



LILT™ NEWSLETTER

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WWW.LILTFL.ORG

Richard Gentile, Editor
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PRESIDENT'S MESSAGE

Dear Colleagues,

It is with great pleasure and enthusiasm I welcome you all back to LILT. Personally, LILT has always been a unique and resourceful organization providing language educators with opportunities for professional development, collaboration, and a forum to celebrate student achievement and success.

First and foremost, I would like to thank our Immediate Past President of the Past Presidents Committee, Richard Gentile, a co-founder of LILT, for his dedication, wisdom and willingness to maintain the functionality of LILT during hiatus. Under his guidance a plan of action was devised and implemented that saved LILT.

I stepped up again to the LILT Presidency because I believe in the spirit, mission and power of LILT. The foundation of any effective professional organization is collegiality. My officers and I would like to nurture this quality among our leadership and members. We all need to continue to work hard, respect one another, listen to one another, and trust one another. It is my expectation as president that everyone will voice his or her opinions, ideas and recommendations openly knowing these will be received in a manner that is professional, courteous, and moves the organization forward in growth. In order for LILT to be a strong and vibrant organization with sustained longevity, LILT needs ALL of you to step forward and contribute your creativity, energy, time and commitment.

As your president, know that my door is always open. I look forward to engaging in dialogue with you. A key quality of any productive organization is frequent and transparent communication. We need to know what is working and what is not working in order to continually grow and improve our organization.

I am thrilled to have Michele Ortiz, 1st VP, Donna Di Natale, 2nd VP, JoAnne Orlando, Secretary, Ron Taub, Treasurer, Ariadne Livatidis, Member-At-Large, and Richard Gentile and Anahí Walton-Schafer, Immediate Past Presidents, on my team as officers. You can also

feel free to contact anyone of them, and they will transmit your ideas to me and to the LILT Executive Board.

LILT, as with other language organizations, will continue to foster positive and collaborative relationships in order to support world language teachers. Together we can build a powerful coalition of world language educators to help develop our students into globally minded citizens.

Let's begin our new journey by coming together to celebrate the beginning of the school year, the return of LILT, and to honor our dear retirees at our Fall Membership meeting on October 1, 2015, 4:30-6:30 PM, at the Holiday Inn, Plainview.

It is my honor and privilege to serve you again as President of LILT.

Ana Aguiar-Mady

FROM THE EDITOR

As your editor, I am thrilled to return to the *LILT Newsletter* since it is firm proof LILT is back and well again. My year as President of the Past Presidents Committee was a difficult one, filled with angst and concern about the final outcome of LILT. We must all be grateful to Ana Aguiar-Mady and her team in taking on important responsibilities that will ensure LILT's operations for the next two years. By 2017 it will be crucial we have active LILT members in leadership positions who will assume all the important positions that will enable LILT to function well and survive.

Most of the past presidents have served two presidencies, and I can assure you none of them anticipate serving a third term. Therefore, if you wish LILT to survive and thrive in the future, it is imperative you assume important responsibilities. Please don't wait to see what others are doing because it creates inactivity. Today is the time to be actively engaged!

As the editor of the *LILT Newsletter*, I am always looking for pertinent, up to the minute articles. Please feel free to send me anything you think interesting to the profession,

as well as tips, techniques and/or lesson plans that you have found fruitful.

I look forward to hearing from you; kindly e-mail me at GRICH99@VERIZON.NET.

Richard Gentile

CONGRATULATIONS

to Ariadne Livatidis, LILT Member-at-Large, on the birth of her son, Michael Joachim, on July 28, 2015.

