

LILT NEWSLETTER

CELEBRATING 30 YEARS OF EXCELLENCE 1980-2010

September 2010
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WWW.LILTFL.ORG

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

PRESIDENT'S MESSAGE

On September 9th, some of our members will take their first steps into their first year of LOTE teaching, while others will continue a fulfilling career as a LOTE professional. LILT's promise is to be there for all of our LOTE teachers on Long Island, whether they are at the initial or more experienced stages of teaching. LILT hopes to infuse, through its many programs, the zest needed by all LOTE teachers to bring languages to life with enthusiasm and innovation for our students. The Executive Board and I wish you a good start to the year, and anticipate this will be an exciting year for our organization and its members. With the elimination of a great portion of our state exams, this is the year to make your students shine and to bring attention to your department. Get your students involved in LILT's Student Foreign Language Competition and Poster Contest. Celebrate Foreign Language Week like you've never celebrated before! We can't expect our students to go the extra mile unless we are willing to do so ourselves.

A nice way to kick off the school year is by attending our Fall General Membership Meeting on September 30th. As always there will be a gift for all who attend, and a Chinese Auction of *Teacher Baskets*. Please bring along a colleague, introduce yourself to me, mingle with colleagues, and enjoy some social time. Please inform **Janet Loehr**, 2nd Vice President, (jloehr@liltfl.org) as soon as possible about any LILT member, of whom we were not previously aware, who retired after LILT's Spring Membership Meeting was held. LILT wishes to honor its retirees at the Fall General Membership Meeting. To be honored, a retiree should meet the constitutional requirement of a minimum of three current consecutive years of membership through this year.

The 2010 LILT Annual Conference Committee has worked all summer to produce what promises to be another highly professional and successful conference entitled: *Back to the Future: A Rich History of Innovation*, to be held on November 13th at SUNY College at Old

Westbury. Once again, for this year's conference, **THERE IS NO ON-SITE REGISTRATION AVAILABLE on the day of the conference. ALL attendees must pre-register.** Just like last year, one can choose to register and pay conference fees online on our website at: www.liltfl.org, or register by mail. Please register early! LILT has been attentive to our membership's suggestions, and now e-mail registration confirmation is also available.

In September, when welcoming any new department members, please inform them about the many LILT activities, events and opportunities for professional development our organization provides, and encourage them to join. Not only does LILT provide activities for professional growth, but there are also many *LILT* ways of honoring and rewarding colleagues and students via LILT's scholarship, awards and grant opportunities. Information on all of the above can be found on our website: www.liltfl.org. Explore the possibilities!

LILT will conclude its 30th Anniversary celebration with a trip to the Smithtown Theater to see a production of *Man of La Mancha*. More news about this can be found in this newsletter and on our website.

Are you holding a Professional Certificate? Do you need 175 hours of Professional Development every five years? Don't have your certificate revoked. LILT offers many professional development opportunities: attend our Annual Conference in November, and take Professional Development Workshops sometime in February, March or April. You can also apply to teach a Professional Development workshop. Our fees are extremely reasonable, so if you are not sure how you will accumulate those hours, start with us. You will see how quickly the hours add up while gaining valuable information.

At a time when the economy has adversely affected the state of LOTE education on Long Island, it is essential we remain advocates for foreign languages and find ways to promote them. It is, therefore, very important we

Continued on page 3.



THE STATE EDUCATION DEPARTMENT | THE UNIVERSITY OF THE STATE OF NEW YORK | ALBANY, NY 12234

TO: District Superintendents, Superintendents of Public and Nonpublic Schools,
and Principals of Public, Charter, and Nonpublic Schools
FROM: John B. King, Jr. *John B. King, Jr.*
SUBJECT: Changes in Regents Exams for 2011
DATE: August 2, 2010

As you are aware, at the June 2010 Board of Regents meeting, the Board discussed the projected deficit of approximately \$11.5 million in available funding for 2010-11 for P-12 programs, including the assessment program. At that time, I noted that in 2011-12 the deficit would likely increase to approximately \$21 million. As a result, the Commissioner and I proposed a series of cuts including the elimination of the administration of the January 2011 Regents Exams. We received notice yesterday that our request for additional funding from the legislature and executive has been partially approved; this will **allow** the following:

- Administration of January 2011 Regents Exams
- Translation of exams into Chinese, Haitian-Creole, Korean, Russian and Spanish
- Administration of the June 2011 Foreign Language Regents Exam in Italian

While this is good news, **it is important to keep in mind that this applies to the 2011 administration of Regents Exams only.** That is, unless alternative funding sources can be identified in the very near future, the Regents will need to consider further deficit reduction actions in the fall. As such, districts are strongly advised to develop alternative plans that anticipate the elimination of the January 2012 Regents Exams, translations, and the administration of the June 2012 Italian Regents Exam.

