

*CELEBRATING 30 YEARS OF EXCELLENCE 1980-2010*

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Richard Gentile, Editor  
rgentile@liltfl.org

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**PRESIDENT'S MESSAGE**

Looking to the New Year with hopeful anticipation, on behalf of all of the members of the LILT Executive Board, I wish you a positive and rewarding year in the classroom, and to you and those you love a year of boundless happiness, good health, good friends, and good times. We on the Board look back on 2009 with satisfaction. Our membership rolls are still on the rise and the 2009 LILT Regional Conference was a success with 412 participants. Our membership enjoyed, based on feedback from conference survey forms, online registration for the first time in LILT history. Continue to benefit from LILT membership by taking a minute to check your mailing label on the back of this issue. If you see '10 after your name, you will continue to receive all mailings until the end of 2010. If you see '09 after your name, your membership has expired and, unless you renew, this will be your last issue of the LILT Newsletter.

The 2009 LILT Regional Conference entitled: *Navigating in the Digital Age* was a success because of diligent preparation. This can be directly attributed to the voluntary efforts and personal sacrifice of time members and officers freely gave. In March a Planning Meeting was handled once again by Past President **Ana Aguiar-Mady**, Chair. I would like to take this opportunity to thank Ana for all of her hard work in handling this for so many years. Immediate Past President, **Adrienne Greenbaum**, has graciously agreed to take over for this year, giving Ana a much deserved break. Conference work continues throughout the school year and the summer. This year LILT utilized the complete array of contracted online services thus requiring fewer hours on the part of our full-time teacher volunteers. How was this achieved? **Michele Ortiz**, Online Services Chair, met the challenges of the first time experience by inputting mail-in registrations and all the information for online registration on the computer so members could enjoy this 24/7 convenience. A huge *thank you* is in order to Michele as she continues to perform this duty for LILT for our next event, the Winter Workshop Program. Thanks also goes to: On-Site Chair, **Linda Scalice**, who handled all responsibilities as to the site, Bay Shore MS, arranging for tech help, choosing

classrooms for presentations based on presenters' needs, getting cost estimates, shuttle bus, student helpers, tables and a myriad of other details for the convenience of all. Off-Site Chair, **Dr. Zenaida Madurka** prepared the program flyer, later helping to prepare folders, mounting posters in the cafeteria and also assisting on the day of the conference. Treasurer **Ron Taub**, handled mail-in registrations, all financial transactions, membership renewals, and **Marijean Burke**, Data Technician, updated the database, prepared registration materials. Thanks also to Diana **Riccoboni** who handled vendor and organization preparations, and other Board members who worked, including but not exclusive to: **Richard Gentile** (caterer & publication expertise) **Adrienne Greenbaum**, Immediate Past President (folder preparation and registration table), **Mirtalita Matos**, Secretary (Department Chair mailing, folder preparation and registration table), **Joan Militscher** (registration table and workshop attendance control with **Mirtalita**). But there would be no conference without the efficiency and diligence of *Program/Presenter Coordinator*, **Dan Saitta**. Dan & I, along with the Executive Board, are so very grateful for the professionalism and willing generosity of our workshop presenters in sharing their expertise with us. There was something for everyone at 24 workshops given by: **Krystal Asher, Lillian Carey, Patricia Childs, Tom Coleman, Jennifer Colonna, Jannette Coreas, Tania De Simone, Fanny Diaz, Marisa Fang, Gala Handler, Dr. Bill Herbst, Dr. Janet Hiller, Jessica Liff, Antonietta Maganuco, Kathy Mc Aleer** (ASL interpreter), **Tim McCarthy, Tricia McCarthy, Marianne Montemiglio, Marie Nuzzi, Michel Pasquier, Angelita Piche, Robin Portnoy, Dan Saitta, Erin Tannenbaum, Charles Varadian, Anthony Vittorino, Anahi Walton-Schafer, Barbara Woo** and **Janice Zapata**. What would LILT do without you? Kudos and thanks to all of the above individuals for their hard work!

