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PRESIDENT'S MESSAGE

Welcome back to what I hope will be a most enjoyable, successful and fun school year. Your students are back, ready to learn. Why not try something new this year? Join us on Thursday, September 28th for the fall *General Membership Meeting* as we kick off the school year with a social, meeting, and dinner at San Marco Ristorante in Hauppauge where you will have an opportunity to reconnect with colleagues and wish a happy retirement to June retiree Lorraine Berger.

Get involved with LILT as we offer energizing presentations at the November 11th *LILT-NYSAFLT Regional Meeting* to be held at Great Neck South High School. Hone your professional skills by learning new ideas and techniques while attending the 2007 *Winter In-Service Workshops*. For those needing professional hours to maintain certification or meeting district demands, both are the perfect venue.

Take the opportunity to enter your students in our *Poster Contest* and the *Student Language Competition*. Become a judge and see first hand how these language activities are possible for your students.

Join LILT's camaraderie often as the year goes on.

Take advantage of the awards, grant and stipend offered by LILT. The *Lucille DiPietro Lambert Award for Excellence in Second language Studies* awards \$500 to a graduating senior who excels in Foreign Language. Your school can purchase gorgeous plaques for graduating students in each language taught, ready for presentation in May/June.

Do you have ideas for a project and your department budget cannot fund it? Apply for the *LILT Teacher Incentive Grant*. We will fund winning projects up to \$600.

Why not take the time to nominate an outstanding colleague for the *Kathleen Ann Lyons Memorial Excellence in Teaching Award*? Take advantage of the *LILT Stipend to Attend the NYSAFLT Annual Meeting*, or nominate an extraordinary individual for the *LILT Friend of Foreign Language Award*.

Read about all of these awards and scholarships on our

website, LILTFL.ORG, then consider applying for or nominating someone for them. LILT's website is also the perfect place to keep up with LILT's latest happenings as the webpage is updated often.

Are you happy with what LILT offers LOTE teachers and students? If yes, tell a colleague. If not, tell us. We continually strive to offer activities and programs that are interesting, relevant, and meaningful to LOTE teachers. We seek your input and I hope you'll send your comments to the LILT chairs of the events (see the website) or directly to me at agreenbaum@liltfl.org.

During my presidency, I would love to see LILT continue to grow, to meet the needs of each and every teacher of LOTE. For this to happen, you, the electorate, need to communicate the types of workshops and presentations that interest you. In addition, it would be great to receive the names of any members or colleagues willing to share their expertise to aid us in our planning of future workshops.

Collegially,
Adrienne Greenbaum

GOOD NEWS FOR LOTE IN THE 2007 FEDERAL BUDGET

The JNCL-NCLIS reports that LOTE Education has fared relatively well in federal appropriations for 2007. The Foreign Language Assistance Program (FLAP) budget appropriation has been increased from 21.7 million dollars to 26.1 million dollars for 2007. Specific instructions have been formulated by the Senate Appropriations Committee that "promote the goal of well articulated, long-sequence language programs that lead to demonstrable results for all students." It directs the Department of Education "not to make grants to schools that are *replacing* current traditional language programs with critical needs language instruction... because the skills for language learning are transferable." With this 2007 appropriation it wishes to "build on the foundation of federal support for traditional foreign language instruction in addressing critical needs languages." It also states that 75% of this funding must be used to increase FLES. The Committee, also asks the Secretary

of Education to waive the 50% matching fund requirement of non-federal funds so the poorest schools might be afforded this opportunity.

FLAP provides grants to pay for the federal share of the cost of innovative model programs providing for the establishment, improvement, or expansion of foreign language study for elementary and secondary school students. At present priority consideration is given to applicants beginning the teaching of Department of Defense Critical Needs Languages, e.g. Arabic, Chinese, Russian, Hindi, Farsi, Turkish and others. Application deadline is usually in May. For application information go to: http://www.ncela.gwu.edu/oela/OELAprograms/4_flap.htm. Submitted by Nancy Russo-Rumore, Emerita

MEET THE NEW LILT EXECUTIVE BOARD

2006-2008



Adrienne Greenbaum, President - (BA, French, SUNY Cortland, junior year in Neuchâtel, Switzerland; MA, Educational Administration and Leadership, CW Post) retired from teaching in 2004 after 32 years teaching French and Spanish in Northport, Cold

Spring Harbor, and Central Islip, where she also served as District Chair of the Language Department (1988-91). She has served as President and Vice-President of AATF-Suffolk as well as Past President of LILT (1988-90). Adrienne was the 1991 recipient of NYSAFLT's Ruth E. Wasley Distinguished Teacher Award K-12.



Alba Masullo, First Vice President - (BA, French & Spanish, journalism minor, Queens College, junior year in Córdoba, Spain; MS, Spanish and Secondary Education, Queens College; SAS and SDA certificates, College of St. Rose; currently working on her thesis

for a Masters in Educational Administration, College of St. Rose, Albany) is a French and Spanish teacher at George W. Hewlett HS. Alba was recently named LOTE and ESL Chairperson for the high school and middle school programs. She is fluent in French, Italian (She spent her middle school years in Florence, Italy.) and Spanish, and began her career in private schools in Queens (pre-K – 8th grade). Alba is also certified in FLES and was recently trained by the College Board to teach AP French. Alba has presented technology workshops for LILT at our regional conferences, and has served as a judge at LILT competitions. Alba respects all the work LILT does for the LOTE community and looks forward to serving in her position.



