



LILT NEWSLETTER

CELEBRATING 30 YEARS OF EXCELLENCE 1980-2010

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PRESIDENT'S MESSAGE

Dear Colleagues,

As another school year comes to an end, so too does my second presidency (2004-06, 2008-10). As you all look ahead past the many demands required of teachers in June to the joys of summer, I too look forward to handing over the reins of LILT to a new president so that I may regain the personal time I had looked forward to when I retired from teaching in 2002. I have been serving on the LILT Executive Board for nine years. I can most definitely tell you being an officer of LILT has been a great adventure, a great learning experience, and one in which I have used all the skills of having been a department head to help me lead with conviction, vision, foresight, sacrifice and just plain hard work. Through the highs and the lows, I have forged wonderful new friendships, met even more dedicated LOTE professionals, and have come to know, most certainly, that LILT's commitment to LOTE and its students is so very important as a support vehicle. It has been the reason I had again thrown my efforts into this second presidency with such love and loyalty to our organization. You are worth it, the cause of LOTE advocacy is worth it, but most of all, the students are worth it.

The last important piece of news of my presidency, which I must convey, is to inform you that LILT had applied to become an Organizational Member of NYSAFLT in January, 2010. The reality is, as two independent organizations, the constitutions of LILT and NYSAFLT are not aligned. As separate entities there should not be any obligation or expectation to align our constitutions, but rather both constitutions should be respected as separate entities. Therefore, LILT requested waivers of four NYSAFLT requirements for Organizational Membership: 1) to waive the submission of LILT's Employer Identification Number (EIN), which is similar to a Social Security number and is used only with the IRS), 2) to waive the adding of NYSAFLT as an additional insured on LILT's Liability Insurance since LILT's Annual Conference is no longer co-sponsored by NYSAFLT, 3) to waive the use of a gratis display table at

LILT's Annual Conference, and 4) to waive the inclusion of NYSAFLT articles in the LILT Newsletter. (Numbers 3 & 4 are benefits of LILT Association Membership which, as previously reported in my January's President's Message, NYSAFLT declined.) As a result, because NYSAFLT denied these requested waivers, I must unfortunately report that LILT has been unable to become an Organizational Member of NYSAFLT. The mission of both NYSAFLT and LILT remain the same, so rest assured LILT will continue to work toward the same goals of LOTE advocacy, not only with NYSAFLT but with any and all other LOTE organizations now and in the future.

Nothing lasting is ever accomplished alone. If I have provided direction, the LILT Executive Board has provided confidence and commitment implementing new ideas. Together we drafted a major renovation of the LILT Constitution and instituted By-Laws. LILT consolidated all yearly LILT events into a January Activities Booklet (which I initially designed). The Board had the foresight to entertain the idea of online services, and now members may enjoy a complete package of conveniences, such as online registration for Winter Workshops and the Annual Conference, as well as membership renewal. All is now available 24/7 on the website. Happily I was able to engineer, three years ago, an annual conference commitment with SUNY Old Westbury, and the recruitment of some new faces that made seamless transitions into LILT's workforce in various positions, thus keeping LILT's activities afloat.

I am especially grateful to have had a group of LILT officers who have been conscientious self starters, who are unflinchingly dedicated to the purposes of LILT: 1st Vice President **Michele Ortiz**, 2nd Vice President **Anahí Walton-Schafer**, Secretary **Mirtalita Matos**, and Treasurer **Ron Taub**.

The "team" does not end there. There are so many dedicated volunteers who have stepped forward to lead, or who have graciously agreed to continue in their LILT positions. I especially thank the gods for them, because without the following people LILT would never be able to continue the many programs we presently conduct. I am

so very grateful to: **Linda Scalice**, Bay Shore, On-Site Chair of the 2009 LILT Regional Conference, **Dr. Zenaida Madurka**, On-Site Chair of the 2010 LILT Annual Conference, **Dan Saitta**, Presenter Coordinator, **Diana Riccoboni Sommo**, Vendor Coordinator, **Michele Ortiz**, Online Registration Coordinator, and **Ron Taub**, Mail In Registration Coordinator.

I thank the Poster Contest Committee which has been led by Chairperson **Jane Mooney**, **Keryn O'Leary** (2009) and **Rebecca Gutierrez** (2010) Drop-Off Coordinators and all Drop-Off Volunteers, Judge Coordinator **Graceanna Maiello**, and Award Coordinators **Tom Coleman** and **Marie Guillet**.

Since 2002, **Bob Tenaglia** has, despite mounting obligations at work, continued to persevere in leading his committee in the work for the Student Foreign Language Competition. I remain indebted to: Bob, **Dan Saitta**, **Marianne Montemiglio**, **Marisa Diaz y Diaz**, **Martiza Tuohy** and **Filomena Spinelli**, my former colleagues from the Valley Stream CHSD, and Judge & Medal Distribution Coordinator **RonTaub**, who have given LILT many years of meticulous work. Without a judging site there would be no student contest. I would like to give thanks for the generosity of the Syosset CHSD and the Bay Shore SD for allowing LILT to use their sites, and to Coordinators **David Balsamo** (Syosset 2010) and **Linda Scalice** (Bay Shore 2009) for all of their help in making the necessary preparations for judging, and for being there to help us.

The active past presidents of LILT have been relied upon by me with confidence. There are not enough words to thank **Adrienne Greenbaum**, Immediate Past President, who found many hours to discuss LILT matters with me and in addition, graciously accepted two assignments this year: Chair of the Planning Committee and Chair of the Nominating Committee. Let me not forget **Ana Aguiar-Mady** who chaired the 2009 Planning Committee for me despite a whirlwind of familial challenges. My heartfelt appreciation goes to **Joan Militscher**, Awards, Grant and Stipend Committee Chair for her professionalism with this task, and, as always, her sage advice. **Richard Gentile**, who has been editor of our informative and well written *LILT Newsletter*, Caterer Coordinator and Web Master's Assistant for many years now, continues to exert himself in accomplishing many additional things, such as Chair of the Constitution Revision Committee. What a colossal job! He remains a treasured teammate, a sincere friend, and a wise council. Whoever leads this organization quickly finds him to be the honest, loyal, altruistic, unselfish "go to guy" who loves this organization.