All other deficit-reducing actions approved by the Regents in June will, unfortunately, have to continue including:

- Discontinuation of paper-based scoring materials for Regents Exams. All scoring materials and answer keys will be posted to the Department's website and schools will be responsible for downloading prior to scoring
- Elimination of Component Retesting in Math & ELA
- Elimination of Grades 5 and 8 Social Studies Exams
- Elimination of Grade 8 Second Language Proficiency Exams
- Elimination of August Administration of Algebra 2/Trigonometry and Chemistry Exams
- Elimination of HS Foreign Language Regents exams except for Spanish, French and Italian

Thank you for your patience and understanding as we work together on behalf of our students.

cc: David Abrams, Ken Slentz

You can also access this letter at: <http://www.emsc.nysed.gov/osa/hsgen/111/januaryregentsnotice.pdf>

be professionally active and united in this goal. LILT and I continue to stand with you for this purpose.

Sincerely wishing you a successful, pleasant and rewarding school year,

Michele R. Ortiz

LILT President

CONGRATULATIONS

To the new LILT Executive Board, and to its newest members, **Janet Loehr** and **Richard Zawislak**.

To **Julie Fitzgerald** on winning the LILT Kathleen Ann Lyons Memorial Excellence in Teaching Award.

To **Anthony Vittorino**, for winning the LILT Teacher Incentive Grant.

To **Sandra Krolik, Josephine Langone, Arlethia Lawler, Toni Sanzeri** and **Deborah Sarli** on their recent retirements. LILT wishes them all the best.

To **Rosa Manzo**, on her student, Michelle Dimino, winning LILT's Lucille DiPietro Lambert Student Award for Excellence in Second Language Studies on Long Island.

To **Susan Salzman**, on her student, Alyssa Reimer, winning LILT's Lucille DiPietro Lambert Student Award for Excellence in Second Language Studies on Long Island.

More information on all LILT's winners can be found on pp 4-6.

To **Nancy Russo-Rumore**, LILT's Immediate Past President, for organizing LILT's 30th Anniversary tour and luncheon at the Nassau County Museum. A docent led a tour of the Dubuffet, Miró, Basquiat and Botero Exhibit on May 15th.

TEACHERS HELPING TEACHERS

8 Tips For Using The Computer In The Classroom

To prepare students for life in the 21st century, today's teachers must introduce them to the computer. Some students will come to class as experienced users, and others may never have touched a keyboard. Your classroom may have one computer, or a bank of them. Regardless, you can, with some planning, make the computer an integral part of teaching and learning in your classroom. Here are eight tips that will help.

1. *Make sure you arrange for equal access.* If you're making a class presentation, connect the computer to a projector and arrange desks so that everyone can see. If students are working on projects, use a timer and a sign-up sheet to give each student or group fair time. And watch for students who may benefit from a little extra time so that no one falls behind.

2. *Teach students the value of planning.* Explain, and demonstrate the value of planning before starting research on a computer. Remind students that

brainstorming, discussion, and revision are best done away from the computer, to maximize time in front of the monitor.

3. *Post a list of computer rights and responsibilities.* Post the basic limitations that students must respect, along with some guidelines for help with key commands, near the computer station. Have students help devise the list and approve the content.

4. *Assign "computer assistants."* Choose one or more students with greater computer experience to serve as your assistants. These students can tutor their classmates, introduce new computer skills, and help keep computer use moving in an efficient manner.

5. *Get some keypals.* Use the Internet to find keypals for students from around the world. Students can learn about other cultures, languages, and customs firsthand from students their own age. The connection can be part of a project initially, but encourage students to stay in contact and share information with and from their keypals.

6. *Share information.* Use the computer's wallpaper to post class announcements and the screensaver as a display of student art. If the school has a website, post student writing and other assignments on it.

7. *Bring people in from the community.* Members of the community can demonstrate new skills, help launch new projects, or assist with more involved projects. This is especially helpful if you are less than confident of your own abilities. Regardless, students learn their classroom has important connections with their community and beyond.

8. *Make regular visits to select websites.* Use sites such as MapQuest, CNN, and NASA to enliven class discussion of geography, political science, sociology and science. Sites such as www.wordsmith.org can also help with vocabulary lessons. Students can take turns looking up words and then report them to the class each day.

From PDK International (www.pdkintl.org). Submitted by Nancy Russo-Rumore, Emerita.

Foreign Language Week Activities (March 7-11, 2011)

The following selection have been garnered from your colleagues throughout New York State:

Liliana Policano, Oyster Bay-East Norwich CSD

- LILT Poster Competition: "Languages Link Us Together"
- AP Spanish students teaching two FLES lessons.
- Around the school posters: "Popular French Expressions in the English Language"
- French 1A: "Scholonopoly" Week long project/game creation.
- French 1B: Puppet Show (Cross-curricular week long project with Home Economics.)
- French Jeopardy: Jeopardy Game regarding French

Culture and other games created.