Michele Ortiz, Second Vice President - (B.A., Italian Studies, with certification in both Italian and Spanish, Stony Brook University; MA, Liberal Studies, Stony Brook University; SAS, SDA and Post Graduate Certificate from Stony Brook University) Michele's love for languages comes from her father, an immigrant from Belluno, Italy as

well as from her high school language teachers at Smithtown High School East. Michele Ortiz is the Department Chairperson at Division Avenue High School. She has been a teacher in the Levittown School District for the past thirteen years, and has been involved in many activities during her career that include student trips to Europe, initiating and advising a chapter of the Spanish Honor Society and organizing the induction ceremony at her school. Michele's students enjoy participating in LILT's essay and poster contests, and several of her students also participate annually in the National Spanish Exam.

Michele lives in Hauppauge with her husband Luis, a native of Puerto Rico, and her three children; twin boys Alexander and Matthew, age seven, and daughter Emma Rose, age two.



Anahí Walton-Schafer, Secretary - (BA, History, Universidad de Buenos Aires; MA, Latin American History, Stony Brook University; MA, Hispanic Languages and Literature, Stony Brook University) has taught Latin American history courses at the Universidad de Buenos

Aires as well as Stony Brook University. While writing her doctoral dissertation, Anahí began teaching Spanish Language courses at Stony Brook University and discovered she liked it so much she pursued her second MA and a career as a language teacher. Anahí is currently teaching Spanish at Northport High School and is a tutor for Literacy Suffolk. Anahí has served as an adviser to the Spanish Honor Society, the Spanish Club and as a judge for the LILT Foreign Language Competition.



Ron Taub, Treasurer - (BA, Spanish, SUNY Stony Brook; MA, Education, and Administrative and Supervisory License, all from Hofstra University) has served LILT as President, First Vice President, Second Vice President and Treasurer (9/96-6/98, 1/05 to the present). He retired from the

Kings Park Public Schools where he taught Spanish and was Department Chairman. One of his former students

was a LILT Lucille Lambert Award for Excellence in Second Language Studies recipient.

CONGRATULATIONS

to **Bill Anderson** (President), **Amy Watson** (VP), **Lucia Alonso** (Secretary) and **Margaret Fernandez** (Treasurer), the newly elected officers of AATSP-LI. Any questions or concerns, contact Bill Anderson at wanderson@msd.k12.ny.us,

to **Isabel Cosentino**, **Marie Loria**, **Alba Masullo**, **Nancy Russo-Rumore** and **Madeline Turan** who have been honored by NYSAFLT's monthly website posting, *Faces of NYSAFLT*. LOTE professionals can read about fellow teachers who have made significant contributions to foreign language teaching at www.nysaflt.org.

to **Dr. Sarah Jourdain** (President), **Nancy Wolman** (VP), **Jo Anne Orlando** (Secretary-Treasurer) **AnnMarie Allen** (Contest Administrator), **Nancy Wolman** (Advocacy/Mentor Chair) the newly elected officers of AATF Suffolk, and **Joan Militscher** (Immediate Past President),

to **Josephine Maletta** who was recently honored with the title of *Cavaliere dell'Ordine della Stella della Solitarietà*. The title was conferred on Josephine by Italian President Carlo Azeglio Ciampi at the Italian Consulate in New York City,

to **Alba Masullo**, LILT First VP, who was recently appointed Chairperson of LOTE and ESL at Hewlett-Woodmere Public Schools,

to **Melisa Maurici** on completing a successful 2 year term as AATSP-LI President, and for continuing to serve as LILT's AATSP-LI liaison,

to **Anahí Walton-Schafer** on her recent swearing in as an American Citizen,

CONDOLENCES

to **Rosemary Haigh** on the passing of her beloved husband, Ian

to **Anna Ward** on the passing of her beloved daughter

LILT extends its deepest sympathy to Rosemary and Anna, and wishes them peace and comfort in the difficult days that follow.

PROFESSIONAL MEMBERSHIP GIFTS

Are you looking for a gift to honor that special LOTE student in your school, especially one who is graduating and planning on becoming a LOTE teacher? Why not consider purchasing for him/her a student membership to LILT and NYSAFLT? Membership for students in each organization is only \$10. LILT's membership form can be downloaded from liltfl.org, and NYSAFLT's from nysaflt.org/membership.

CHINESE LANGUAGE TEACHING POSITIONS

The Chinese Language Teachers' Association (<http://clta.osu.edu>), The Chinese Language Teachers' Association of Greater New York ([\[gny.org/member/membership/html\]\(http://www.clta-gny.org/member/membership/html\)\) and The Chinese Language Association of Secondary-Elementary Schools \(<http://www.classk12.org>\) posts Chinese language teaching positions.](http://www.clta-</p></div><div data-bbox=)

LONG SCORNE IN MAINE, FRENCH HAS A RENAISSANCE

Frederick Levesque was just a child in Old Town, Maine, when teachers told him to become Fred Bishop, changing his name to its English translation to conceal he was French-American. Cleo Ouellette's school made her write, "I will not speak French" over and over if she uttered so much as a *oui* or *non*, and rewarded students with extra recess if they ratted out French-speaking classmates. And Howard Paradis, a teacher forced to reprimand French-speaking students, made the painful decision not to teach French to his own children. "I wasn't going to put my kids through that," Mr. Paradis said. "If you wanted to get ahead, you had to speak English."

That was Maine in the 1950's and 1960's, and the stigma of being French-American reverberated for decades afterward. But now, *le Français fait une rentrée*, French is making a comeback.

The State Legislature began holding an annual French-American Day four years ago. Maine elected its first openly French-American congressman, Michael H. Michaud, in 2002. And Gov. John E. Baldacci has steadily increased commerce with French-speaking countries. The governor, who is of Lebanese-Italian descent, added, "I've been working on my French."