**The newly revised LILT Constitution is now in full effect, as of January 1<sup>st</sup>, 2010. The LILT Constitution provides for Association Membership for LOTE organizations. At this writing LILT has not received any reply from AATF-Nassau, AATF-Suffolk, AATG, and FLACS by the December 31<sup>st</sup>, 2009 deadline**

**necessary for LILT business to proceed. The following organizations have declined Association Membership for 2010: AATI-LI, AATSP-LI, and NYSAFLT. All of the above mentioned organizations, according to the newly revised constitution, therefore, will not be able to take advantage of the benefits of association membership (see LILT Bylaws: Art.1, Sec. 5, #1). Therefore, in order for any person to submit posters to the annual Poster Contest, and/or participate in the Student Foreign Language Competition, he/she must have renewed or become a 2010 member of LILT by December 31<sup>st</sup>, 2009.**

Information about the annual Student Foreign Language Competition and the Poster Contest is available now on our website at WWW.LILTFL.ORG. While you are at the website, peruse the many awards, stipend and grant available to members and their students. The application deadline is April 15<sup>th</sup>.

Now re-energized after the Regional Conference work and the holidays, I look forward to smooth sailing through the many upcoming LILT events, to be led once again by experienced event Chairs. I also look forward to LILT elections in the spring and the end to a busy presidency. Please remember that the Executive Board and I love this organization and we are proud of what it accomplishes for the sake of LOTE education on Long Island. Thank you for your continued support. In 2010, let us continue in collegiality and friendship in teaching our students the importance and enjoyment of speaking other languages and learning about other cultures and literatures.

As always, I am united with you toward this goal,

*Nancy Russo-Rumore*

#### **ADIOS, ADIEU, CIAO, GOODBYE**

We bid a fond farewell to Marijean Burke, who for at least the last seven years, has faithfully and diligently served as LILT's Data Technician. Marijean, presently a Guidance Dept. Secretary at Valley Stream North HS, was hired to maintain the LILT database during these years of tremendous membership growth. She has dedicated innumerable hours of her personal time to keep these records afloat, to send out so many e-mail notices and thank you letters, and to prepare so many necessities for our annual conference and competitions. It was Marijean who first brought to LILT the idea of using a complete package of online services. It has worked out superbly for LILT during this past, first year of use. Marijean has offered to be a consultant to our new Data Technician to ensure a smooth transfer of services.

As we all know, having a full time job, a home, a husband and 3 children, and a part-time job in addition takes its toll. This important and essential job, because

of the sheer volume of work, could not possibly have been done with such a high degree of timeliness and accuracy by any volunteer LILT officer or member working full-time. We, on the Executive Board (as well as should all LILT members), are grateful for her dedication and loyalty. I am sure you join with us in wishing Marijean happiness and good health now and in the future. The President of LILT, for one, will surely miss her goodness of character and will treasure her friendship always.

#### **BIENVENIDA, BIENVENUE, BENVENUTA, WELCOME**

Please join us in welcoming our new Data Technician as of January 1<sup>st</sup>, Mrs. Pat Miller, who presently holds a full-time clerical position at Herricks HS. LILT is so blessed to have found such a wonderful replacement that has demonstrated to us her adeptness with the computer and the online services program LILT uses. All of us on the Executive Board wish Pat well, and hope she will be doing the work of LILT for many years.

#### **MATERNITY LEAVE REPLACEMENTS**

East Islip School High, Spanish, levels II and III, April to June 2010. Contact Diane D'Angelo, Director of World Languages at (631) 224-2000, Ext. 2207, or [ddangelo@eischools.org](mailto:ddangelo@eischools.org).

Hewlett High School, Spanish, mid/late April-June 2010. Contact Alba Gallegos, Chairperson, Department of World Languages at (516) 374-8027 or [agallegos@hewlett-woodmere.net](mailto:agallegos@hewlett-woodmere.net)

#### **COMMEMORATIVE US POSTAL STAMP**

Several ethnic groups in the United States have had commemorative stamps printed in their honor, but not Italian-Americans. If you would like to petition the US Postal Service for such a stamp, write a letter (e-mails will not be honored) to the Citizens' Stamp Advisory Committee, c/o Stamp Development, US Postal Service, 1735 North Lynn Street, Arlington, VA 22209-6432. In your letter mention prominent Italian-Americans who have contributed to every aspect of American history and culture.