Our LILT Historian, who can now vote at Executive Board meetings according to the new LILT Constitution, has been the roving camera at all of our events. Merci beaucoup **Gene Lowenberg** for always being there! Grazie tanto to our newest board member, Interim

Member-at-Large **Riccardo Mancuso**, who informs me he has found his short time on the Board interesting and educational.

There are also some behind-the-scenes workers who seem to magically make things flow for LILT. If you have found our website an excellent resource, it is because it has been in the good hands of **Rich Hance**, Webmaster Extraordinaire. Database maintenance and many other clerical duties can easily overwhelm but thankfully have been performed by **Marjean Burke** (2002 – 2009), and presently by **Pat Miller**.

To all who have, during these past two years, volunteered to give a workshop for either our Winter Workshop Programs or the Annual Conferences, I, along with the LILT Executive Board, highly value your professionalism, and thank you for your generosity in being willing to share with your colleagues and give back to your profession. I would like to recognize the following 2010 Workshop Presenters as I have previously mentioned other past presenters in previous President's Messages. A wholehearted thank you to: **Tania De Simone**, **Fran Malkin**, **Arlene Northcote**, **Holly Taplin**, **Crissy Unkenholz**, **Araceli Vidal**, **Anthony Vittorino**, **Anahí Walton-Schafer**, and **Richard Zawislak**.

Let me not forget to tell you, our members, that I am happy to know from many of you how much you value the work of the people mentioned above. I thank you for taking the time to tell us that you appreciate our work. It is satisfying to know we are answering the professional needs of the majority of our members. This reaffirms for us the main reasons we do this work as volunteers. Your support by your participation is motivating. We still need more of you to attend our Winter Workshops and our Spring and Fall Membership Meetings. Those numbers have been waning, and we urge you to attend these events. As I said when I began this presidency, there are leaders among you and LILT needs to find YOU! Step forward and take on our work; if not, surely this organization cannot continue to provide this level of options for LOTE educators indefinitely. Yes, LILT wants you to take, but it also needs you to give back to this organization. I am sure that if you do, you will find this work as rewarding as many have. Please do consider it! Help to keep the "LILT" in many members' voices.

I am, and will be forever grateful to all of those mentioned above. If I have forgotten to mention anyone, please forgive me. The success LILT has experienced in these two years has not been due to mere luck, but rather dogged perseverance and hard work; it has been good, satisfying work indeed! All of us should be proud of the work we all did together. May LILT continue to grow and thrive in the years to come.

Sincerely,

Nancy L. Russo-Rumore

EDITORIAL

Congratulations to Nancy Russo-Rumore, LILT's outgoing President for completing a very fruitful second term, and for all the constant, difficult and dedicated work she has done to make LILT a stronger and more viable organization. She leaves LILT in a wonderful state of affairs, and all LILT members owe her a great debt of gratitude.

With the difficulties of our present state, national and worldwide economies, LOTE education in the United States now faces a difficult future. No LOTE teacher can become complacent or indifferent about his/her position no matter how many years he/she has been teaching. In certain states complete languages have been eliminated (with the exception of Chinese), and even complete LOTE departments. We have always been, and may continue to be, the stepchild of academic study in the United States. With New York State proposing the elimination of Regents Exams, school districts may soon consider a third year of LOTE study an unnecessary frill. In the 1950's a third year of LOTE study was rare since a Regents Exam was given after two years. History does repeat itself, and one of the ways LOTE teachers can help themselves is to become more involved in LILT and other LOTE organizations. One cannot always be taking without giving back because soon the well will run dry, and should that happen, no one can fault the decrease or demise of LOTE study in New York and the United States other than LOTE teachers themselves. There are always excuses for not becoming more involved, but they will pale in comparison to not being able to find gainful employment in one's chosen field.

In the present economic climate we should be ever mindful of Dante Alighieri's (1265-1321) quote from his *Divine Comedy: The hottest places in hell are reserved for those who, in a period of moral crisis, maintain their neutrality.*

LILT SPRING MEMBERSHIP MEETING AND PRESENTATION OF NEW OFFICERS

LILT'S SPRING MEMBERSHIP MEETING AND PRESENTATION OF NEW OFFICERS WILL TAKE PLACE ON TUESDAY, MAY 25TH, 2010 AT THE SAN MARCO RISTORANTE, HAUPPAUGE, 4-7 PM, AT A COST OF \$31 PER PERSON. FURTHER INFORMATION WILL BE MAILED HOME AND WILL ALSO APPEAR ON LILT'S WEBSITE, WWW.LILTFL.ORG.

MAY 15TH IS THE DEADLINE FOR PAYMENT.

SEE THE CENTER PAGES OF THIS EDITION FOR THE CANDIDATES' BIOGRAPHIES AND STATEMENTS, AS WELL AS ON LILT'S WEBSITE, LILTFL.ORG.

CELEBRATE LILT'S 30TH ANNIVERSARY NASSAU COUNTY MUSEUM OF ART MAY 15, 2010

COME AND SHARE A SPRING DAY WITH LILT AND VISIT THE NASSAU COUNTY MUSEUM OF ART IN ROSLYN AT 11AM TO NOON (1 MUSEUM DRIVE, ROSLYN HARBOR; (516) 484-9338) WITH A FRIEND, COLLEAGUE, SPOUSE OR SIGNIFICANT OTHER.

A MUSEUM DOCENT WILL GIVE MEMBERS A TOUR OF THE LATEST EXHIBIT, *DUBUFFET, MIRO, BASQUIAT AND BOTERO*. AFTERWARDS YOU CAN BROWSE THE GIFT SHOP, AND THEN JOIN OTHER LILT MEMBERS FOR LUNCH AT THE CAFÉ MUSÉE AT 12:30 PM. THE CAFÉ PROVIDES A DELIGHTFUL AND AFFORDABLE LIGHT LUNCH MENU, INCLUDING SANDWICHES, SUCH AS: BLACK FOREST HAM, OVEN ROASTED TURKEY, HOUSE ROAST BEEF, AND VARIOUS SALADS: CHICKEN CAESAR, LEMON SCENTED TUNA, AND SEASONAL GRILLED VEGETABLE WRAPS. LILT HAS RESERVED TWO TABLES. AFTERWARDS YOU MAY STROLL THROUGH THE SCULPTURE GARDEN AT YOUR LEISURE.