The Franco-American Heritage Center, opened a few years ago, fines guests at its luncheons up to a dollar if they lapse into English, jovial retaliation for the schools that once gave students movie

tickets or no homework if they squealed on French speakers. "Reacquisition classes" and conversation groups have sprung up, giving people a chance to relearn their mothballed French. Census figures show Maine has a greater proportion of people speaking French at home than any other state, about 5.3%.

In South Freeport, there is L'École Française du Maine, a French immersion program that began as a preschool in 2001 and proved so popular it has added a grade each year. Many students have French-American parents who were estranged from the language, and some commute long distances to the school. "My dad grew up speaking only French and went to school and got teased by other kids. He wanted to spare his kids that experience, so both my wife and I are a generation that got skipped," said Bob Michaud, whose son, Alexandre, attends second grade at L'École Française. "I'm doing it because I want Alex to learn more about our heritage and background." The school has made Anna

Bilodeau, 8, and her brother Markus, 7, so fluent that they routinely speak French with their grandmother Arlene Bilodeau, 68, who regrets she did not ensure her own children were well versed in French. "It made me feel sad, this was our language," Ms. Bilodeau said. "When I hear Anna and Markus speaking, I just admire what they're doing."

People of French descent poured into Maine and other New England states from Canada beginning in the 1870's and became the backbone of textile mills and shoe factories. But resistance developed, and people began stereotyping the newcomers as rednecks, dolts or inadequate patriots. In 1919 Maine passed a law requiring schools to teach in English. French-Americans had a saying, "*Qui perd sa langue, perd sa foi.*" (He who loses his language, loses his faith.) But many assimilated or limited their children's exposure to French to avoid discrimination, or because of a now-outmoded belief that erasing French would make learning English easier. "There was a stigma you weren't as bright as anybody else if you didn't speak English well," said Linda Wagner, 53, who takes classes to reclaim

language lost as a child. Suzanne Bourassa Woodward, 46, who recently joined a conversation group and enrolled her 10 year old daughter in French classes, said "my French went underground" in fourth grade because "I was ridiculed. After that, my parents would always speak to me in French, but I always responded in English." As recently as the early 1990's, a character named Frenchie, who caricatured French-Americans, was a fixture on a Maine radio show until protests drove him off the air.

The stigma was compounded by the French-American dialect, which can differ from French spoken in France in idiom, pronunciation, and vocabulary, like British and American English. French-American French, derived from people who left France for Canada centuries ago, resembles the French of Louis XIV more than the modern Parisian variety, said Yvon Labbé, director of the French-American Center at the University of Southern Maine. French-Americans may say *chassis* instead of *fenêtre* for window, *char* instead of *voiture* for car. Mr. Labbé said many French-Americans pronounced *moi* as Molière did: *moé*. A saying illustrated French-Americans' inferiority complex about their language: *On est né pour être petit pain; on ne peut pas s'attendre à la boulangerie.* (We were born to be little breads; we cannot expect the bakery.)

"We were always told we spoke bad French, that we were worthless as people because we spoke neither French nor English," said Ms. Ouellette, 69. Indeed,

when Jim Bishop, son of Fred Bishop (né Frederick Levesque), took high school and college classes to recapture French "it was just a nightmare. At times I would say words and they would turn out not to be real words."

Maine's French renaissance is partly due to the collapse of the mills and factories, which put French-Americans into the mainstream. It was aided by a group of legislators who in 2002 began holding weekly meetings in French. The revival includes both French-American patois and culture, and Parisian language curriculum, taught at L'École Française. The government of France is also involved, seeing "very big potential" to "develop trade relations, tourism," said Alexis Berthier, a spokesman for the French consulate in Boston, which is promoting programs and events in Maine and working to establish sister cities.

Most Maine schools, like those elsewhere, teach considerably more Spanish than French. But for those like Norman Marquis who takes reacquisition classes, the resurgence of his lost language is profound. "It's almost like I found religion," said Mr.

Marquis, 68, suddenly choking with emotion. "My religion, No. 1, was French. I have a personal movement in my heart for it." Reprinted in part from the *NY Times*, June 4, 2006. Editor's submission

NB The State of Maine is named after the western French region of the same name. The state was colonized by Pierre de Gua, Sieur de Monts, in 1604, accompanied by Samuel Champlain and 77 other men. He founded his colony on Saint Croix Island, and this outpost was the earliest European settlement on the North Atlantic coast of North America, predating Plymouth by 3 years. They called the area l'Acadie. Today Saint Croix Island is an International Historic Site maintained by the US National Park Service and Parks Canada.

IT HELPS TO KNOW A LOT MORE THAN BASIC E-N-G-L-I-S-H

Spelling in English isn't hard enough?

Even with all those children struggling to sort out *to*, *too* and *two*, not to mention *principal* and *principle*. Even with *pneumonia*, *psychiatry*, *psalm*, *pseudonym*, *psoriasis*...

And yet, for the participants at the Scripps National Spelling Bee in Washington, it came down to German, Italian and French. At the televised national finals, the winning word, for Katherine Close, 13, of Spring Lake, NY, was *ursprache*, German for a protolanguage.

And when the runner-up, Finola Hackett, was eliminated

RENEW NOW

Remember to renew your 2007 membership with this edition (see last page). Membership is for the calendar year and must be paid by this December 31st in order for your students to participate in the Student Foreign Language Competition. Take a few minutes now and renew before you forget. You and your students will be glad you did.

on another German word, *weltschmerz*, meaning apathy, which she spelled v-eltschmerz, the commentator tasked that she should have known the German “v” sound is a “w.”

Spelling bees aside, educators have long deplored the dearth of foreign language mastery in American schools. While European students are expected to learn several languages, Americans just aren't.