- Cooking Experiences: French crêpes, chocolate con churros, fajitas and quesadillas
- Banners and multicultural music
- Labeling the 3rd floor classes with bilingual signs in French and Spanish
- Decorating our main lobby showcase
- A Cultural Mosaic Workshop for the upper grades, in conjunction with Briarcliff College
- Argentinean Dance Group "Ballet Los Pampas"

Lynne Lenhart, Ticonderoga Central School

We did daily announcements over the intercom in 5 different languages. We also had a Spanish or French trivia question each day over the intercom. Wednesday of the week, we held an international dinner for French and Spanish students with dishes from many countries, music videos in French and Spanish and a quiz bowl of French versus Spanish brains. Friday was an ethnic costume contest held throughout the school. The building was decorated with posters promoting foreign language study. Language classes devoted a day to examining career options available to language students.

Linda Forman, Carmel High School

...We had the menu written in French, Spanish and Italian with typical foods, thanks to the cooperation of the district's Food Services. There were morning announcements made by several foreign exchange students. Posters were made by students and posted throughout the building. As a culminating activity, the Spanish Club sponsored their annual "International Dinner" which included many clubs in our school. The students prepared amazing cuisine representing many nationalities. Irish dancers, our dance squad and the "Steppers" performed, as well as Spanish singers.

Gina Palasciano, Deer Park High School

As part of our weeklong celebration, Deer Park High School senior French, Italian and Spanish students visited the May Moore Elementary School in our district and created LOTE lessons for a day of Language Exploration. The high school seniors had been video conferencing with these elementary students prior to their visit. While video conferencing, students introduced numbers, animals, colors and songs to these elementary students. National Foreign Language Week allowed the high school students the opportunity to finally meet their elementary buddies face to face. The high school students created all visuals, characters and costumes. Lessons were in the target language and were designed by the senior level students.

Erin Reukauf, Fourteen Holy Helpers School

- 5th grade - we researched Mexican food (after studying a unit on food) and made a Mexican cookbook.

- 6th grade - we watched the "Chronicles of Narnia" (in Spanish) and then talked about the experience of watching a "foreign language" film.
- 7th grade - I had a contest for the students where they had to research the newspaper and the Internet to find the most jobs that would require a foreign language in their employment. The winner got a prize.
- 8th grade - we talked about the importance of a foreign language in careers today. I had them each write an essay where they talked about the second language that interests them the most (and why), the career that interests them the most (and why), and how they could use their second language in their career. I got some very informative and interesting essays.

Jennifer Michel, Peekskill Central School

On Monday through Wednesday after school we had a foreign film festival: Monday: "The Road Home" (China), Tuesday: "Children of Heaven" (Iran), Wednesday: "The Rabbit-Proof Fence" (Australia). On Thursday after school we had an International Food Festival. On Friday we had an international dance workshop after school. Students had to take part in at least 4 activities for a quiz grade. Other activities that they could do were to create a poster about FL week, wear a traditional costume from an international culture on Friday, write a poem in Spanish or French or about the activities of the week, find a current event about a foreign country & write a summary about it in English, interview a foreign person, create a poster about a country with 10 interesting facts or write a research/reflection paper about the importance of learning a foreign language.

Next year we also want to do a talent contest using influences from international cultures.

Annamaria Martin, Sayville Middle School

- Parents & other teachers were invited to speak to the classes about their own heritage. One of our teachers, who is first generation German, shared her German heritage with our LOTE classes. A wonderful parent came in to share her Philippine culture with the LOTE students. She also treated the students to Mango candy from the Philippines.
- The ESL students along with their teacher were invited to have breakfast with the French and Spanish 8th grade students. One ESL student shared his Japanese culture and another shared her Indian heritage with fellow students.

Dr. M. A. Niemczura, Cicero-North Syracuse High School

My German 3R, 4, 5 and college credit classes all did a cultural project pertaining to Germany and/or a German-speaking country. The high point of the week and year for the German 4-5 classes was a live video conference with the Albert Schweitzer Gymnasium in Gundelfingen, Germany. Approximately 80 students were involved with the two-hour video conference on both sides of the

Atlantic. The teacher in Germany had her students prepare songs, speeches and questions to ask. The students from my school emailed questions to Germany. Both sides of the Atlantic spoke in both German and English and got to meet one another, practice their language and learn about their cultures. Administrators from the US and Germany also spoke words of praise and encouragement for this worthy project during the conference. My project "Hands Across the Ocean" began about 9 years ago with e-mail and snail mail exchanges.

Linda Stone, West Hempstead M.S. & H.S.