THE DOCENT TOUR IS \$12 PER PERSON. KINDLY MAKE YOUR CHECK PAYABLE TO LILT AND SEND IT TO NANCY RUSSO-RUMORE, LILT PRESIDENT, 3 BIRCHWOOD PARK DRIVE, SYOSSET, NY 11791. THE LUNCH ENTRÉES ARE UNDER \$10 AND MEMBERS WILL PAY FOR THAT INDIVIDUALLY, AS WELL AS THE \$2 PARKING FEE. (IT WOULD BE WISE TO CAR POOL IF YOU CAN.) WHEN YOU SEND YOUR CHECK, REMEMBER TO MENTION YOU WILL BE STAYING FOR LUNCH SO A PLACE WILL BE RESERVED FOR YOU. IF YOU DON'T RESERVE IN ADVANCE, LILT CANNOT GUARANTEE A SPACE IN THE CAFÉ.

ALSO REMEMBER TO INCLUDE YOUR NAME, PHONE NUMBER AND E-MAIL ADDRESS WHEN YOU SEND YOUR CHECK

THE DEADLINE FOR ALL THE ABOVE IS APRIL 26TH.

THIS INFORMATION WILL ALSO BE POSTED ON LILT'S WEBSITE, LILTFL.ORG.

THANK YOU

To **Mirtalita Matos** for serving as LILT's secretary for the last two years, and for her always gracious and diligent service. She leaves the Executive Board for personal reasons, and she will be missed.

CONGRATULATIONS

To LILT member **Marie Nuzzi** was inducted into the St. Agnes Academic High School Hall of Fame at

Homecoming on April 24, 2010. Fellow Hall of Famer Pres. Nancy Russo-Rumore nominated Marie for this honor.

To **Maria Tedeschi** of North Bellmore has received the Richard Gazzola Teacher Fellowship Award from the New York State PTA and a \$1,000 grant for advanced graduate study that will allow her to “improve her teaching skills and professional knowledge.”

Tedeschi has been an American Sign Language teacher in West Islip school district for two years and was an ASL teacher in Rochester. She is a member of the Long Island Language Teachers Association. *Reprinted from Newsday, April 4, 2010. Submitted by Nancy Russo-Rumore and Ron Taub.*

LEAVE REPLACEMENT IN ITALIAN

Rocky Point High School is looking for a foreign language leave replacement for Italian for an unspecified period of time Please call 744-1604 ext. 7505 as soon as possible if you are interested, or if you know a candidate, please contact: William B. Caulfield, Principal, Rocky Point High School, wcaulfield@rockypoint.k12.ny.us, (631) 744-1604, ext. 7505.

ACTFL/VISTA HIGHER LEARNING

ACTFL and Vista Higher Learning will be giving a scholarship to first time attendees of the ACTFL convention (\$200 for expenses and teaching materials). The deadline is July 22, 2010. Go to www.actfl.org for further information.

GALÁPAGOS ISLANDS

Toyota Motor Sales, USA, Inc. in conjunction with the Institute of International Education, is fully funding a professional development program to the Galápagos Islands, Nov. 20-Dec. 4, 2010. The deadline to apply is May 26, 2010, and is open to full-time classroom teachers and librarians of all subjects, grades 6-12. Go to www.toyota4education.com for further details.

FREELANCE WORK

Legal Language Services (www.legallanguage.com) is seeking fluent speakers of languages other than English as interpreters and/or translators. All work is on a freelance basis, no experience necessary. Contact Elizabeth Fitzgerald at (212) 766-4187 for further information. *LILT does not endorse this company in any manner whatsoever - for informational purposes only.*

THE GOETHE INSTITUTE

The Goethe Institute New York has launched its first trilingual (German, English and Spanish) cross-cultural interactive youth portal in the USA, Canada and Mexico called *Todo Alemán*. The site is designed to help boost German as “an important language in an increasingly global and multilingual environment.” *Todo Alemán* is designed for young people across the globe who are interested in everything German, be it soccer, fashion or music. It provides a unique mix of languages and cultural

input. For more information contact Michael Hoefig, Goethe-Institut New York (Atlanta office), at (404) 538-2047 or by e-mail: hoefig@newyork.goethe.org. *Submitted by Jane Mooney, Emerita.*

FOREIGN LANGUAGES FADE IN CLASS - EXCEPT CHINESE

WASHINGTON — Thousands of public schools stopped teaching foreign languages in the last decade, according to a government-financed survey — dismal news for a nation that needs more linguists to conduct its global business and diplomacy.

Experts attribute the surge in Chinese language classes to parents’ belief that fluency can open opportunities down the road. But another contrary trend has educators and policy makers abuzz: a rush by schools in all parts of America to offer instruction in Chinese.

Some schools are paying for Chinese classes on their own, but hundreds are getting some help. The Chinese government is sending teachers from China to schools all over the world — and paying part of their salaries. At a time of tight budgets, many American schools are finding that offer too good to refuse.

In Massillon, Ohio, south of Cleveland, Jackson High School started its Chinese program in the fall of 2007 with 20 students and now has 80, said Parthena Draggett, who directs Jackson’s world languages department. “We were able to get a free Chinese teacher,” she said. “I’d like to start a Spanish program for elementary children, but we can’t get a free Spanish teacher.” (Jackson’s Chinese teacher is not free; the Chinese government pays part of his compensation, with the district paying the rest.)

No one keeps an exact count, but rough calculations based on the government’s survey suggest that perhaps 1,600 American public and private schools are teaching Chinese, up from 300 or so a decade ago. And the numbers are growing exponentially. Among America’s approximately 27,500 middle and high schools offering at least one foreign language, the proportion offering Chinese rose to 4 percent, from 1 percent, from 1997 to 2008, according to the survey, which was done by the Center for Applied Linguistics, a research group in Washington, and paid for by the federal Education Department. “It’s really changing the language education landscape of this country,” said Nancy C. Rhodes, a director at the center and co-author of the survey.