#### **CONGRATULATIONS**

to LILT member Adriana Devers, who was honored as *Poet Of The Year* by *Premio Arte* in Manhattan last August. *Premio Arte* recognizes the talent of Hispanic artists in plastic arts, theater, dance, music, song, poetry and literature in the Tri-State area. Adriana teaches Spanish at Patchogue-Medford HS.



to Interim Member-At-Large Riccardo Mancuso, who will serve on the Executive Board until elections in May.

#### **LILT's 30 YEAR HISTORY**

LILT is an organization that represents the culmination of a teacher's professional excellence, as well as helping

students celebrate the pinnacle of success via foreign language recognition and competition. In the spring of 1980 an organizational meeting was called by Dr. Joseph Tursi, Sr. and Frank Marino to promote LOTE study on Long Island. Richard Gentile and Lucille Lambert co-chaired the first steering committee, and LILT's first election occurred in 1981, with Lucille Lambert as LILT's first president. We are indebted to her for aiming as high as possible to facilitate the participation of all foreign language teachers, her vision to share our expertise, promote the image of LOTE teachers on LI, learn from one another, and accept the challenge of change directed LILT on the right course. Eventually this dedication to purpose resulted in the first public FL relations program broadcast on television.

LILT's first Foreign Language Fair in 1982 promoted student involvement and student achievement. Special guests from the Goethe House and the Attaché Linguistique (French Consulate, NYC) added prestige and legitimacy to LILT's goals. Five years later the first Long Island FL Conference for Teachers was held, co-hosted by DC Heath.

As LILT approached its 10<sup>th</sup> anniversary, its early growing pains became greater achievements: LILT became incorporated thanks to the work of Neil Miller, the first LILT-NYSAFLT Regional Meeting was held on LI, a large and very successful LILT Student Foreign Language Competition with over 500 students and 35 participating school districts was a resounding triumph.

By LILT's 20<sup>th</sup> anniversary, LILT began its professional development workshops, LILT's webpage was born, and the poster contest became a very popular success. At the 25 year mark LILT surpassed 500 members.

Today LILT is a vibrant organization composed of nearly 800 foreign language teacher members. To celebrate the 30<sup>th</sup> anniversary, let us remember its wonderful presidents and their hard work: Lucille Lambert, Karen Bennett, Richard Gentile, Ann Henry, Adrienne Greenbaum (2 terms), Elaine Margarita-Buckley, Marie Brett, Marie Guillet, Joan Militscher, Grace Mannino, Ana Aguiar-Mady, Ron Taub and Nancy Russo-Rumore (2 terms). Let us also salute all its members who devote their lives to the teaching of foreign language, who enrich their communities and their students' lives. Submitted by Gene Lowenberg, Emeritus

**To celebrate LILT's 30<sup>th</sup> anniversary, LILT is planning a few celebratory activities. The first will be a photo contest. Please go to LILT's website in mid to late January, LILTFL.ORG and complete the forms necessary to participate. All submissions will be electronic via LILT's website and the deadline is midnight, September 1, 2010.**

#### **CREATIVITY WITH JAPANESE**

With a touch of creativity, Anna Sato hopes to make kanji - the characters of one of the three Japanese

writing systems - easier to learn. The Ward Melville High School sophomore in Setauket has co-published a bilingual book to introduce readers to kanji. *My first Japanese Kanji Book* has 36 lessons accompanied by poems and illustrations. She began working on the book five years ago.

"When I was little I went to Japanese school on weekends, and most of the kanji teaching materials were not very interesting," Sato said. "Kanji requires a lot of memorizing... The pictures and poems make it fun."

Sato, 15, said the book, published by Tuttle Publishing, includes a CD in Japanese and English. Lessons were conceived with her mother, Eriko, who directs Stony Brook University's pre-college Japanese language program. They held a book signing at the university in September.