- Professional Flamenco Dancers and Musicians performed in auditorium (w/audience participation)
- Daily Language Trivia Contest over the announcements
- Surveyed staff and made posters for lobby (languages spoken, languages studied, countries in the world they visited, ever been an exchange student or hosted one, etc.)
- Daily announcements by students who are native speakers of LOTE (in their native language)
- Daily announcements with motivational info about the importance of LOTE study
- Raised over \$300 for family of a student who recently lost its home to a fire by selling churros, French & Italian pastries in cafeteria during lunch periods and after school
- In classrooms: international food festivals, Mola designs, illustrating Spanish proverbs, projects with presentations, lessons by native speaking students in a LOTE other than the one being studied, piñata celebration, scavenger hunt, Tarantela lessons, and more.

Sandra Krolik, East Hampton HS

We had the cafeteria highlight various cuisines each day (Mexican, French, Greek, Italian, Caribbean). The Spanish 1 classes made posters of the daily menus. French and Spanish students did announcements in different languages each day. Paragraphs from the Governor's proclamation were made into colorful, attractive posters and displayed around the building. Spanish classes learned French, Italian, ASL, etc. I use the current unit's vocabulary to introduce the other languages. We have a deaf student who came to my classes to assist me with ASL. Some French students went into the Spanish 1 class to teach some vocabulary. Pro-language learning posters were made and displayed. Computer presenters were used to go to online language-learning sites to hear and see German, Japanese, etc. Some classes heard current music from various other cultures (Italian rap, etc.).

Dr. Janet Lisy Picataggio, Smithtown High School

We always have contests that tap the creativity of our

students. I ordered 5 bags of 30 balloons each from ACTFL. They were blue and red and carried the "Discover Languages" motto. I gave one bag to the language teachers in each secondary building. Their challenge was to see which building could come up with the most creative way to promote languages. I asked them to take a photo and e-mail it to me. I received photos of bulletin board displays that the teachers created. All LOTE teachers in those designated buildings were presented with a prize and an article was forwarded to the District Central Office for publicity. This was a win-win for all: teachers worked together; students enjoyed some great bulletin boards to remind them of the importance of language study; and the Language Department and the District received publicity for promoting languages.

Printed in part from NYSAFLT's publication, Foreign Language Week Activities, Your Ideas to Share, compiled by Kenneth I. Hughes. Submitted by Nancy Russo-Rumore, Emerita.

LILT AWARDS, GRANT AND STIPEND WINNERS

LILT is very pleased to announce the following recipients of the LILT 2010 Awards and the Teacher Incentive Grant.

This year's winner of the **Kathleen Ann Lyons Memorial Excellence in Teaching Award** is **Julie Fitzgerald**, a teacher of French and Spanish at Carle Place MS/HS. According to her nominator, Juanita Santoro, she has an outstanding commitment to teaching and truly cares for her students. She is dedicated to the success of each of her students, making them feel secure in their abilities and knowledge. Julie exemplifies the legacy that Kathleen Ann Lyons has left us in that she is a true professional, striving to promote second language learning as well as help her students develop to their greatest potential.

The **LILT Teacher Incentive Grant** was awarded to **Anthony Vittorino** of Herricks High School in New Hyde Park. His project will involve the purchase of four iPod Nano units. He plans to use these devices to foster project-based learning that includes authentic listening, recorded speaking and making videos.

There were two winners of the **Lucille DiPietro Lambert Student Award for Excellence in Second Language Studies on Long Island**, who each received \$500 from LILT: Michelle Dimino, a recent graduate of W.C. Mepham High School in Merrick, was a student of **Rosa Manzo**. Her languages are Italian, Spanish and French.

Through Michelle's passion and understanding of languages and the cultures they represent she is sure to make significant contributions to the betterment of our ever-shrinking world. She will be attending Harvard University in the fall.

Alyssa Reimer, a recent graduate of Plainview Old Bethpage JFK High School, *Continued on page 8.*



FALL GENERAL MEMBERSHIP MEETING

LILT would again like to show its appreciation for your continued support by helping to defray the cost of its annual Fall General Membership Meeting. Come help us celebrate the new school year and all that's happening in foreign languages today. Feel free to duplicate this form and bring a friend.

- WHEN:** Thursday, September 30, 2010
- WHERE:** Orlando's Restaurant, 285 Commack Road, Commack, NY (631 462-2999)
- TIME:** 4:30 - 7:30 P.M.
- COST:** \$22.00 per person for dinner. N.B.: Cash Bar
- RSVP TO:** Janet Loehr, 228 Norma Avenue, West Islip, NY 11795

Due to space restrictions, we can no longer accommodate "walk-in" registrations. Please reserve your seats in advance by submitting this form and your payment by September 15th.