Other indicators point to the same trend. The number of students taking the Advanced Placement test in Chinese, introduced in 2007, has grown so fast that it is likely to pass German this year as the third most-tested A.P. language, after Spanish and French, said Trevor Packer, a vice president at the College Board. “We’ve all been surprised that in such a short time Chinese would grow to surpass A.P. German,” Mr. Packer said.

A decade ago, most of the schools with Chinese

programs were on the East and West Coasts. But in recent years, many schools have started Chinese programs in heartland states, including Ohio and Illinois in the Midwest, Texas and Georgia in the South, and Colorado and Utah in the Rocky Mountain West.

“The mushrooming of interest we’re seeing now is not in the heritage communities, but in places that don’t have significant Chinese populations,” said Chris Livaccari, an associate director at the Asia Society. America has had the study of a foreign language grow before, only to see the bubble burst. Many schools began teaching Japanese in the 1980s, after Japan emerged as an economic rival. But thousands have dropped the language, the survey found. Japanese is not the only language that has declined. Thousands of schools that offered French, German or Russian have stopped teaching those languages, too, the survey found. To prepare the survey, the Center for Applied Linguistics sent a questionnaire to 5,000 American schools, and followed up with phone calls to 3,200 schools, getting a 76 percent response rate. The results, released last year, confirmed that Spanish was taught almost universally. The survey found that 88 percent of elementary schools and 93 percent of middle and high schools with language programs offered Spanish in 2008.

The overall decline in language instruction was mostly due to its abrupt decline in public elementary and middle schools; the number of private schools and public high schools offering at least one language remained stable from 1997 to 2008. The survey said that a third of schools reported that the federal No Child Left Behind law, which since 2001 has required public schools to test students in math and English, had drawn resources from foreign languages.

Experts said several factors were fueling the surge in Chinese. Parents, students and educators recognize China’s emergence as an important country and believe that fluency in its language can open opportunities. Also stoking the interest has been a joint program by the College Board and Hanban, a language council affiliated with the Chinese Education Ministry, that since 2006 has sent hundreds of American school superintendents and other educators to visit schools in China, with travel costs subsidized by Hanban. Many have started Chinese programs upon their return. Since 2006, Hanban and the College Board have also sent more than 325 volunteer Chinese “guest teachers” to work in American schools with fledgling programs and paying \$13,000 to subsidize each teacher’s salary for a year. Teachers can then renew for up to three more years. The State Department has paid for a smaller program — the Teachers of Critical Languages Program — to bring Chinese teachers to schools here, with each staying for a year.

In the first two years of its Chinese program, the Jackson District in Ohio said it had provided its guest teacher

housing, a car and gasoline, health insurance and other support worth about \$26,000. This year, the district is paying a more experienced Chinese guest teacher \$49,910 in salary and other support, in addition to the \$13,000 in travel expenses he receives from Hanban, bringing his compensation into rough parity with Ohio teachers.

Ms. Draggett visited China recently with a Hanban-financed delegation of 400 American educators from 39 states, and she came back energized about Jackson’s Chinese program, she said. “Chinese is really taking root,” she said. Starting this fall, Jackson High will begin phasing out its German program, she said.

Founders of the Yu Ying charter school in Washington, where all classes for 200 students in pre-kindergarten through second grade are taught in Chinese and English on alternate days, did not start with a guest teacher when it opened in the fall of 2008. “That’s great for many schools, but we want our teachers to stay,” said Mary Shaffner, the school’s executive director. Instead, Yu Ying recruited five native Chinese speakers living in the United States by advertising on the Internet. One is Wang Jue, who immigrated to the United States in 2001 and graduated from the University of Maryland. After just four months, her pre-kindergarten students can already say phrases like “I want lunch” and “I’m angry” in Chinese, Ms. Wang said. *Reprinted from The New York Times, January 20, 2010. Submitted by the Editor.*

Do not fear to be eccentric in opinion, for every opinion now accepted was once eccentric. Bertrand Russell (1872-1970) philosopher, mathematician, author, and Nobel Laureate.

CANDIDATES 2010-2012

The following candidates for LILT Offices (2010-2012) were presented by the Nominating Committee to the LILT Executive Board, which the Board approved on April 8, 2010. Voting will take place via mail-in ballot, soon to arrive at your home.



President – Michele Ortiz (BA, Italian Studies, MA, Liberal Studies, and SAS, SDA and Post Graduate Certificate, all from Stony Brook University) Michele is presently a Teacher on Special Assignment for Levittown Public Schools, and has taught Italian and Spanish for the past 17 years,

with the last 4 years as Department Chair of World Languages, Division Avenue HS. Michele has served LILT as First and Second Vice President, has co-chaired Regional Conferences and Winter Workshops, and is LILT’s On-Line Registration Coordinator.

Candidate’s Statement: “I am honored to be considered for the position of LILT President. I have worked diligently over the last four years as 1st and 2nd Vice

President. I plan to continue the work of those who have served before me with great effort and pride."



First Vice President – Anahí Walton-Schafer (BA, History, University of Buenos Aires; MA, Latin American History; MA, Hispanic Language and Literature; Graduate Certificate in Education

Leadership, all from Stony Brook University) Anahí teaches Spanish at Northport HS, FLEX at Norwood Elementary School, and has served LILT as Secretary and 2nd Vice President, as well as presenting workshops and contributing articles to the *LILT Newsletter*. She was a member of NYSAFLT's Leaders of Tomorrow, received a grant from BOCES for her project, *Young LOTE Learners As Authors*, and received a Teacher Achievement Award from the Northport School District.

Candidate's Statement: "LILT is in great shape and serves its constituency well. As First Vice President, I will strive to ensure that LILT continues to offer high quality professional development opportunities, keeps in sync with its membership, and advocates for the study and teaching of LOTE."



Second Vice President – Janet Loehr (BS, Education; MA, Chinese, both from St. John's; doctoral work in Asian Studies at St. John's) Janet retired from the West Islip Schools where she taught Spanish, Social Studies, Chinese and FLES. She teaches at a Chinese summer camp for Asian adoptees, has proofed several Chinese grammars, and gives calligraphy demonstrations.