TOPICS FOR STUDENT COMPETITIONS

LILT POSTER CONTEST:

CELEBRATE THE POWER OF LANGUAGES

Deadline: March 18, 2016

LILT STUDENT FOREIGN LANGUAGE COMPETITION:

ESSAY:

Social Media Etiquette (in your target language)

LANGUAGE PRODUCTION VIDEO:

Cooking Demonstration (in your target language)

MULTI-MEDIA COMPUTER PROGRAM:

A Tribute To... (in your target language)

Deadline: March 1, 2016



LILT HAS THE MONEY, IF YOU HAVE THE TIME

One of the many benefits of LILT Membership is the opportunity to submit applications for several annual monetary awards:

- LILT Friends of Foreign Language Award
- Kathleen Ann Lyons Memorial Excellence in Teaching Award
- LILT Lucille Lambert Award for Excellence in Second Language Studies
- LILT Stipend To Attend A LOTE Professional Conference Other Than LILT
- LILT Teacher Incentive Grant

All the information for submission is on LILT's website: LILTFL.ORG

Mail all completed entries to Nancy Russo-Rumore, 3 Birchwood Park Drive, Syosset, NY 11791.

If you have any questions, kindly contact Nancy at NRUSSORUMORE@LILTFL.ORG.

Deadline: April 15, 2016

LILT EXCELLENCE IN FOREIGN LANGUAGE AWARD PLAQUES

Recognize students who have demonstrated excellence in foreign language study. A student must be currently enrolled in the most advanced language course in your school, demonstrated the most outstanding performance in foreign language studies, and be selected by you or the appropriate school personnel.

Visit LILT's website, LILTFL.ORG, for more information and all necessary forms, or Donna Di Natale, LILT 2nd VP, at DDINATALE@LILTFL.ORG.

Deadline: March 31, 2016.

PROFESSIONAL DEVELOPMENT ITALIAN

Would you like to speak Italian and learn about Italian culture? Do you have some knowledge of Italian but you would like to learn more? Would you like to retain your language skills by practicing with other students?

The Center for Italian Studies at SUNY Stony Brook is proud to sponsor Italian Classes for the Community. These courses are designed to expose students to Italian language and culture according to prior knowledge and individual needs.

Courses and placement are as follows:

Beginning Italian: Students with little or no knowledge of Italian.

Intermediate Italian: Students with the equivalent of 1-2 years of Italian non-credit course or 2-3 semesters of college credit courses.

Advanced Italian: Students with at least 3-4 semesters of non-credit Italian courses or 2-3 year college Italian.

Stony Brook University: Saturdays 10:00 AM - 12:00 noon.

Contact: Donna Severino, (631) 632-7444,
or via e-mail,

DONNA.SEVERINO@STONYBROOK.EDU.

Submitted by Donna DiNatale, LILT 2nd VP

*"You must be the change you wish to see in the world."
Mahatma Gandhi (1869-1948)*



LILT IS BACK!

LILT FALL GENERAL MEMBERSHIP MEETING – OCTOBER 1, 2015

Join us as we celebrate the new school year and all that's happening in foreign languages!
DOOR PRIZES! VENDORS! COLLEGIALLY AND GOOD CONVERSATION FOR ALL!

Certificate of Participation will be given to each attendee at the end of the meeting.

WHEN: Thursday October 1, 2015
WHERE: Holiday Inn, Plainview (516-349-1240)
DIRECTIONS: Conveniently located off Exit 46 of the Long Island Expressway
TIME: 4:30 - 6:30 P.M.
COST: \$25.00 per person

Includes buffet dinner, soft drinks, coffee, tea & gratuity - cash bar available

*LILT would once again like to show its appreciation for your continued support by helping to defray the cost of its annual Fall General Membership Meeting. The above cost reflects the reduced price.

APPLAUSE LEARNING AND PROFICIENCY PRESS WILL HAVE BOOKS ON DISPLAY.

Due to space restrictions, we will not be able to accommodate "walk-in" registrations. Please reserve your seats in advance by submitting this form and your payment *postmarked by September 21. LATE REGISTRATION WILL NOT BE ACCEPTED.*

JOIN LILT AND SAVE ON THE LILT FALL GENERAL MEMBERSHIP MEETING DINNER! SEND IN YOUR 2016 MEMBERSHIP FORM AND FALL MEETING REGISTRATION TOGETHER AND DEDUCT \$5.00 FROM THE COST OF THE DINNER!!! JOIN NOW, AND BRING A COLLEAGUE!!!