DIRECTIONS:

- From Jericho Turnpike:** Go South on Commack Road .25 of a mile. Orlando's is on the right hand side across from Consumer's Kitchen.
- From Points East on Northern State:** Take Exit 43 North. Turn left on to Commack Road. Proceed North to Orlando's on the left.
- From Points West on Northern State:** Take Exit 43 South. At the first light, turn left onto Vanderbilt Motor Parkway. At the second light, turn left onto Commack Road. Proceed North to Orlando's on the left.
- From Points West on the Long Island Expressway:** Take Exit 52. Make left onto Commack Road. Proceed north for 2 miles to Orlando's on the left.
- From Points East on the Long Island Expressway:** Take Exit 53. Stay on Service Road. Follow sign for Commack Road. Make right at light onto Commack Road. Proceed north for 2 miles to Orlando's on the left.

ACTIVITIES:

- Honorees who have recently retired
- Chinese Auction - Receive two (2) free raffle tickets at the door. You may purchase others.
- Many free promotional items, collegiality and good conversation for all.

PLEASE TEAR OFF AND MAIL THE FORM BELOW NO LATER THAN 9/15/10.



NAME(S) _____

PHONE: (Home) () _____
(School) () _____

TOTAL ENCLOSED (\$22.00 per person) _____ (Checks payable to LILT)

Return to: Janet Loehr, 228 Norma Avenue, West Islip, NY 11795 by September 15, 2010
Not a member yet? Join us to see what LILT has to offer.
If you decide to join that night you will receive 3 months of free membership!



LILT'S 30th ANNIVERSARY CELEBRATION
ENDS WITH A PERFORMANCE OF

MAN OF LA MANCHA

Sunday, October 24, 2010 at 2 PM

Smithtown Center for the Performing Arts
2 East Main Street, Smithtown, New York 11787
Tel. (631) 724-3700

Cost: \$28 per person
(N.B.: No refunds)

This event is open to all LILT members, friends and family.

Please complete the form below and mail your check, made **payable to: LILT** and postmarked no later than: **SEPTEMBER 30TH** to:

Anahí Walton-Schafer
3 Druid Hill Road
Belle Terre, New York 11777

Questions? Contact Anahí at: awaltonschafer@liltfl.org or
Nancy Russo-Rumore: (516) 456-7905

Tickets will not be mailed. Please pick up your tickets from Nancy Russo-Rumore at the theater lobby entrance at least one half hour before the performance.



LILT *MAN OF LA MANCHA* TICKET RESERVATION FORM

PLEASE PRINT

LILT Member's Name: _____

Number of tickets: _____ X \$28.00 = Total: \$ _____

Phone #: () _____

E Mail: _____

LILT ANNUAL CONFERENCE

HOSTED BY THE SUNY COLLEGE AT OLD WESTBURY

Saturday November 13, 2010

8 AM – 1:30 PM

For the second time in LILT'S 30 year history, the LILT Annual Conference will be held on a college campus which will not only give LILT greater exposure to the college community, but provide a greater physical area in which to hold the conference, and ample parking. LILT is grateful to SUNY College at Old Westbury for being our host.

The conference entitled *Back To The Future, A Rich History of Innovation*, will include 24 workshops and exhibits, as well as a Continental breakfast and brunch. It is the ultimate foreign language professional day on Long Island, and is always enjoyed by all who attend.

Early bird registration ends on October 8, 2010, and regular registration, at a higher rate, ends on November 3, 2010. Register early on-line or via US Mail to assure you will be able to attend the specific workshops you wish.

Full details will be arriving at your home via federal post, but you may also view everything you'll need (especially to register on-line) on LILT's website, WWW.LILTFL.ORG. LILT expects this posting to be ready for viewing by early September. [CLICK HERE FOR ON-SITE REGISTRATION.](#)

was a student of **Susan Salzman**. Her languages are French, Spanish, Italian and Hebrew. From a very early age, words have always fascinated Alyssa and finding that English alone, in spite of its huge vocabulary, was inadequate for her, she began her pursuit of the study of other languages as soon as she could. Now she is able to manipulate and weave her words in several languages so that she can forge connections and bonds with other people and cultures. Alyssa will also be attending Harvard in the fall.

We wish all of these winners much luck and success in their future endeavors.

Michelle Dimino's Candidate's Statement

Change your language and you change your thoughts. If Karl Albrecht is correct, I change my thought three times each day, from fourth period Italian to fifth period Spanish to seventh period French, my three favorite classes of the school day.

My heart, *il mio cuore, mi corazón, mon coeur*, has been stolen by *l'italiano, el español* and *le français*. I haven't filed a police report, and I don't plan to. Now, I could tell you that my whole life changed the day I stepped into my first Italian class, but that would be overdramatic. In fact, when my eighth grade guidance counselor first suggested I consider majoring in Italian, I scoffed at the idea. But learning new words and idiomatic expressions, the extra hours I willingly spent trying to master a new grammatical structure, the huge smile I couldn't hold back after reading a full novel in Italian for the first time, those little things so enthralled me, I chose to pursue studies of the Spanish and French languages as well.