“We're rather insular,” said Prof. C. Maurice Cherry, a member of the Board of Directors of the American Council on the Teaching of Foreign languages. “Europeans, Asians and Africans are so often close to a country where there's another language spoken that they expect to learn it. Of course, we've got Mexico, which is why Spanish accounts for more than half of all the foreign languages studied in the United States. That's important, but it's also to the detriment of all the other languages we should be studying.”

Perhaps that is why Finola, who is from Alberta, Canada, where French is a second language, seemed to have an edge. She had an almost uncanny run of French words early on: *tutoyer*, *esquisse*, *machicotage*, *douane* and *guilloche*, all of which she aced, with a little smile.

What with the invented spelling encouraged in whole language classrooms, and the “R U OK?” spelling of the instant messaging culture, proper spelling of the English language is not a strong point for American students.

“I've been teaching for 30 years, in high school and at the college level, and I've seen a deterioration of spelling,” Professor Cherry said. “It's understandable, because English is a hard language to learn to spell. It's very unpredictable, compared to Spanish or Italian or German.”

For several finalists, it was the phonetic rules of other languages that stumped them.

Rajiv Tarigopula of St. Louis, one of the favorites to win, did fine with the Hebrew *yiakor* and the French *rubasse*, but lost on the German *heilighenschein*, which he rendered h-y-l-e-genschein.

Jonathan Horton of Gilbert, Arizona, another finalist, was eliminated by the Italian word *cialto*, which he spelled sh-alto. And a couple of rounds earlier, another accomplished speller lost out when he turned *glicoso*, an Italian musical term, into j-ocosos.

Language teachers have forever argued the role of etymology in building vocabulary. But the lesson of the spelling bee went beyond that. It showed how the really good spellers, with a little understanding of the phonetics system of a broad range of languages, can do just fine even with languages they do not speak.

Take Hawaiian, with all those vowels. The winner, Katherine, known as Kerry, did just fine with *hukilau*. That's a party with many people and much revelry - a fishing party, actually - but otherwise, perhaps a lot like what she has to celebrate her victory. Reprinted from the

NY Times, June 3, 2006. Editor's submission

NYS AFLT NEWS

Don't miss the NYS AFLT's Annual Meeting, which will be held October 6-8, 2006 in Saratoga Springs. The theme for this year's conference is *Diversify, Differentiate, Discover the Power of Language!* Information regarding the conference is available at <http://annualmeeting.nysaflft.org>. You can register online as well as view Pre-Conference and Conference workshop titles, which are listed on this site. If you don't remember your password, the login is "member" and the password is "2006".

Check out NYS AFLT's homepage: Each week in 2006, NYS AFLT will feature one of its current members in a segment called *Faces of NYS AFLT*. Do you know a member who should be featured? Contact Ken Hughes at khughes@nysaflft.org.

Please feel free to contact me if you have any questions or need information.

Lillian Carey, NYS AFLT Long Island Regional Director, lcarey@pob.k12.ny.us.

2006 COLLEGE BOARD AP ANNUAL CONFERENCE, ORLANDO, FL - ITALIAN UPDATE

The College Board organizes an Annual AP Conference for all disciplines, which is an excellent conference for teachers, administrators, counselors, AP coordinators, and all who are interested in learning more about AP programs.

Five Italian workshops were presented: *Meet the Development Committee* – participants had the opportunity to discuss the administration of the first AP Language and Culture Exam; *Listening Strategies for the AP Language and Culture Exam* – Participants had an opportunity to learn about research on listening strategies; *Teaching and Testing Cultural Knowledge* – Cultural teaching techniques of the exam were presented and participants had the opportunity to examine, review, and evaluate with the rubric, student work from the first AP Italian Exam given on May 8, 2006; *Effectively Incorporating Multi-Media Technology*, presented by LILT's Nicholas Maurantonio – Participants had the opportunity to visit and use various websites that are beneficial to Italian instructors and students, and experience the various audio-video, record and play functions available on all computers; and a *Post Conference Workshop* where participants had the opportunity to discuss and learn specific instructional techniques for teaching the four skills and the cultural components integrated into the AP Exam.

Next year's conference will be held at the Venetian Hotel, Las Vegas, July 11-15.

Submitted by Nicholas Maurantonio, The Mary Louis Academy (If you have any questions, or would like more information, please contact Nick at nmaurantonio@liltfl.org.)

CORDWAINER

Originally a cordwainer was a shoemaker who worked with cordwain (or cordovan), a supple leather made from goatskin. The leather was named after Córdoba, a city in southern Spain made famous by the Moors tanning of this superb, soft leather. Cordwain entered the English language via old French, cordewan, which was derived from the Spanish cordobán (from Córdoba).



A cordwainer traditionally worked in new leather, while a cobbler worked in old leather (using old shoes to make new ones) and made repairs.

If you wish more information about cordwainers, go to The Worshipful Company of Cordwainers, www.cordwainers.org (UK site) and The Honourable Cordwainers' Company, www.thehcc.org (American site). Reprinted and revised from *Wordsmith.org*, June 29, 2006. Editor's submission

SONGBIRDS MAY BE ABLE TO LEARN GRAMMAR

The simplest grammar, long thought to be one of the skills that separate man from beast, can be taught to a common songbird, new research suggests.

Starlings learned to differentiate between a regular birdsong "sentence" and one containing a clause or another sentence of warbling, according to a study in Thursday's journal *Nature*. It took University of California at San Diego psychology researcher Tim Gentner a month and about 15,000 training attempts, with food as a reward, to get the birds to recognize the most basic of grammar in their own language. Yet, what they learned may shake up the field of linguistics.

