students taking advanced placement tests in ninth grade and then studying at a college level through the rest of high school. Right now, they can take classes in French,

Spanish, Portuguese and Mandarin. German is likely to be next, and educators have discussed Arabic. Most of the programs are designed to teach native English speakers. But in corners of the state with more Latino immigrants, the state has also set up classes where Spanish speakers are taught together, in both English and Spanish.

Studies of other immersion programs have found that students do just as well, or better, on standardized tests as students in English-only classrooms, with the added bonus that they picked up a new language while learning state capitals and multiplication tables. "There's no way to learn another language as easily or as successfully," said Myriam Met, a consultant who has worked on Utah's immersion programs.

The teachers — most of them from other countries — teach regular subjects like mathematics and reading and social studies, only speaking exclusively in a foreign language. At first, they pantomime and use pictures and videos to get their point across, but they say the students can understand them within a few weeks.

Students in the immersion programs are graded normally, and have to take the same standardized tests as their peers. That can pose a problem in areas like

science. Schools have to make sure that students who learned the Mandarin words for "photosynthesis" and "chlorophyll" can also recognize the terms on an English-language standardized tests.

So far, however, the program has amounted to a transformation. At Chinese-speaking schools, red paper lanterns dangle from the ceiling like ripe fruit, and maps of China are taped to the wall. Taiwanese and American flags hang in classrooms. Cafeterias serve pot stickers, and schools celebrate the Chinese New Year.

At Lone Peak Elementary in the town of Sandy, students grooved along one morning as their teacher played a Chinese hip-hop song. The school's principal, McKay Robinson, stood at the back of the classroom, keeping quiet, mindful not to break the rule posted on the classroom door: "No English Please." At Wasatch Elementary, where 360 of the school's 860 students are in Mandarin immersion classes, officials made the faculty lounge an English-only zone so all the teachers could understand one another.

Parents, wary at first, have rushed to enter lotteries to place their children in the programs. Some school districts have waiting lists 100 students long. Some parents drive 30 miles to bring their children to class, or

LILT NEEDS YOU!

LILT is seeking workshop presenters with new and innovative ideas for:

2013 LILT Annual Conference. Please contact Robert Dennis at rdennis@liltfl.org IMMEDIATELY.

2014 LILT Professional Development Workshops. Please contact Richard Zawislak at rzawislak@liltfl.org.

Proposal forms can be found on line at LILTFL.ORG.

have even moved to be closer to an immersion school.

Holi Gardner knew the classes had taken root when her first grade son, Talan, said a prayer before dinner in Portuguese. Jody Katz's two sons, Jonah and Simon, will whisper to each other in Mandarin. "This is something I could never teach my kid," said Alison Memmott, 41, whose fourth grader, Ella, has been studying Mandarin since she was in first grade.

A few months ago, Ms. Memmott's family attended an exhibition by visiting Chinese artists in Salt Lake City, and Ella chatted up one of the artists in Mandarin. Within a few minutes, Ms. Memmott said, all of the artists were laughing and joking with the girl, and invited Ella to return to Beijing with them.

"They said there are lots of boys in China she could marry," Ms. Memmott said. "I said no thanks." *Reprinted from The New York Times, April 19, 2013.*

Submitted by Anahí Walton-Schafer, Northport HS

FRENCH IS THE MOST PRACTICAL LANGUAGE TO LEARN

While any language will be useful for some jobs or for some regions, French is a language that is useful throughout the world as well as in the U.S. French as a foreign language is the second most frequently taught language in the world after English. The International Organization of Francophonie has 56 member states and governments. Of these, 28 countries have French as an official language. French is the only language other than English spoken on five continents.

When deciding on a second language for work or school, consider that French is a language that will give you plenty of choices later on in your studies or your career.

French, along with English, is the official working language of the United Nations, UNESCO, NATO, Organization for Economic Cooperation and Development (OECD), the International Labor Bureau, the International Olympic Committee, the 31-member Council of Europe, the European Community, the Universal Postal Union, the International Red Cross, and the Union of International Associations (UIA). French is the dominant working language at the European Court of Justice, the European Tribunal of First Instance, and the Press Room at the European Commission in Brussels, Belgium.

One example of the importance of French can be seen in a listing of international jobs distributed by the U.S. State Department in 2009: 92 required or preferred French, 36 Spanish, 11 a UN language (Arabic, Chinese, English, French, Russian, and Spanish), seven Arabic, five Russian, one Japanese, one Hindi, one German, and one Chinese.

Of the various types of professional positions for which international organizations recruit, four required French, two Spanish, and one Arabic, according to the fact sheet released by the Bureau of International Organization

Affairs of the U.S. Department of State (October 2011).