One of the most wonderful aspects of studying a language is that it inevitably entails the study of culture as well. I have truly been enriched by not only the immense beauty of Romance Languages, but also by my exposure to the rich history and traditions of the

regions in which they are spoken. I have a much better understanding of other peoples and nations, and value my ability to communicate with others of various backgrounds. Communication is crucial in today's increasingly complex and polarized world, and all signs point to the growing importance of being able to communicate in foreign languages. As nations change, conflicts arise and are resolved, intercultural communication and the prevention of global misunderstandings are paramount to international stability.

I will be attending Harvard University in the fall where I will be working to continue mastering other languages and combining them with my other interests. In addition to foreign languages, I have a great appreciation for the English language. I have always loved reading and writing, and in the future, I aspire to combine these interests, potentially as a literary translator. This could be the perfect way to intertwine my talents, as it requires a strong comprehension of language and the ability to convey emotions through writing. By translating books and informational materials, and thus sharing ideas and promoting understanding, my work could help bridge the gap between peoples and cultures.

Change your thoughts and you change your world, continued Norman Vincent Peale. I firmly believe that by changing our language, and as a result, our thoughts, we truly can change the world we live in for the better. I plan to dedicate my future on working toward this idea.

Alyssa Reimer's Candidate's Statement

Studying a foreign language is completely unlike studying any other subject. Stepping into a foreign language classroom is unlike entering any other type of classroom. Foreign language brings joys which studying other subjects cannot. To learn a foreign language is to immerse oneself completely into another culture. If done

with proper enthusiasm and curiosity, speaking another tongue can transport a person to any place in the world. One moment you're sitting in a classroom learning the uses of subjunctive, the next minute you're sipping mineral water on a boat on the Seine, or laying out on a white, sandy beach in Mexico, or talking about fashion in Milan. Languages are like passports; they let us feel what it's like to be an everyday person in a foreign country.

The study of foreign language has been an integral part of my education. Above all, studying foreign languages has enriched me by helping me hone my problem-solving skills. I have learned to approach foreign languages like puzzles. When completing a French grammar exercise, I ruthlessly hunt for clues. "Here's a preposition, the next verb must be an infinitive," I say to myself. Or, "Oh, I found a preceding object. I'd better make sure I have agreement with my past participle." I can apply the problem solving skills I've developed from studying French and Spanish to virtually any endeavor I may pursue in life.

I have always gravitated towards learning foreign languages and languages in general. From a young age, I have always had a way with words. I have always found a way to play with words as a part of my everyday life. I have kept a diary since I was 9 years old. My eyes light up every time there is an anagram category on *Jeopardy*.

My mother and I do the crossword puzzle in the newspaper on a regular basis. I delight in reading the words of others on the pages of novels and plays. I devote much of my time as editor-in-chief of my school newspaper, to writing and editing newspaper articles. Word scrambles, hangman, word searches – I love them all!

I enjoy even more the challenge of grappling with words in another language. For example, I enrolled in Hebrew School much later than other children my age. For this reason, I was forced to work harder than the other Hebrew School students to bring my reading up to their level. Right after I started class, without skipping a beat, I bought some flashcards of the Hebrew alphabet and began to study. I practiced constantly and read anything in Hebrew that I could get my hands on. In no time at all, I was the best reader in the class.

The study of foreign language has opened up new modes of communication for me. Four years ago, I traveled to Italy, Greece and France with People to People, the Student Ambassador Program. At that time I had been taking French for two and a half years, so I didn't feel prepared to carry on full conversations with adults; however, I was presented with the unique opportunity to work with children in this ambassadorial program. We spent one day during our travels at a day camp for young children just outside Paris. My fellow student ambassadors and I spent the day outside

playing fun games with the children and I was able to not only practice my French, but to relate to these children on a fundamental level through the French language.

It is important to study foreign languages in today's world for countless reasons. First, speaking is one of the most fundamental ways in which human beings can communicate emotions, hopes, dreams, and ideas. I love words. I love manipulating them and stringing them together to create something beautiful, or chilling, or touching. Words give shape to thought and substance to sentiment. Through words we forge connections and bonds. Without words, we would never be able to survive as a society. Without the study of foreign languages, we have no way to truly communicate and understand people from other cultures and countries.