We would like to honor any LILT member who recently retired. Retirees must have been active members for at least the last 3 consecutive years of their employment.

If you know of anyone please forward his or her name to: DDINATALE@LILTFL.ORG.

PLEASE RETURN THE FORM BELOW POSTMARKED NO LATER THAN SEPTEMBER 21, 2015

CUT HERE ✂

NAME: _____

PHONE: (Home) (____) _____ - _____
(School) (____) _____ - _____

EMAIL: _____

TOTAL ENCLOSED FOR the LILT FALL GENERAL MEMBERSHIP MEETING \$ _____

Checks only payable to LILT

*Please circle any dietary restrictions: gluten free/dairy free/vegetarian

Return to: Donna Di Natale, 98 Chelsea Drive, Mount Sinai, NY 11766

NY STATE EDUCATION DEPARTMENT OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

The Office of Bilingual Education and World Languages has begun a monthly newsletter on June 2015, and may be accessed at:

[HTTP://WWW.P12.NYSED.GOV/BILING/OBE-WLMONTHLYNEWSLETTER.HTML](http://www.p12.nysed.gov/biling/obe-wlmonthlynewsletter.html)

It is crammed with important information, well worth a read by any LOTE professional. If you don't read these articles, you are doing yourself a great disservice.

Submitted by Michele Ortiz, LILT 1st VP

THE ESL/CITIZENSHIP TUTORING INITIATIVE OF THE NEW YORK STATE INTERGENERATIONAL NETWORK - LONG ISLAND

Volunteers are needed to teach ESL and preparation for the U.S. Citizenship test to adult immigrants at agencies, libraries and churches in Nassau and Suffolk Counties. The classes are either beginning English or Preparation for the US Citizenship test. Most of the classes are run by volunteers. In some classes we help lead teachers who are working for the agency. The commitment is one two hour class, once a week in a schedule that may follow a college semester timeline or a public school timeline, depending on the venue. A four hour training/orientation is required for participation in the program.

If you are interested in getting involved, or would like more information, please contact Maria Studer at 516 579-8790, 516 840-5678 or STUDERM@GMAIL.COM.

Submitted by Nancy Russo-Rumore, Emerita

PRINCIPAL STEPS DOWN TO FIGHT COMMON CORE

Carol Burris, principal of South Side High School in Rockville Centre for 15 years and an outspoken critic of Common Core standards and related testing, is leaving the district in June to fight what she says are harmful educational reforms.

Burris said Gov. Andrew M. Cuomo's recent push to make student performance count for 50 percent of an educator's ratings prompted her to leave her post.

"That was a bridge I could not cross," she said. "I did not feel, in good conscience, that I could come back the following year and participate in that evaluation system. I felt it would undermine much of the good work we have done here at the high school."

Burris, 62, said she plans to work alongside similarly minded education advocates, including Diane Ravitch, a research professor of education at New York University and a most prominent voice on the issue.

John Murphy, one of South Side's assistant principals, was selected by the school board to replace Burris. He starts July 1.

Burris said all children should be exposed to the best

and most rigorous curriculum, no matter their race or socio-economic background. Within the past few years, she mandated that all 11th- and 12-grade students take the toughest, college-level English course available and put in place support for those who needed it. The district took the same step with 11th-grade social studies beginning last school year.

"She has high expectations for all kids," said Rockville Centre Superintendent Bill Johnson, who described Burris as "outstanding."

Burris hasn't always been a Common Core critic. She wrote a book in 2012 supporting the standards, but reversed her position after teachers, children and their parents told her about their difficulties with them. She now contends the Common Core is not developmentally appropriate, that it is beyond what young children can process and ultimately will turn them off to learning.