The Economics of French and France

- French is the foreign language spoken by our largest trading partner (Canada).
- The province of Quebec alone is the sixth largest trading partner of the U.S. with approximately \$72 billion in trade in 2006.
- In 2006, the U.S. exported and imported more to countries having French as a national language than to countries having any other foreign language. Exports to Canada alone in that year were greater than the combined exports to all countries south of the U.S.
- From 2003 to 2008 trade between France and the U.S. increased by 59 percent with one billion dollars of transactions daily.
- The U.S. and France share many trade similarities, particularly their global standing as the world's top two exporters in three very important sectors: defense products, agricultural goods, and services. Franco-American trade is also remarkable for its symmetry, as six of the top 10 exports are the same each way.
- France has the fifth largest economy in the world after the U.S., Japan, China, Germany (2008). In 2006, the French GDP was \$2.231 trillion and China's was \$2.668 trillion.
- France is the second largest exporter of agricultural products in the world after the U.S.
- In recent years, the U.S. has been the largest direct investor in France. France is nearly tied with Japan, Germany and the Netherlands as the second largest foreign investor in the U.S.
- In 2010, the U.S. was the leading destination for French investments abroad.
- The world invests in France: in 2006, France was the third largest destination of foreign investment in the world.
- 2,800 French companies in the U.S. employ approximately 550,000 Americans. U.S. companies employ nearly 650,000 people in France. Among foreign countries doing business in the U.S., France employs the third largest number of Americans.
- Among the world's 200 largest companies, 35 are French, 34 are German and 30 are British.
- France is the third most productive nation in the world per hour work behind Norway, U.S.
- French is one of the languages spoken in the U.S.: 1.8 million Americans speak French in the home. (2010 US Census)
- Overall, the French export more per capita than the Japanese and more than twice as much as the Americans. (*Continued on next page.*)

PROFESSIONAL CALENDAR

May 30-June 2	AATI National Conference, Strasbourg, France	Sep. TBA	LILT Fall Membership Meeting
Jul. 2-7	ASLTA National Professional Development Conference, Charlotte, NC	Nov. 2	LILT Annual Conference, <i>Tools of the Trade: Enhancing Professional Practices</i>, Comsewogue HS. (This date is tentative, and shall be confirmed during the summer vacation.)
Jul. 11-14	AATF National Convention, Providence, RI	Nov. 22-24	ACTFL Convention and AATG Annual Meeting, Orlando, FL
Jul. 8-11	AATSP National Conference, San Antonio, TX		
Aug. 6-9	NYSAFLT Summer Institute, Oneonta, NY		
Oct. 11-12	NYSAFLT Annual Conference, Buffalo, NY		

- France is the world's leader in the production of luxury goods.
- More tourists visit France than any other country in the world.
- France gives more foreign aid per capita to developing nations than the U.S.

Science and Technology

- France will be the site of the world's first nuclear fusion reactor, the International Thermonuclear Experimental Reactor
- Seven of France's top ten exports to the U.S. are industrial or high technology products.
- France is the fourth largest producer of automobiles in the world (Renault, Peugeot, Citroën) and the third largest exporter.
- France is fourth in research among countries of the Organization for Economic Development and Cooperation (after Japan, Germany, and the U.S.).
- France is a major world research center in the field of high energy physics.
- The French are a world leader in medical research: the AIDS virus was first isolated by French doctors.
- The French are the world's third manufacturers of electronics equipment.
- European leader in aerospace (Aérospatiale, Arianespace, Airbus).
- Most commercial satellites are put into space on French Ariane rockets.
- France is a leader in the development of high-speed trains such as the TGV.
- The smart card was first used on a large-scale basis in France.
- The ship Queen Mary II was built in France.
- France is one of the world's leading military powers and has the world's second largest defense industry (i.e. Exocet missiles, radar technology).
- The French have nearly 15,000 troops on peace-keeping duties in 15 countries including Afghanistan, the Balkans, and the Ivory Coast.

- France is the world's second largest builder and exporter of civilian and military aircraft and helicopters (Airbus is the world's second largest fleet of commercial airliners, and many of the U.S. Coast Guard helicopters are made by Aérospatiale in Toulouse.)
- France has one of the most advanced telecommunications systems in the world.

French in School and Work

Historically, France and the French language have had an enormous influence over American society. France was the first ally of the U.S. French thought played a dominant role among the founders of the U.S. in the 18th century, and it continues to shape America today through the influence of such intellectual currents as post-structuralism and post-modernism. In the humanities and the social sciences, many of the most important writings have come from France. Students and researchers who know French have access to these works for several years before they are translated into English. Many significant works are never translated and remain accessible only to those who know the language.

When employers and universities look at applicants, they do not start looking at the bottom of the list to see who has done only the minimum necessary or taken the easiest route available, they start at the top of the list and look for those students who have risen above the rest. High school students should consider at least four years of a foreign language study. College students should seek to earn a minor in French or have French as a primary or secondary major. With French they have access to the most widely spoken foreign language in the world after English and they become familiar with a culture that significantly influences our own. The French economy is one of the strongest in the world and is increasingly a leader in technological innovation. In sum, French is the language of the future. *Reprinted from Language Magazine, June 2012*

Submitted by Nancy Russo-Rumore, Emerita

Thanks to Nancy Russo-Rumore, Ron Taub and, Anahí Walton-Schafer for proofreading this edition.



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

MEMBERSHIP IS FOR THE CALENDAR YEAR

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Languages and levels you teach.* _____

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

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

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