In addition, there is something beautiful and intangible about the way people express themselves in their native tongue. I have never felt more humble, more gracious, and more thankful to be alive than when I offered food to the begging novice monks in Thailand. I awoke at the crack of dawn and, after a sleepy, groggy bus ride, I arrived with my tour group and tour guide at the center of Chiang Mai, the northern capital of Thailand. The market was bustling with vendors and consumers. In the crowd, there stood out young boys clad in orange robes. They were carrying metal pots, had shaved heads, and each had a bouquet of lotus flowers. These were the novice monks begging for their daily food. I bought a lotus flower and some fried fish wrapped in a banana leaf. Clutching my plastic bag of goodies, I approached a line of eight or nine novices, each with serene faces and no look of expectation. I placed the food in one of the pots, positioned my lotus across the top of the pot, and knelt before one of the novice monks. I closed my eyes and waited with baited breath. Then, all at once, the novices started chanting. I had no idea what they were saying, but I was so touched by their gratitude and spirituality that I felt my eyes beginning to well up with tears. Watching such beautiful and soothing words form on their lips and cascade down onto my eager ears was almost surreal. Seeing the passion these monks were able to express through their language truly made for an unforgettable experience.

Understanding, people in their native tongues is a step in the right direction towards world peace. Experiencing a culture through its language allows us to almost feel as if we know what it is like to be part of that culture. Studying foreign languages will help lead to acceptance and harmony among nations.

I know I will always find a way to keep foreign languages a part of my life. In the future, I see myself combining my love of chemistry with my love of French by studying abroad in France and working in a French science research laboratory.

Ergo, it is extremely important to keep the study of foreign languages alive and important in the zeitgeist of

our generation. Languages have the power to be the thread that binds the world together as long as we embrace it.

NEW AT THE SUNY COLLEGE AT OLD WESTBURY

A brand new graduate program in Spanish has been launched, and a graduate course in Spain, *Topics in Art, Culture and People of Spain* (ML 6800), for teachers who are interested in strengthening their language skills, via a thorough review of grammar, writing and conversation, as well as through an in-depth study of the culture and art of Spain, will be held in July 2011. Language classes with professors from the University of Santiago de Compostela will be held in the morning, and art and culture classes will be held in the afternoon with Old Westbury faculty. Classes will be taught in Spanish.

The *Hispanic Latino Cultural Center* will also present several conferences and guest lecturers during the school year.

Conferences:

The Mexican Revolution at 100 Years, keynoted by the Mexican author and playwright, Ignacio Solares, November 4, 2010

Latinos on Long Island, spring semester, date TBA

Enrique Del Risco, contemporary Latin American writer, spring semester, date TBA

Alberto Prieto, Editor, Unión de Escritores y Artistas de Cuba – UNEAC, spring semester, date TBA

Workshops:

Bringing it all together: Content-based Instruction, Francesco Fratto, September 15, 2010

Dance in Cuba: National Identity and Global Projection, Dr. Ana Maria Hernandez, October 4, 2010

Using Promethean Board, Raul Zevallos, December 1, 2010

Discussion on Public Education outside the United States, date TBA

There will also be two film festivals. In October it will be *The Mexican Revolution in Commemoration of its 100th Anniversary*, and in the spring, a semester-long film festival entitled, *Fractured Identities*.

For more information contact Dr. Zenaida Madurka, Associate Professor, Department of Modern Languages, SUNY College at Old Westbury, at (516) 997-7995 or madurkaz@oldwestbury.edu. (The department number is (516) 876-3987.)

CLASS SIZE, POSITION STATEMENT FROM ACTFL

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

Therefore, while ACTFL recognizes the fiscal realities

faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

Approved by the ACTFL Board May 22, 2010.

From ACTFL's Website, submitted by Nancy Russo-Rumore, Emerita.

FRENCH NOT 'FINI,' BUT CHINESE CHALLENGING ITS PLACE IN LANGUAGE CLASSROOMS

NI HAO, Chinese. Au revoir, French.

In other words, Hello, Chinese. Goodbye, French.

It's not quite that final, so far, but French language classes, long a staple in American schools, are losing ground as the rapidly growing Chinese economy drives the introduction of Mandarin Chinese classes in private and public U.S. schools.

In Memphis, adding Chinese classes at the private Hutchison School this year will mean phasing out French classes during the next four years. At St. Mary's Episcopal School, French is being phased out of middle school, with students instead taking Chinese beginning in the sixth grade.

The wave of Chinese language offerings includes introductory classes in three city schools starting in the fall. The offerings are in Mandarin, the most widely spoken dialect. Prior to the 1980s, Chinese immigrants to the United States often were from Hong Kong and other provinces where Cantonese was widely spoken, says Chinese instructor Sherry Huang at St. Mary's. Since then, more are from Mainland China, where Mandarin is the usual dialect.

At Hutchison, the decision to offer Chinese was based on a supply-and-demand philosophy that began with research on student interest in languages nationally, said Laurie Stanton, assistant head for teaching and learning. "One of the things we found is that the Modern Language Association did a survey in 2006 showing enrollment in French between 1990 and 2006 was down by 43 percent. Chinese was up 106 percent."