While many animals can roar, sing, grunt or otherwise make noise, linguists have contended for years that the key to distinguishing language skills goes back to our elementary school teachers and basic grammar. Sentences that contain an explanatory clause are something that humans can recognize, but not animals, researchers figured.

Two years ago, a top research team tried to get tamarin monkeys to recognize such phrasing, but they failed. The results were seen as upholding famed linguist Noam Chomsky's theory that "recursive grammar" is uniquely human and key to the facility to



acquire language. But after training, nine out of Gentner's 11 songbirds picked out the bird song with inserted warbling or rattling bird phrases about 90% of the time. Two continued to flunk grammar. "We were dumbfounded they could do as well as they did," Gentner said. "It's clear they can do it."

Gentner trained the birds using three buttons hanging from the wall. When the bird pecked the button it would

play different versions of bird songs that Gentner generated, some with inserted clauses and some without. If the song followed a certain pattern, birds were supposed to hit the button again with their beaks; if it followed a different pattern they were supposed to do nothing. If the birds recognized the correct pattern, they were rewarded with food.

Gentner said he was so unprepared for the starlings' successful learning that he hadn't bothered to record the songs the starlings sang in response. "They might have been singing them back," Gentner said.

To put the trained starling's grammar skills in perspective, Gentner said they don't match up to either of his sons, ages 2 and 9 months.

What the experiment shows is that language and animal cognition is a lot more complicated than scientists once thought and there is no "single magic bullet" that separates man from beast, said Jeffrey Elman, a professor of cognitive science at UCSD, who is not part of the Gentner research team.

Marc Hauser, director of Harvard University's Cognitive Evolution Laboratory, who conducted the tamarin monkey experiment, said Gentner's study was important showing that "some of the cognitive sources we deploy may be shared with other animals." Reprinted from *Optimum Online News*, April 26, 2006. Editor's submission

SPEAKING IN TONGUES CAN BE PROFITABLE

Wanted, and in many instances urgently needed: translators and interpreters of numerous languages into English. Opportunities are especially good in New York and other cities with large and highly varied immigrant populations, and in government agencies where certain Middle Eastern and Asian languages have surged in priority in the post 9/11 world.

That labor market sums up the outlook in the United States today for translators and interpreters, professions that have grown sharply since the 2001 terrorist attacks, though not solely in response to them. And with the routes into these specialties – they all require a mastery of English and at least one other language, but there is no single form of certification in the country – people can enter them with varied educational backgrounds.

Take, for example, Ethel Ugbebor, the founder and owner of the Universal Language Corporation in Rego Park, Queens. Her company's stable of more than 60 interpreters and translators can render 28 languages into English, including some once considered peripheral to American interests but nowadays crucial, like Pashto and Dari, major languages in Afghanistan; Farsi, spoken in Iran; and Urdu, one of Pakistan's languages. The company's clients include the Departments of Defense and Homeland Security and the Drug Enforcement Administration.

But such a career was not on Ms. Ugbebor's radar when

she came to New York from Nigeria in 1988. She arrived to pursue a master's degree in chemistry at City College, having been employed for a decade at Nigeria's food and drug agency.

She was working as a part-time receptionist at the Nigerian Consulate in Manhattan while at City College when she fielded a phone call in 1990 from Federal District Court in Brooklyn, which was seeking an interpreter for a Nigerian drug-trafficking defendant who understood only Ibo, one of Nigeria's major languages.

Thus began her trajectory from irregular \$250-a-day courthouse stints to heading a company with \$1 million in revenue last year.

Although many people call anyone who renders one language into another a translator, practitioners reserve that word for people who convert written material in one language into written material in another, or speech in one language into a transcript in another. They refer to those who convert speech in one language into speech in another as interpreters.

The Federal Bureau of Labor Statistics says there were 31,000 translator and interpreter jobs in the country in 2004, up 40 percent since 2000, and estimates a further increase to 37,000 or 20 percent more, in 2014. (The bureau notes the number of people in business is "probably significantly higher" because many work part-time.) The average full-time salary in 2004 was \$38,000, with those employed by federal agencies averaging more than \$70,000. About 2,000 of the jobs in 2004 were in New York State and about 500 in New Jersey and Connecticut.

But Kevin Hendzel, a spokesman for the American Translators Association, which represents about 8,000 translators and interpreters, predicted even sharper future growth, "based on the current demand."

Aside from a severe shortage in "national security languages" among them Arabic, Farsi, Pashto and Dari, the demand, he said, is being driven by globalization and by the need for interpreters in hospitals and courtrooms. The need at hospitals has been made more acute by a 2000 requirement that institutions receiving federal aid provide more effective service to people lacking English proficiency, he said.

As for Ms. Ugbegor, 54, she received her master's in chemistry in 1993, but has not worked as a chemist since then. Her courthouse work with defendants speaking Ibo and Yoruba, another major Nigerian language, led her supervisor at the court to refer her to the FBI and DEA for which, after getting security clearances, she translated secretly recorded conversations in drug-trafficking investigations involving Nigerians. In 1993, she said, she earned \$100,000 for that and her court work.

Her company's growth, she said, has more recently been aided by guidance from the federal Small Business

Administration and a larger company, Comprehensive Technologies International, which also provides translation services and for which she is a subcontractor. Ms. Ugbegor said that early on, she was concerned that working as an interpreter and translator would not provide as much long-term security as a career in chemistry. "But I took the risk," she said, "and it paid off." Reprinted in part from the *New York Times*, April 30, 2006

LANGUAGE QUIZ

1. Which is the world's most spoken language?
2. Which is the world's second most spoken language?
3. Which is the world's third most spoken language?
4. Which is the world's most popular language?
5. Which is the world's fourth most spoken language?
6. Which is the world's sixth most spoken language?
7. What percentage of elementary schools in the USA teaches foreign languages?
8. What percentage of high school students studies a foreign language in the USA?
9. Which city in the USA has one of the largest Arab-American communities?
10. Which state in the West has a large Chinese-American population?