Candidate's Statement: "I have been a member of LILT for over 20 years. My association with LILT has greatly enhanced my teaching effectiveness in the classroom and as a mentor to new teachers. The sharing of information and techniques presented at various LILT workshops and in the *LILT Newsletter* create an excellent support system. I believe this support should continue. Therefore, I maintain my membership in retirement and seek to give back something to the organization that has given so much to others. As Second Vice President I will be in a position to use my talents to assure that teachers of world languages will be recipients of the expertise of LILT members. In our present global society we owe it to our students and our country to spread cultural awareness, interchange, and understanding in any way possible. As a member of LILT or an officer, this will always be one of my personal goals."

Secretary - Richard Zawislak (BA, French and Italian; MS Ed, TESOL, both from Queens College, CUNY, and



has studied at the Università per Stranieri, Perugia, and the Université Laval, Québec) Richard was the 2001 recipient of LILT's Lucille DiPietro Lambert Student Award for Excellence in Second Language Studies, and presently teaches French and Italian in the Bellmore-Merrick Central High School District, high school and

middle school. He also teaches Italian in the Language Center of Lifelong Learning, Nassau Community College.

Candidate's Statement: "As a foreign language educator I have found LILT to be an invaluable resource. Because of this, I feel moved to give back to this great organization. In LILT I have found a group of like-minded individuals who value, and believe in promoting foreign language education. I would be proud to play a more active role in LILT as I so strongly believe in what it stands for. I am, therefore, seeking the position of secretary."



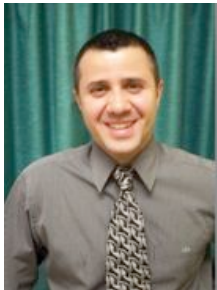
Treasurer – Ron Taub (BA, Spanish, SUNY Stony Brook; MA, Secondary Education, Hofstra University; Certificate in Administration and Supervision, Hofstra University; CAS Certification) Ron taught in

Kings Park where he was Department Chairman (He introduced Italian to the district.), and after retiring, was Director of Foreign Language Student Teaching Pedagogy at SUNY Stony Brook for two years. He was a LI Director, Registration Co-Chair and AV Chairperson for NYSAFLT, and is now serving LILT as Treasurer, Judge Coordinator, and Chief Administrator for Online Services. He has also served on LILT's Executive Board as 1st and 2nd Vice President, President, and has co-chaired Regional Conferences.

Ron has also participated in a five week Suffolk County Rotary Group Study Exchange Program Team to Bolivia.

Candidates Statement: "I was first elected to the position of LILT Treasurer in 9/86 and held that position until 6/98. I pride myself in making sure that the monies in the Treasury are accounted for down to the penny and are spent wisely with receipts accompanying each expenditure. In 6/98, when I was elected LILT 2nd VP and began moving up the Executive Board ladder, I had to relinquish the Treasury to another individual. Three times, I was reappointed Treasurer along with my current Executive Board position to help out when a Treasurer could not complete his/her term. I was finally reelected to the position of Treasurer in 6/08 and hold that job today. I have seen the LILT Treasury grow from an operation that handled its dues, Conference and Winter Workshop registrations only with mail-in money

orders and checks to one that now processes all of the above transactions, with the addition of Internet payment options, that allow our members the convenience of paying via PayPal, VISA, American Express or MasterCard from one's computer. As the Chief Administrator of Online Services, I have taken great pride in seeing LILT's financial operations march into the 21st century, and look forward to continuing that progress as Treasurer in the future."



Member-At-Large – Riccardo Mancuso (BA, Italian Studies; MA, Romance Languages and Literatures, both from Stony Brook University, with Italian and Spanish certifications.) Riccardo immigrated from Italy at 15 with his family, and one of his first obstacles was learning English in which he became semi-fluent in six months. His initial

difficulties learning English, combined with his love of Italian, permitted him to discover different methodologies for language acquisition. He teaches both Italian and Spanish at North Country Road Middle School, and for the last seven years has been active in NECTFL. Riccardo was appointed interim Member-At-Large in January 2010 when LILT's new constitution took effect.

Candidate's Statement: "As LILT's Member-At-Large, I hope to bring my ideas to improve LOTE instruction. In my classroom, for example, I use different pedagogical and technological tools that students are acquiring, and my ability to use these tools help me spark students' desire to learn about other cultures and traditions. I am a hard working individual who welcomes any challenge. I believe I possess the capabilities to be an effective Member-At-Large."

WILL AMERICAN SIGN LANGUAGE BECOME OBSOLETE?

There is much controversy about the use of the Cochlear Implant (CI) in the hearing and non-hearing community. It has been said, among other things, that having the 3-5 hour surgery destroys any hearing the person does have, and that CIs do not work for all kinds of hearing loss. Others argue that in addition to the CI, a deaf person should keep all options open by being able to communicate using ASL since the CI must be removed when showering, swimming, during hospitalizations or when equipment breaks. Why not have both methods of communication? The question for LOTE administrators sometimes arises: *Will American Sign Language become obsolete? Should we continue to offer ASL?* The following is an article that may be of interest.

WHAT WILL BECOME OF AMERICAN SIGN LANGUAGE?

Cochlear implant surgery for babies and toddlers as soon as they are identified as deaf has become popular. Due to advances in newborn screening of hearing

disorders and the safety of the surgery, more parents of deaf children are opting to have their children implanted as early as age 1. The swift decision means fewer families and their deaf children are bothering to learn American Sign Language.

That raises a concern over what will happen to sign language in the years ahead. About 400,000 Americans are fluent users of American Sign Language.

Until the past five years or so, cochlear implants were considered risky for young children. Some teachers of the deaf recommended that parents wait and let the child decide whether to get implants or use sign language. But such advice comes with a cost: A child who waits too long to hear might never become proficient in oral language. As scientific evidence accrues that children learn spoken language better if implanted before age 3, the recommendation to wait has faded.