Another study by the Center for Applied Linguistics found that students taking French decreased from 27 percent in 1997 to 11 percent in 2008, she said. That doesn't mean French is on an endangered language list. It is still the second foreign language of choice, behind Spanish, in most schools. In Memphis City Schools, there are 20,000 Spanish language students compared to 6,000 French students, said world language coordinator Alyssa Villarreal. *Continued on the next page.*

PROFESSIONAL CALENDAR

2010

- Sept 1** **Deadline for LILT Photo Contest submissions.** *See LILTFL.COM for details.*
- Sept. 17 AATI LI, 1st Professional Meeting
- Sept. 30** **LILT Fall General Membership Meeting, Commack.** *See centerfold of this edition for more information.*
- Oct. 1-2 Columbia University, Second Language Acquisition of Chinese Conference
- Oct. 10 AATI LI, Columbus Day Parade, Huntington
- Oct. 11 AATI LI, Columbus Day Parade, NYC
- Oct. 24** **LILT 30th Anniversary Celebration ends with the *Man of La Mancha* performance at the Smithtown Center for the Performing Arts.** *See centerfold of this edition for more information.*
- Nov. 4-10 AATF, National French Week
- Nov. 13** **LILT Annual Conference, SUNY College at Old Westbury**

Nov. 19-20 ACTFL & AATG Convention, Boston

2011

- FEB.** **LILT Professional Development Workshops begin**
- Mar. 1** **Deadline for LILT Student Foreign Language Competition submissions.**
- Mar. 7-11 World Language Week
- Mar. 18 AATI LI, Annual Poetry Contest
- Mar.TBA** **Deadline for LILT Poster Contest submissions.**
- Mar. 31** **Deadline for LILT Plaque orders**
- APRIL** **LILT Professional Development Workshops end**
- April 15** **Deadline for LILT Award, Grant and Stipend submissions.** *Applications can be found on LILT's Website, WWW.LILTFL.ORG*
- May 14 AATI LI, Award and Scholarship Luncheon
- MayTBA** **LILT Spring General Membership Meeting**
- July 6-9 AATSP Annual Conference, Boston

It is still the second foreign language of choice, behind Spanish, in most schools. In Memphis City Schools, there are 20,000 Spanish language students compared to 6,000 French students, said world language coordinator Alyssa Villarreal.

While there is no effort to phase French out of the city schools, MCS will soon offer Chinese, she said. "We're starting Chinese next year at Oak Forest Elementary, Ridgeway Middle School and Ridgeway High School." Then, she said, MCS will offer Arabic language studies beginning in the fall of 2011 at Whitehaven Elementary School and Havenview Middle School.

At the Confucius Institute at the University of Memphis, Dr. Hsiang-te Kung said Chinese language and culture "have a very important role to play in the business world." But he said his institute, devoted to spreading Chinese culture, also is devoted to "multicultural diversity. Hopefully, they won't phase out French."

Partisans of French language and culture are "very upset about" the trend, said Juliet Jones, president of the Memphis chapter of Alliance Française, an international alliance to promote French culture. "I think it would be great to add Chinese as an option," she said, but not at the expense of French. "A lot of English is based on French. The languages share a lot of the same roots."

So far, Shelby County schools offer no Chinese language studies. Seven of the eight high schools have Latin classes, and five of the eight have German classes.

For most schools, the decision to add Chinese is based

not on the idea of a global village but the reality of a global economy. At St. Mary's, middle school head Todd Love said a faculty committee reviewed the school's language offerings. "Nobody opposed the addition of Mandarin to the curriculum," he said. "The committee wanted to continue to offer French as well as Spanish and Latin. It just wasn't in the budget."

Census figures in 2000 showed English spoken by 93.57 percent of Shelby County residents with all other languages combined spoken by 6.42 percent. The top 10 languages were:

1. Spanish, 27,385 speakers, 3.3 percent
2. French, 3,890, 0.46 percent
3. Vietnamese, 3,080, 0.37 percent
4. German, 2,590, 0.31 percent
5. Chinese, 1,975, 0.25 percent (includes Cantonese and Mandarin dialects)
6. Arabic, 1,604, 0.19 percent
7. Korean, 1,095, 0.13 percent
8. Russian, 950, 0.11 percent
9. Tagalog (spoken in the Philippines), 945, 0.11 percent
10. Italian, 849, 0.10 percent

Reprinted from the Memphis Commercial Appeal, June 11, 2010, Submitted by Nancy Russo-Rumore, Emerita

THANK YOU

The editor thanks the following people for proofreading this edition: Adrienne Greenbaum, Michele Ortiz, Nancy Russo-Rumore, Anahí Walton-Schafer, and Ron Taub.



Richard Gentile
LILT Newsletter Editor
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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.

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