Answers:

1. Mandarin Chinese; approximately 900 million primary speakers.
2. Spanish
3. English
4. English
5. Hindi
6. Arabic
7. 31%
8. 44%
9. Dearborn, Michigan (Michigan will receive a 16 year annual grant of \$700,000 to pay teacher salaries and related costs to teach Arabic to students in grades K-12 and college beginning in 2007. The planning of this program will be conducted at Michigan State University. It is possible this may serve as a model for the rest of the country.)
10. Oregon (In Portland a K-16 program to teach Chinese was begun this school year.)



Sources of this quiz are from *Embracing Arabic: State to Get Language Grant*, Detroit Free Press, April 4, 2006 and the US Department of Education, Center for Applied Linguistics, Digest of Education Statistics. Submitted by Nancy Russo-Rumore, Emerita

NATIONAL LANGUAGE MUSEUM

The National Language Museum is located at 7100 Baltimore Avenue, Suite 202, College Park, Maryland 20740. (Telephone: (301) 864-7071) The museum's mission is to promote "a better understanding of language and its role in history, contemporary affairs and the future." Submitted by Nancy Russo-Rumore, Emerita

TEACHERS HELPING TEACHERS

(3 Articles)

PAST TENSE VS. IMPERFECT TENSE

Have pairs of students create dialogues to test their abilities to distinguish between the usage of the past tense (a unique, single action) and the imperfect tense (an action over a period of time, description or repetitive action). For example, one of the two has an accident on the way to work because another driver was not paying attention, and the second student asks the first what happened.

Jack: What's wrong, you look so pale?

Murray: I had a shocking experience this morning.

Jack: What happened?

Murray: I had an automobile accident. The other driver wasn't paying attention because he was talking on his cell phone. He went through a stop sign and because he was going too quickly, he hit my car.

Jack: What an idiot! Was there anyone who saw the accident?

Murray: Happily yes. There were two witnesses and a policeman who were just behind me.

Jack: What luck! What did the policeman do?

Murray: He assured me he saw everything and it was the other's fault.

Jack; I hope the policeman gave him a ticket and a big fine.

Afterwards you can ask two other students who were "witnesses" to describe what happened based on the dialogue above. Submitted by Gene Lowenberg, Emeritus

GETTING ALONG WITH PARENTS

As we begin the new school year, many thoughts preoccupy us. Will I have the time to ensure my students really learn the material well enough to do well on tests? Will my supervisors be happy with my students' progress? Will I be able to deal with parents? This last question might not be your first priority, but it is something you want to deal with when the time comes and deal with it effectively. It can sometimes mean the difference between a good year and a bad year.

First of all, you need to realize that parents are not the enemy. They are, can be, and should be your ally in helping their child to have a successful school year. First impressions are often extremely important. Some parents make snap judgments about teachers as often as some teachers make snap judgments about students. And we all know how often students make judgments about us! Your first contact with parents must be

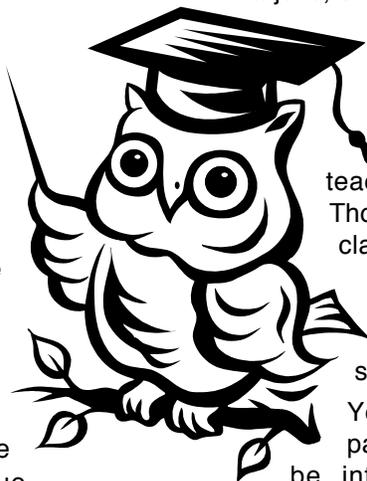
positive.

It is a given that teachers are busy, especially at this time of year. It is a good idea to recognize all the good efforts you see in your classroom with a quick note, phone call or phone message to the parent. Taking the time to let the parent know you appreciate their child's effort, act of kindness, great way s/he avoided conflict, etc., will set such a positive tone that parents will look forward to further contact from you because they are already convinced that you care enough about their children to take the time to include them. This is a huge difference from parents who continually receive negative phone calls. They are certainly more apt to want to work with you to remedy the situation. I have seen the reaction when a colleague called to say something positive about a rather difficult boy. He left a message on their phone tape about what a great job the boy did in helping to keep a class project going smoothly. The parent returned home, listened to the message, could not believe its contents, and decided to speak to the teacher directly. When the parent found that this was not

a joke, she cried and thanked the teacher profusely for making her day, month, and year!

The difference in the boy's behavior was remarkable in that class. Because the teacher shared the incident with his colleagues, some of the boy's other teachers also praised him for his efforts. Those who did had a similar reaction in their classes. Why? Because the boy perceived that these teachers also cared about him and what he did. The others continued to struggle and never understood the significance of a single, positive comment.

You can still ensure good relations with parents without that step. All it takes is to be informative and pleasant in your first conversation with parents. Never call while you are angry or that anger will be the first thing the parents hear because that will form their first impression. Call when you are calm. This serves to calm the parents as well. Just state the situation about which they need information. When I called parents I started off by introducing myself and stating "there's an incident I'd like to tell you about that happened in class today." "Johnny came to class without his required work that was due today. His grade is very much in jeopardy if the work is not handed in. I'd like to see him pass for the quarter, but that will not happen if I don't get the composition that must be revised by Monday. If he does not do the composition, he has nothing to revise. That means 2 zeros, which will decimate his grade." My tone was one of simple transformation of information. I said nothing to indicate I wanted to get back at the student. The parent heard my concern for his grade, *and at the same time I was offering information to help the student still pass.*



By not waiting for the end of the quarter to announce his deficiency, I conveyed my wishes to help the student. The parents receive valuable information, which enables them to intervene with pressure to turn a doomed situation into a success if the student complies. Sometimes students resent this intervention. I can assure you that the parents do not. They see it for what it is - an effort on the teacher's part to help their children.