Burris also opposes using student test scores to evaluate educators, saying the curriculum, tests and formula used to factor them into teachers' ratings are faulty.

The educator received a Bachelor of Arts degree in computer science from Hofstra University in 1988, a Master of Science in Spanish education from LIU Post in 1992 and a doctorate from Teachers College at Columbia University in 2003. Before working in the Rockville Centre district, she was a Spanish teacher in Lawrence, starting in 1990.

She's been a frequent guest blogger for *The Washington Post* since 2012 and has challenged U.S. Secretary of Education Arne Duncan in open letters to which he has responded.

Burris, who is paid \$218,000, is considered a leading voice in education on Long Island. She has spoken at anti-testing rallies across New York and chided the governor and former state Education Commissioner John B. King Jr. for failing to listen to parents' and educators' criticism of the Common Core and its rollout.

In addition to her writing, Burris also has served as a consultant for the U.S. Department of Justice, investigating whether some schools in the South are segregating their students. "My passion is education equity and I'll continue to pursue that well into retirement," she said.

Murphy, who has worked for Burris since he joined the district as a teacher in 1997, said she taught him several important lessons. Perhaps the most valuable, he said, is that opening educational opportunities for students who have historically been denied such chances does not mean denying those opportunities to the children who have enjoyed them in the past.

Although the district has grown more inclusive, he said, that work is not done. "It's never-ending," Murphy said. "There is no such thing as finished."



2016 LILT POSTER CONTEST

Co-Sponsored by LILT Association Members

Celebrate National Foreign Language Week!

March 7-13, 2016

Poster Contest Theme for 2016:

CELEBRATE THE POWER OF LANGUAGES

DEADLINE FOR SUBMISSION OF ENTRIES:

FRIDAY, MARCH 18

LILT, Inc. and the co-sponsoring organizations invite you to encourage your students to participate in the Poster Contest celebrating National Foreign Language Week, March 7-13, 2016.

Please read the directions carefully to avoid disqualification of student entries. All information and required check-off list and submission form are available on the LILT website, WWW.LILTFL.ORG. Click on Poster Contest then download:

1. Directions for Students
2. Directions for Teachers
3. Drop-off Locations
4. Submission Form (print 2 copies)
5. Poster Contest Check-off List

CONTACT PERSON:

Dr. Patricia Lennon-Murphy
Poster Contest Committee Chairperson
E-mail: plennonmurphy@liltfl.org

***YOUR LILT OR AAT MEMBERSHIP DUES MUST BE PAID BY FEBRUARY 15, 2016
IN ORDER FOR YOUR STUDENTS TO BE ELIGIBLE FOR THE POSTER CONTEST.***

CONTINUED FROM PAGE 4

The previous article, *Principal Steps Down To Fight Common Core*, was reprinted from *Newsday*, May 10, 2015, and submitted by Robin Fisher, Emerita

THE STUDY OF FOREIGN LANGUAGES SHOULD NOT BE A ZERO-SUM GAME

Although the following article was first printed 6 years ago, it is still relevant today. The Editor

Last April, the University of Southern California announced plans to eliminate its German department, stating it wanted to shift resources away from European languages to Asian languages like Chinese and Japanese. The decision was made in view of the growing importance of Asia for the American economy generally and the economy of Los Angeles specifically.

That move, and others like it, has sparked a debate about the relative importance of learning European languages like French, German and Italian. But much of that debate is governed by false assumptions about the process of globalization, the nature of language learning, and the role of the humanities in higher education.

Moves to eliminate the study of one or more languages in order to shift support to the study of other languages proceed to form the assumption that there is a stable, limited, and sufficient amount of money already available for language study. In other words, college administrators seem to assume that global shifts in economic power call for changes in the distribution of their budget for the study of foreign languages and cultures, rather than an increase in the budget as a whole. That misconception, in turn, suggests that administrators see the much-vaunted globalization of the world's economy as a process by which particular countries and regions become more important, while other countries and regions become less important – but in which the importance of foreign countries to our economy remains constant.