"Anna's keen eye for observation, combined with her... intuitive imagination, are truly remarkable," said Laurie Mandel, an art teacher at R.C. Murphy Junior High School. Sato, a violist, is a member of her school's Art and Tri-M Music honor societies and IN-STAR, a student research club. Reprinted from *Newsday*, November 1, 2009. Submitted by Ron Taub, Emeritus.

#### **LESSER-TAUGHT LANGUAGES**

*Editor's note: Although this year's deadline has passed, teachers should keep this in mind for future reference.*

The U.S. Department of State, through the National Security Language Initiative for Youth (NSLI-Y), provides merit-based scholarships for eligible American high school students to learn less commonly taught languages in summer, semester, and academic year overseas immersion programs.

NSLI-Y encourages all American citizen 15-18 year-olds with any level of language experience who have a passion for communicating across cultures, learning languages, and living abroad to apply.

*What Languages are Offered?* In 2010/11, there are seven languages: Arabic, Chinese (Mandarin), Hindi, Korean, Persian (Farsi), Russian, and Turkish.

*How do I Apply?* For more information and to apply online, please visit [nsliforyouth.org](http://nsliforyouth.org). Application deadline is December 4, 2009. Address your questions to: [nsliy@americancouncils.org](mailto:nsliy@americancouncils.org) or call 866.790.2086.

*Who is Eligible?* U.S. Citizen currently enrolled high school, or just graduated, 15-18 at the start of the program. A minimum GPA of 2.5.

The U.S. Department of State, American Councils for International Education seek broad diversity, including but not limited to ethnicity, race, gender, geographic location, and disabilities.

#### **SPANISH ROYAL ACADEMY**

With the support of 21 organizations in the United States, Latin America, and other areas, the Spanish

Royal Academy released a 4,000-page Spanish grammar guide, the first revised Spanish language guidelines to be published in 80 years. According to educators and researchers, the most significant change is that the guidelines acknowledge grammar used by Spanish speakers in Latin America, reflecting the fact that most of the world's Spanish speakers live outside of Spain. For more information go to: [http://www.qctimes.com/news/local/article\\_16d06d24-e602-11de-9690-001cc4c002e0.html](http://www.qctimes.com/news/local/article_16d06d24-e602-11de-9690-001cc4c002e0.html). *Reprinted from the Quad-City Times, December 10, 2009. Submitted by Nancy Russo-Rumore, Emerita*

### **CUTS IN FOREIGN LANGUAGE INSTRUCTION**

In Edgemont, a high-performing Westchester school district, children as young as 7 could recite colors and days of the week in Spanish, but few if any learned to really converse, read or write. So this fall, the district canceled the Spanish lessons offered twice weekly at its two elementary schools since 2003, deciding the time and resources — an estimated \$175,000 a year — could be better spent on other subjects.

Class consolidation in Yonkers resulted in the loss of four foreign-language teaching positions, and budget cuts have cost Arlington, N.Y., its seventh-grade German program, and Danbury, Conn., several sections of middle school French and Spanish. And in New Jersey, the Ridgewood district is replacing its three elementary school Spanish teachers with Rosetta Stone, an interactive computer program that cost \$70,000, less than half their combined salaries. "There's never a replacement for a teacher in the classroom," said Debra Anderson, a Ridgewood spokeswoman. "But this was a good solution in view of the financial constraints."

After years of expanding language offerings, suburban districts across the New York region are now cutting back on staff and instructional time, phasing out less popular languages, and rethinking whether they can really afford to introduce foreign tongues to their youngest students while under constant pressure to downsize budgets and raise achievement in English and other core subjects. But such cuts have dismayed and frustrated some educators and parents, who say that children need more, not fewer, foreign language skills to compete in a global marketplace.

"In many cultures, a lot of business does not get done around the business table, it gets done in side conversations and social situations," said Marty Abbott, Director of Education for the American Council on the Teaching of Foreign Languages and a former high school Spanish and Latin teacher. "If you can't participate in those discussions, you get left out."