Still, some experts advocate learning sign language even if children receive implants. Learning sign language is a safeguard that allows a young child to develop communication skills prior to receiving the implant. And sign language is there if, for any reasons, the implants do not help a child sufficiently.

"We're trying to impress upon the medical community and on those who are nay sayers that you can develop American Sign Language and you can develop spoken language at the same time. The brain has the capacity to do that," says Debra Nussbaum, coordinator of the Cochlear Implant Education Center at Gallaudet University in Washington, D.C., a famous college for deaf people.

"It's remarkable technology but I do think it's been overplayed and hyped a little more than it should be for all children," Nussbaum says of the cochlear implants. "The outcomes vary among children. I have seen kids who do great and others who still can't speak well."

Audiologists, doctors and teachers agree the foremost predictor of success is how hard parents, audiologists and educators work with the child to make use of the implants.

"We don't want to present to parents that (cochlear implants) is a cure," says Margaret Winter, coordinator of the Children's Auditory research and Evaluation Center at the House Ear Institute in Los Angeles, which performed the first pediatric cochlear implant. "We are giving them another avenue to access sound, and what they do with the information depends on many things we don't understand. We know there is more to it than just putting a cochlear implant in a child." *Reprinted from The Los Angeles Times, August 3, 2009, Submitted by Nancy Russo-Rumore.*

ASL STATISTICS

Research by Lane, Hoffmeister and Bahan suggests in a study, published in 1996, that ASL ranks after Spanish, Italian, German and French in sequence of highest

percentage in use, if English, the most commonly used language, is excluded.

They also suggest that ASL ranks six in the USA with estimated users in the order of 500,000 to 2,000,000 signers (speakers). Further information can be found in *A Journey Into The Deaf World*, by Harlan Lane, Robert Hoffmeister, and Ben Bahan, Dawn Sign Press, San Diego, California, 1996. *Submitted by Nancy Russo-Rumore.*

GENE TEST SHOWS SPAIN'S JEWISH AND MUSLIM MIX

The genetic signatures of people in Spain and Portugal provide new and explicit evidence of the mass conversions of Sephardic Jews and Muslims to Catholicism in the 15th and 16th centuries after Christian armies wrested Spain back from Muslim control, a team of geneticists reports.

Twenty percent of the population of the Iberian Peninsula has Sephardic Jewish ancestry and 11 percent have DNA reflecting Moorish ancestors, the geneticists have found. Historians have debated how many Jews converted and how many chose exile. "One wing grossly underestimates the number of conversions," said Jane S. Gerber, an expert on Sephardic history at the City University of New York.

The finding bears on two different views of Spanish history, said Jonathan S. Ray, a professor of Jewish studies at Georgetown University. One, proposed by the 20th-century historian Claudio Sánchez-Albornoz, holds that Spanish civilization is Catholic and other influences are foreign; the other sees Spain as having been enriched by drawing from all three of its historical cultures, Catholic, Jewish and Muslim.

The study, based on an analysis of Y chromosomes, was conducted by biologists led by Mark A. Jobling of the University of Leicester in England and Francesc Calafell of the Pompeu Fabra University in Barcelona. They developed a Y chromosome signature for Sephardic men by studying Sephardic Jewish communities in places where Jews migrated after being expelled from Spain in 1492 to 1496. They also characterized the Y-chromosomes of the Arab and Berber army that invaded Spain in A.D. 711 from data on people living in Morocco and Western Sahara.

After a period of forbearance under the Arab Umayyad dynasty, Spain entered a period of religious intolerance, with its Muslim Berber dynasties forcing Christians and Jews to convert to Islam, and the victorious Christians then expelling Jews and Muslims or forcing them to convert. The new genetic study, reported online on Thursday in the *American Journal of Human Genetics*, indicates there was a high level of conversion among Jews.

Because most of the Y chromosome remains unchanged from father to son, the proportions of Sephardic and

Moorish ancestry detected in the present population are probably the same as those just after the 1492 expulsions. A high proportion of people with Sephardic ancestry was to be expected, Dr. Ray said. "Jews formed a very large part of the urban population up until the great conversions," he said.

Dr. Ray raised the question of what the DNA evidence might mean personally. "If four generations on I have no knowledge of my genetic past, how does that affect my understanding of my own religious association?"

The issue is one that has confronted Dr. Calafell, an author of the study. His own Y chromosome may be of Sephardic ancestry — the test is not definitive for individuals — and his surname is from a town in Catalonia; Jews undergoing conversion often took surnames from place names. But he does not regard his Y chromosome as a strong link to the Sephardic heritage. Assuming no inbreeding, he would have had more than one million living ancestors in A.D. 1500. "My full ancestry is made of many different individuals, and my Y chromosome tells me just about one of them," he said. *Reprinted from The New York Times, December 4, 2008. Submitted by Ahaní Walton-Schafer* (NB Many Conversos took holy names [Santamaría, Sampedro, Santa Cruz] to pre-empt being targeted by Inquisitorial investigations.)

LANGUAGES SMARTEN UP YOUR BRAIN

Most people learn languages to help them communicate. Now a study of recent research into brain function reveals that students could be gaining a lot more from their pursuit of linguistic skills, says David Marsh

The chief reason most people want to learn English is to be able to communicate in the language and forge pathways into the wider world. Now a study published by the European Commission reveals that learning an additional language such as English may bring benefits that go beyond the ability to use the language itself. This report has implications for why, when and how we teach and learn English as a second or foreign language.

The report, entitled *The Contribution of Multilingualism to Creativity*, includes a statistical analysis of key research into the impact that knowing and using more than one language has on thinking and the brain. It argues that there is a dovetailing of results between studies conducted over the last 40 years, including recent findings from the neurosciences. The research, often involving the use of neuro-imaging techniques, is helping us to understand more clearly what happens in the brain when a person learns or uses more than one language.

One of the significant findings for English language teaching is that changes in the brain's electrical activity may occur much earlier than previously thought. It has been assumed that only command of different languages at very high levels would have an impact on brain function. But this study suggests that changes in the

brain may start even in the earlier stages of language learning. This has implications for not only recognizing the value of partial language competences, but also for understanding why certain language learning methodologies bring better results than others.