But that is precisely what globalization is not. Globalization, which has accelerated over the last two decades, is a process by which the health of any nation's individual economy becomes increasingly dependent on international trade. Today few economies remain self-sufficient, and many are dependent on trade, not with one or two countries, but with a vast network of interconnected economies. Countries like the United States that could once rely on domestic trade for economic growth must now look abroad.

One of the few bright spots in the American economy in the past few years was that the United States was selling more goods and services to the rest of the world (largely thanks to a weak dollar), especially to the well-off economies of Europe. That success partially – although by no means completely – offset the decline in demand at home. Given the economy's deterioration in recent months, sales to the rest of the world have

become even more important.

The rise of globalization suggests that the United States needs to radically increase the study of foreign languages and cultures, not just shift resources from the study of some languages or regions to others. Precisely the opposite has occurred over the past several decades. In 1960, 16.1% of American college students studied foreign languages; in 2001 only 8.6% did, according to a recent MLA report.

Although foreign language study has become somewhat more popular in recent years, its overall decline remains striking. During the most intensive period of globalization, our country's investment in understanding other countries at the postsecondary level has decreased. Yet almost all students in the countries with the world's most successful economies – including China and India – study foreign languages and cultures at some point. It is hard to escape the conclusion that the extensive study of foreign languages is positively correlated with economic and political power.

One reason of the decline of foreign language study in America is probably the lingering, albeit often unacknowledged, belief that globalization will ultimately lead to a world in which everyone – or everyone who matters – speaks English. The assumption, implicit or explicit, is that as the world becomes ever more closely connected, English will become so dominant that it will be unnecessary for native speakers of English to learn other languages.

There is some truth to the idea that English is now the lingua franca of international business and science. But that may not always be the case, and moreover, it is probably not a good idea for Americans to assume that a world in which most people understand their language, but they don't understand other peoples' languages, will be a safe or happy one for the nation. A country that merely wants to buy goods and services from other countries, thus accumulating a huge trade deficit, may be able to rely on others' willingness to speak its language. But a country that wants to sell goods and services must learn the languages and cultures of its prospective customers.

It is highly likely that if the United States were to invest more money in understanding foreign languages and cultures, it would be more successful in marketing its goods and services (and its political policies) abroad. In other words, it is not implausible that the chronic US trade deficit, as well as America's lessened prestige abroad, may be connected to our chronic deficit in knowledge of the rest of the world.

As a professor of German, I have my own investment in the study of European languages and cultures. But even if only for economic reasons, the United States cannot afford to forget Europe, whose combined economy rivals that of the United States and eclipses that of China or India. Moreover, Western Europeans have, on average,

PROFESSIONAL CALENDAR

Sept.	27	<i>Concorso d'Eleganza</i> , celebration of Italian vehicle excellence and beauty, Stony Brook University campus	Mar.	18	Student Foreign Language Contest. Deadline for submissions for the LILT Poster Contest
Oct.	1	LILT Fall General Membership Meeting, Holiday Inn, Plainview, 4:30-6:30 PM	Mar.	31	Deadline for submissions for LILT Excellence in Foreign Language Award Plaques
Oct.	3	AATSPLI, Frida Kahlo exhibit, NY Botanical Gardens	Apr.	15	Deadline for submission for the LILT Awards, Grant and Stipend
Nov.	20-22	ACTFL, AATI Annual Convention, San Diego	July	3-6	AATF National Convention, Austin, TX
Mar.	1	Deadline for submissions for the LILT	July	8-11	AATSP Annual Conference, Miami, FL

a significantly higher standard of living and more disposable income than citizens of most other countries, and are therefore highly attractive as potential consumers of American goods and services.