If I sense that students are feeding incorrect information to their parents, I ask the parents to come in for a conference with the student, the guidance counselor (if possible) and me. It is an eye opener for some parents to hear a concerned, unemotional teacher announce what is important for the students to succeed only to have the students rudely indicate indifference. The message to the parent is clear. The student is the rock that refuses to budge and the teacher is trying anything to get through to him/her. From that point on in the conference, the parent (no matter how impotent before the conference) now wants to work with the teacher to change the situation for the better.

One thing teachers need to remember is that parents talk to other parents. Stories are exchanged, sometimes exaggerated. One topic of interest is teachers in general and their children's teachers in particular. Reputations are made and ruined by gossip. Parents sing the praises of teachers who are helpful and trash those whom they feel do not care about children. It is important to note that **parents think that teachers who never contact them with important information in a timely fashion to help their children are teachers who do not care about their children's future.**

Since parents are so free with their comments, teachers should be concerned that these comments will eventually reach the ears of administrators and the board members. Your career is precious to you. Why take the chance of jeopardizing it? Take the time to cultivate parents. It really is not all that difficult. The rewards are tremendous. Submitted by Adrienne Greenbaum, LILT President, Emerita

ONCE UPON A TIME

This activity allows students to review present, past, future, conditional and subjunctive tenses, and vocabulary. It helps to foster imagination and spontaneous creativity by creating an oral story by building on the previous student's information.

Have the students sit in a circle. The teacher or student may begin the story: "Once upon a time there was a woman who was very tired..." The next student continues: "The woman was so tired because she worked so hard to feed her six children and ten cats..." The next student says: "One day the woman decided to buy a lottery ticket. Several days later she won 6 million dollars." All the students in the circle construct the story until everyone has contributed, the last person finishing with an ending. Anonymously submitted

CEVICHE

There is a theory that pre-Hispanic peoples cooked fish with a fruit called *tumbo*. The Inca's ate salted fish and a chicha-marinated fish dish. The Spanish contributed the Mediterranean custom of using lemons and onions. There are other historians who believe ceviche's origin is Arabian, imported to Peru by Arabian immigrants and re-interpreted by the Peruvians of the coastal areas.

The other version is that some English speaking people, who watched fisherman on the coast of Peru eating their fish directly from the sea with just lemons and salt, said: "See the beach." Since this is a phrase the locals could not repeat, they instead pronounced it "ceviche."

Ceviche is often spelled *seviche*, *sebiche* or *cebiche*, depending on which part of South America it comes from and is seafood prepared in a centuries old method of cooking by contact with the acid of citrus juice instead of heat. It can be eaten as a first course or main dish, depending on what is served with it. The preparation and consumption of ceviche is practically a religion in parts of Mexico, Central America and South America, and it seems as though there are as many varieties of ceviche as people who eat it.



Latin American flavors first found a place in Florida menus with South Florida's new world cuisine in the late 1980's. This cuisine comes from the diverse cooking styles and tropical ingredients of the Caribbean, Central and South America. The people of these regions became fascinated by the tempting flavors of exotic tropical fruits and vegetables. From this fascination, many versions of ceviche were developed.

Dayboat Scallop Ceviche Peruvian Style

- 1/3 quartered and cored sweet bell pepper, diced small
- 1 pound sea scallops cut to a 3/4 inch dice
- 2 tablespoons diced mint leaves (optional)
- 1 small seeded and diced tomato
- 6 ounces extra virgin olive oil
- 2 ounces fresh lemon juice
- 2 tablespoons fresh lime juice
- 2 tablespoons chopped red onion
- Sea salt and black pepper to taste

In a non-reactive mixing bowl, combine the small diced red peppers, scallops, tomato and onions. Mix them well and add the salt and pepper. Mix in the olive oil, lemon juice and lime juice. Then add the mint (if using it) and coriander. Refrigerate for 3 to 6 hours. Remove from the refrigerator, adjust the salt and pepper, and serve.



Reprinted and revised from the Internet, Linda Stradley and Diana Nuñez de Smolij, authors. Submitted by Ron Taub, Emeritus

LILT GENERAL MEMBERSHIP MEETING

SEPTEMBER 28, 2006

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

WHEN: Thursday, September 28, 2006
WHERE: San Marco Ristorante, 658 Motor Parkway, Hauppauge (631) 273-0088
TIME: 4:00 - 7:00 Registration, Cash Bar, Sit down dinner
Meeting Activities* (see below for details)
COST: \$20.00 per person (Check payable to LILT)
RSVP: By **September 12, 2006** to Michele Ortiz, 227 Atlantic Place, Hauppauge, NY 11788

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 12th.

DIRECTIONS:

From Points East: Long Island Expressway (495) to Exit #55, Stay on the service road for about 1/2 mile, turn right onto Motor Parkway. The restaurant is located a 1/2 mile down on the left next to HSBC Bank.

From Points West: Long Island Expressway (495) to Exit #55, at light turn left onto Motor Parkway. The restaurant is located a 1/2 mile down on the left, next to HSBC Bank.

Northern State Parkway Eastbound: Exit #46 (New Highway), at the stop sign turn right (Moreland Rd.). Turn left at the 1st major intersection (Motor Parkway), the restaurant is located 1 1/4 miles on the right.

ACTIVITIES:

Honorees: Lorraine Berger – June Retiree from Half Hollow Hills High School West, Dix Hills

"Chinese Auction" - Receive two (2) free raffle tickets at the door. You may purchase others.