The report identifies six areas in which the multilingual mind differs in some way to the monolingual mind. The term multilingual is used to describe people who use more than one language in their day-to-day lives. What we believe is significant about the evidence clusters is the similarity of outcomes resulting from different research approaches, and how they strengthen the position of foreign language learning by describing distinct types of added value. Most of the advantages described support overall competence-building for life and work in modern, information-rich, internet environments.

The benefits reported include enhanced capacity for learning whereby knowledge of languages can lead to superior memory function, especially short-term working memory. This enables the brain to hold information longer while the thinking processes are engaged, which can have a profound impact on cognitive function. One implication is the positive impact of languages on the learning of other subjects.

Another cluster concerns enhanced mental flexibility. This involves neural pathways being opened up, which extends the capacity to think and opens access to differing avenues for thought. Languages appear to exercise the brain as if it were a muscle and flexibility links directly to the development of digital literacies. For instance, some of the research in this area looks at the advantages of language knowledge in relation to the speed and accuracy of decision making when using multimedia such as gaming.

Enhanced problem-solving capability is also reported. This involves superior performance in problem solving, which is cognitively demanding, including abstract thinking skills, higher concept formation skills and creative hypothesis formulation. It is about strengthening our capacity to identify, understand and solve problems. One aspect is the ability to ignore distracting and irrelevant information and focus on a given task. Another involves further development skills in the simultaneous handling of more than one task at a given time, otherwise known as multi-tasking.

Greater understanding of how language functions and is used to achieve specific goals in life acts as the fourth cluster. This meta-linguistic ability involves being able to go beyond the words, helping an individual develop communication skills in both their first language and others. This is closely linked to enhanced interpersonal communication awareness and skills whereby people are better able to perceive the communicative needs of others, be more insightful in reading situations through contextual sensitivity, and develop interactional skills in

communication.

Finally the study reports on research that links knowledge of languages to a slowdown of age-related mental diminishment such as certain forms of dementia. Language knowledge appears to reduce the rate of decline of certain cognitive processes as a person ages, by helping the brain tolerate pathologies. This resistance to neuropathological damage is considered to be in the range of two to four years. Delays in mental decline of even up to six months are viewed as having considerable implications for individuals, their families and public health.

Although we have not yet reached that eureka moment where a direct causal link between learning languages and specific cognitive advantages can be proven, the evidence is building up fast. Since 2000 there has been a steady increase in the number of reports being published within what is loosely termed the educational neurosciences, and some of these have direct implications for English language professionals.

The cognitive neurosciences stress the need for powerful learning environments, and yet not enough of our language education is spent encouraging learners to engage in higher-order thinking about meaningful content that fires up the brain.

David Marsh is research co-ordinator at the Continuing Professional Development Centre of Jyväskylä University, Finland, and co-ordinator of The Contribution of Multilingualism to Creativity. The report is at <http://bit.ly/multiling>. *Reprinted from The Guardian Weekly Global Network (UK), January 14, 2010. Submitted by Nancy-Russo Rumore.*

FROM AROUND THE GLOBE, SERVING NEW YORK

The New York Police Department has sent its officers to 11 cities around the globe — even once dispatching a husband and wife to Abu Dhabi. But the return from the world has been far greater.

Of the 5,593 officers hired since July 2006, when the department began tracking the nationalities of police officers, 1,042 of them were foreign-born — hailing from 88 countries, according to department records.

The Dominican Republic leads the way, with 263 officers born there. The list also includes nations that would have been well represented two generations ago: Italy, Ireland and Germany, for example. But those three countries account for a total of only eight officers, far surpassed by those born in Haiti, 78; Jamaica, 59; Pakistan, 29; and Russia, 18.

The department has made a concerted effort to become more diverse: Recruitment advertisements are now routinely placed in foreign-language newspapers, and new recruits are categorized by their potential to be trained for certain assignments — like counterterrorism or community affairs — based on their language, culture or place of birth, something Police Commissioner

Raymond W. Kelly refers to as “selective certification.”

Those who claim proficiency in a language other than English are subjected to a Berlitz test to assess expertise in writing, speaking and reading. Language skills in demand include Arabic and its dialects, Russian, Hindi and Mandarin.

Now there are officers who can translate for those who do not speak English — helping eliminate a language barrier for people in need of police assistance, and assisting suspects who may have trouble understanding their rights or the reason for their arrest. “If we are able to speak their language, if we are able to understand cultural differences, it makes it easier to do this complex and demanding job,” Mr. Kelly said. “It just, in my judgment, makes common sense.”

It has all worked to shatter past notions of a police force made up mostly of white men of European descent who followed their fathers and grandfathers onto the job. That, Mr. Kelly said, “has changed dramatically, and it has changed for the better. As the city has become more diverse, the department has become, I believe, the most diverse police department in the world and we’re proud of it, and we want to continue to maintain our diversity. It’s good for policing; it makes us a more effective organization.”

The department’s newest class of rookies underscores the trend. Of the 250 new officers who graduated last Monday, 65 of them were foreign-born, hailing from 23 countries, the police said. Those officers spoke a total of 28 different languages, including Bengali, Punjabi, Yoruba and Creole.

Thomas A. Reppetto, a police historian and author, said the diversification of the department was consistent with the age-old trend of new immigrants supplanting the old. “That is the story of New York,” he said. “It has always been an immigrant city, and eventually the new immigrants are reflected in the municipal work force.”

*Reprinted from The New York Times, January 4, 2010.
Submitted by the Editor.*

THE NEED FOR FOREIGN LANGUAGE COMPETENCE IN THE UNITED STATES.

In the words of Senator Paul Simon, the United States is a “linguistically malnourished” country compared with many other nations. Despite the large number of individuals from other language and cultural backgrounds who live in various communities throughout the United States, relatively few Americans can boast proficiency in a language other than English. While ample opportunities exist in many other countries to develop proficiency in a second language, exposure to foreign languages in the United States is far from adequate.