Strong pedagogical reasons, too, call for continued support of European languages in American higher education. English is itself a European language, and it is considerably easier for native speakers of English to learn languages like French, German, Italian, and Spanish than Chinese or Japanese. Promoters of the serious study of foreign languages in the United States would therefore do well to recommend that

native English speakers wanting to learn an Asian language first study a European language. Any task of great difficulty is best undertaken in stages. Experience and common sense suggest that native English speakers who start their language study with the most difficult languages are far more likely to give up than those who begin with

somewhat less difficult languages. One result of a turn from European to Asian languages is likely to be even less foreign language fluency than there is now – hardly a desirable outcome. The fact is that American college students should study both European and Asian languages. We need to get away from either/or thinking.

I want to make three other points about European languages and cultures. The first and most important is that studying them is crucial to understanding the world as it exists today, which has been largely formed by Europe. When I say this I am sometimes accused of taking a Eurocentric view, but most literate people would probably agree that the world we live in today was shaped, for better or worse, by Europe. Countries like Japan and China have become economically and politically successful over the last century primarily by carefully studying European history and practices. For example, during Japan's Meiji Restoration – the period from 1868 to 1912, when the country's economic and military status rose to the level of European powers – Japanese leaders emulated Europe's policies from the Industrial Revolution. It is hard to overestimate the impact of Europe's example on the rest of the world.

There will be no LILT Conference in 2015 since there was insufficient time to prepare after LILT's hiatus year.

Another consideration is the relationship between Europe and America. In 1996 the political scientist Samuel P. Huntington published a controversial but important book called *The Clash of Civilizations and the Remaking of World Order*, in which he suggests that the world consists of eight primary cultures, the most important being that of the West, broadly conceived – i.e. the culture of Western Europe and the United States.

That distinction was sometimes simplified in popular understanding as “the West against the rest,” although in fact Huntington's arguments were considerably more

nuanced and complex. But one does not need to agree with every point in his book to understand that the cultures of Europe and the culture of the United States have a mutual affinity. Not only did much of American culture emerge out of European cultures, but contemporary Europe consists of stable, prosperous, democratic countries that are strategically and

politically allied with the United States, in spite of disagreements over points of policy, such as those that followed America's ill-advised invasion of Iraq. For that reason, an affiliation with Europe continues to be crucial to the United States, and to individual Americans.

At the moment, Americans are understandably focused on our own problems. But those problems have arisen, in large part, because of our failure to understand the rest of the world. We need to encourage all college students to study foreign languages and cultures, and we need to increase budgets for foreign language departments, not just shift limited funds from one language to another. We can no longer afford ignorance.

Written by Professor Stephen Brockmann, Carnegie Mellon University, and reprinted from *The Chronicle of Higher Education*, March 6, 2009.

Submitted by Nick Maurantonio, The Mary Lewis Academy

Thank you to the following LILT Board Members for proofreading this edition: Ana Aguiar-Mady, Patricia Lennon-Murphy, Ariadne Livatidis, Nancy Russo-Rumore, and Ron Taub



Richard Gentile
LILT Newsletter Editor
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Huntington, NY 11743

M E M B E R S H I P I S F O R T H E C A L E N D A R Y E A R
New or lapsed members, join in September and begin your membership which will continue through next year.

PLEASE CUT HERE ✂ -----



MAIL-IN MEMBERSHIP APPLICATION ONLY (Go to LILTFLL.ORG to register on-line.)
PRINT VERY CAREFULLY IN BOLD BLUE OR BLACK INK.
***REQUIRED FIELDS**

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

Former Last Name

Home Address* _____ **New**

Home City* _____, State* _____ Zip* _____ **New**

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

E-MAIL ADDRESS* _____ **New**

School Name/District _____ **New**

School District City _____, State _____ Zip _____ **New**

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

Languages and levels you teach.* _____

Dues* (check one): \$20 Individual \$10 Full-Time Student \$10 Emeritus \$500 Lifetime

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

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

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