* Many freebies, collegiality and good conversation for all.

CAREFULLY CUT OUT THE FORM BELOW AND RETURN NO LATER THAN SEPTEMBER 12th.



NAME(S) _____

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

TOTAL ENCLOSED (\$20.00 per person) _____ (Checks payable to LILT)

RETURN TO: MICHELE ORTIZ, 227 ATLANTIC PLACE, HAUPPAUGE, NY 11788

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-NYS AFLT REGIONAL CONFERENCE

OCTOBER 11, 2006

This year's LILT-NYS AFLT Regional Conference will be at Great Neck South High School on Saturday, November 11, 2006 from 8 AM until 2 PM, hosted by Toni Sanzeri, Great Neck South Middle School and Andrea Mendicino, Centereach High School.

Some new and exciting workshops will be offered on Creativity, FLES, Inclusion, Podcasts, Smartboards, Lesson Planning, AP Exams, ASL, Culture, and the CST, to name just a few. So, Save the date and remember to register early.

As a result of last year's successful pre-registration, nearly every teacher who pre-registered was able to attend his/her choice of workshops. This procedure will be repeated again this year. Look for more information in our upcoming flyers and on our LILT website, LILTFL.ORG.

The co-chairs, presenters and the LILT Executive Board look forward to welcoming you again to another exhilarating and fruitful regional conference.

Professional Calendar

2006

Sep. 9, 10, Italian Film Festival, Center for Italian Studies, Stony Brook University
Sep. 17 AATI-LI & Commission for Social Justice, Annual Breakfast at Hofstra University
Sep. 22 AATI-LI Professional Meeting, Robbins Lane Elementary School, Syosset, 4 PM
Sep. 28 LILT General Membership Meeting, San Marco Ristorante, Hauppauge, 4-7 PM. RSVP by September 12th
October Italian Heritage & Culture Month, celebrating Leonardo DaVinci (Details at italyculturemonth.org)
Fall AATSP-LI will offer workshops on the Spanish Proficiency Exam and NSE. Watch your AATSP-LI mail for details.
Oct. 6-8 NYSAFLT Annual Meeting, Saratoga Springs (Details at <http://annualmeeting.nysafflt.org>)
Oct. 9 AATILI participates in NYC Columbus Day Parade. All are invited to march.
Oct. 20-21 NIAF Convention, Washington, DC
Nov. 11 LILT-NYSAFLT Regional Conference,

Catch The Global Wave, Great Neck South HS, 8 AM until 2 PM

Nov. 15-16 NADSFL Annual Meeting, Nashville, TN
Nov. 16-19 ACTFL/AATG/AATI Annual Meeting, Nashville, TN
Dec. 8 AATI-LI Christmas Party, Jericho HS, 7 PM
2007
LILT Winter In-Service Workshops begin
March World Language Week
Mar. 5-9 AATI-LI Poetry Contest, Stony Brook University
Mar. 23 Coccia Italian Institute, Annual Student Symposium, Montclair University, NJ
Apr. TBA NE Conference, Marriot Marquis, NYC
Apr. 12-14 AATI-LI Professional Meeting, Robbins Lane Elem. School, Syosset, 4 PM
Apr. 20
April LILT Winter In-Service Workshops end
May 19 AATI-LI Annual Luncheon
Jul. 11-15 Italian AP Workshop, Venetian Hotel, Las Vegas
Nov. 16-18 AATG/ACTFL Annual Meeting, San Antonio, TX

Renew Your Lilt Membership Now

Your 2006 membership expires on December 31, 2006. LILT is a service organization to the language teachers of Long Island. We appreciate your membership and your enthusiastic participation and support of LILT's activities. We look forward to your continued membership and support for 2007. Your 2007 membership is for the *calendar year* and will entitle you to reduced fees for the LILT Winter Workshop series, and the annual Regional Conference. In addition, your membership enables your students to participate in the annual LILT Student Language Competition as well as opportunities for you to apply for awards, and stipends. Continue to grow with us! Renew your membership now for 2007! Please share this information with your colleagues.

In order to enter your students in the LILT 2007 Language Competition, your dues MUST be postmarked by December 31, 2006.

New or lapsed members applying for membership between September 1st and December 31st, 2006 become members for the remainder of 2006 AND all of next year, 2007.

You may use the membership application on the back of this page or download it from LILTFL.ORG. Kindly remember your membership is for the calendar year. ***The number after your name on the mailing label is your year of paid membership.***

JANUARY 2007 LILT NEWSLETTER

Interesting, exciting and informative news and articles for the January 2007 *LILT Newsletter* are due December 1, 2006. Kindly send your submissions to rgentile@LILTFL.ORG. The editor wishes to thank the proofreaders of this edition for their corrections and suggestions: Lillian Carey, Adrienne Greenbaum, Marie Guillet, Anahí Walton-Schafer, Alba Masullo, Michele Ortiz, Nancy Russo-Rumore and Ron Taub.



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

MEMBERSHIP IS FOR THE CALENDAR YEAR

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



LONG ISLAND LANGUAGE TEACHERS, INC. – MEMBERSHIP APPLICATION

PLEASE PRINT VERY CAREFULLY

TODAY'S DATE _____

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

Former Last Name _____

Home Address _____ **New**

City _____ State _____ Zip _____

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

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

School Name/District _____ **New**

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

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

Subjects and levels you teach _____

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

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

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

I WOULD ALSO LIKE TO BE NOTIFIED OF LILT ACTIVITIES BY E-MAIL AT ___HOME, ___SCHOOL.

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

MEMBERSHIP IS FOR THE CALENDAR YEAR