Why Aren't More U.S. Citizens Proficient In Foreign Languages? Problems related to foreign language instruction in the United States have been both

quantitative and qualitative. Significant trends, such as those begun with the passing of the National Defense Education Act (1958), have sparked interest in foreign language study in this country, but interest has never been sustained over a long enough period to result in the development of appreciable levels of foreign language proficiency. Unfortunately, the notion that foreign language instruction is an essential component of the school curriculum has never taken hold for a sustained period of time, and language study in general has sometimes suffered from being thought of as an educational fad. Although the number of secondary school and undergraduate college students studying a foreign language in this country was never very substantial, this number dropped rather dramatically in the mid 70s, and very few elementary school students were exposed to foreign language instruction in the classroom. Although the increased numbers of individuals studying foreign languages at all levels of the school system at present give rise to optimism, a primary concern must be to find a way for foreign languages to remain part of the standard school curriculum.

Qualitatively, foreign language instruction in this country has focused on the development of formal structural knowledge rather than on communicative competence. Fortunately this is now changing throughout the country as more and more teachers are making use of innovative teaching approaches that promote the use of the foreign language for meaningful interaction. Thus the outlook for the future is good if the present trends are sustained, but it will be many years before we will feel the effects of having had a generation grow up with foreign language training at all levels of the school system.

What Are Some Consequences Of Language Incompetence? The geographic isolation of the United States and the growing importance of English in the world have contributed to giving Americans a false sense of security vis-à-vis their need for foreign language competence. The fact is that the consequences of a mostly monolingual American society undermine our economic, political and social well-being.

From an economic standpoint, the United States suffers from an international trade gap which has a debilitating effect on our economy in the short-term, and which seriously threatens our economic well-being in the future. International businesses that are not adequately prepared to meet the cultural and linguistic needs of their foreign clientele very often lose the big account, and contribute in a substantial way to this economic problem. For example, when General Motors marketed its Chevrolet Nova in Puerto Rico and Latin America, no one realized that Nova, when spoken as two words in Spanish, means “It doesn’t go.” Sales were quite low until the name was changed for greater appeal. As international trade becomes a more integral part of the

U.S. economy, the need for sales and marketing representatives who are fluent in the language of their buyers and who understand their buyers' culture becomes increasingly important.

The second domain that is adversely affected by U.S. citizens' lack of proficiency in foreign languages is political: some claim that linguistic incompetence poses a serious threat to our national security. Prior to the terrorist attack on the Berlin discotheque in March 1986, U.S. intelligence was intercepting messages from Tripoli to the Libyan People's Bureau in Berlin, and was unable to find an American employee who could interpret the messages, which were in Berber. Had these messages been interpreted in time, a tragedy might have been averted. Better intelligence about other countries and better communication with them are keys to political well-being.

Finally, the cultural isolation that results from a lack of exposure to foreign languages deprives U.S. students of a well-rounded global education, which includes knowledge about the fine arts, literature, history, and geography of other parts of the world. Additionally, our refusal as a nation to recognize the need for language competence and cultural awareness contributes to the widely held image of the arrogant American seeking to impose his language and culture on the world at large. The ability to speak other countries' languages with an awareness and understanding of their cultures is obviously crucial to effective international communication.

At What Age Can We Start To Teach A Foreign Language? Foreign language learning should begin as early as possible. Research in the field of language acquisition suggests that for the child undergoing normal development in the native language, the earlier instruction in the foreign language begins, the higher the level of proficiency the child will attain in that language (Krashen, Long, and Scarcella, 1979). Because children are cognitively, affectively and socially more flexible than adolescents or adults, they are naturally more "efficient" foreign language learners. In fact, data from children who are raised bilingually indicate that given a supportive environment, a child can start learning two languages from birth. Moreover, children who are adequately exposed to two languages at an early age experience certain cognitive gains: they seem more flexible and creative, and they reach higher levels of cognitive development at an earlier age than their monolingual peers. Thus there are strong pedagogical and psychological reasons for making foreign language instruction part of the regular school curriculum for students at the earliest grade levels.

Who Should Receive Foreign Language Instruction? All students, not only the gifted, are likely to benefit from exposure to foreign language instruction at all levels of the school experience. Research strongly indicates that

intelligence plays only a minor role in predicting the achievement of foreign language proficiency (Genesee, 1976). A positive attitude toward other languages and cultures, an openness and flexibility in learning style, and a high level of motivation are the most important qualities a student can bring to the foreign language learning experience.

How Do We Become A Language-Competent Society? The first step in becoming a language-competent society is to embark upon a commitment to language study at all levels of the school system. Attitudinal change is indeed essential, but the way to effect widespread attitudinal change is to institutionalize the study of foreign languages and cultures in our schools. Interested parents, school officials, policymakers, and members of the international business community have become convinced of the usefulness of foreign language study; they must take on the responsibility of convincing others that foreign language competence is desirable, and indeed necessary for our future well-being.

While interested individuals and organizations should be aware of short-term circumstances of the push for foreign language competence in the U.S., such as an advantageous political climate in the Congress, the overriding goal of any campaign for language competence must be to impress upon the public and policymakers alike the importance of a sustained effort in this regard. The development of foreign language competence in the United States will not occur after fits and starts of interest in language study, but only after many years of unwavering commitment to foreign language instruction in our schools. *Reprinted from ERIC Clearinghouse on Languages and Linguistics, November 1986. Submitted by Ron Taub.*

PROFESSIONAL CALENDAR

- Apr. 26** Check due for Museum Tour and Visit.
- May 15** LILT Nassau County Museum Tour and Visit to celebrate LILT's 30th Anniversary.
- May 15 AATLI, Annual Meeting and Luncheon
- May 15** LILT ballots for officers postmarked by this date.
- May 15** LILT Spring Membership Meeting payment deadline.
- May 25** LILT Spring Membership Meeting and Presentation of New Officers, San Marco Ristorante, Hauppauge, 4-7 PM
- May 20 AATG, Awards Dinner
- Sep. 1** LILT 30th Anniversary Photo Contest deadline, midnight online.
- Oct. TBA** LILT Fall Membership Meeting, followed by *Man of La Mancha*, Smithtown Center for the Performing Arts
- Nov. 13** LILT Annual Conference, SUNY Old Westbury

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



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