Foreign languages play an increasingly prominent role in urban schools that serve diverse ethnic communities. For instance, the New York City schools offered courses in Haitian-Creole, Vietnamese, and Portuguese last

year, and opened the first public school dedicated to Arabic language and culture in Brooklyn in 2007. Last week, the city's first Hebrew language charter school opened, also in Brooklyn. Advocates for foreign language instruction would like to see the lessons integrated into the core curriculum rather than treated as electives easy to ax at budget time. They also say that instruction should begin as early as possible, ideally in preschool, because academic research shows that younger children are more accepting of other cultures and better able to master the pronunciation and intonation of foreign words. Some even contend that learning a foreign language can foster cognitive skills that lead to higher standardized test scores in other subjects.

On Long Island, more than 200 residents of Long Beach signed petitions over the summer opposing the district's decision to phase out a dual language English-Spanish program at Lido Elementary School that had served as a model for other districts. "I think it's a terrible shame," said Sebastian Arengo, a software engineer, whose 6-year-old twin daughters are in the program. "It's at the right age for kids to speak both languages, and it's also a great way to bring the English-speaking and Spanish-speaking communities together here in Long Beach." Robert Greenberg, superintendent of the 4,000 student Long Beach district, said that the program had been created mainly to help Spanish-speaking students learn English through bilingual classes, but that it has evolved into an immersion program for those who want to learn Spanish. "I have Latino families wanting me to teach their children Spanish, but that's not the intent of the program," he said. Separate from the dual language program, the district has provided 90 minutes a week of Spanish instruction to all kindergarten and first-grade students since 2007, and plans to expand that program by one grade every year. "We made an instructional decision that we're teaching all children Spanish rather than a few," he said.

Many superintendents say they remain committed to teaching languages, but simply cannot afford to do more at this time. In Rockland County, the 9,400-student Clarkstown district spent about \$60,000 last year to hire a full-time Spanish teacher for one of its 10 elementary schools but postponed plans to do the same at the other schools this fall "until we determine the economy is getting better," said Meg Keller-Cogan, the superintendent. In Connecticut, the New Hartford district cut its one foreign language teacher at Ann Antolini Elementary School from full time to three days a week to save \$35,000. Fewer hours mean that Spanish will no longer be taught to third and fourth graders. "It was just for budget reasons and it was a very painful decision," said Philip O'Reilly, the superintendent, adding that other staff members had hours reduced, and two were laid off, to cut costs.

Some educators said they were re-evaluating foreign-language programs not just because of finances but to update them and incorporate new technology. The Ridgewood district, which started twice-weekly Spanish lessons at its elementary schools in 2005, said its interactive software, made by Rosetta Stone, allows students to learn at their own pace.

The 10,400-student Arlington district decided to phase out German — leaving Spanish, French and Italian — because it was the least popular choice among students; last year, 44 seventh graders enrolled in introductory German compared to more than 300 in Spanish. The district also phased out Russian more than a decade ago. “It was a low-fill, high-cost area of instruction, and if that wasn’t taken, something else would have been,” said Frank V. Pepe Jr., the superintendent. The district will continue to require every student to study a foreign language in seventh and eighth grade; nearly a quarter of all students study a language through their junior or senior year, according to district officials. “I’m not pleased we eliminated German,” Mr. Pepe said. “I’m not pleased at all.” *Reprinted from The New York Times, September 13, 2009. Submitted by the Editor.*

### **TEACHERS HELPING TEACHERS**

#### *6 Tips For Effective Teachers*

Teaching is an exciting and challenging profession. There are several fundamental skills that make the classroom experience more productive and enjoyable for both teachers and students.

Anyone who aspires to be an outstanding teacher needs some practical advice on developing skills and strategies that are most effective. These strategies are based on years of observing teachers and students within the classroom environment. They are essential for any teacher, regardless of years of experience or grade level.

I. *Engage your students as soon as they walk in the classroom.* You should be ready to teach without delay. All materials should be easily available and in place. Your complete attention must focus on the students. Make eye contact. Walk around the room. Set the tone for the lesson immediately by hooking students’ interest.

II. *Include a variety of materials and activities in each lesson to keep the momentum going.* Capture students’ interest by using a variety of strategies. These can include employing or using visual aids, a read-aloud, an educational game, crossword puzzles, word searches, questioning techniques, hands-on activities, Power Point presentations, DVD’s or an art activity to illustrate the content of the lesson and enhance the presentation.

III. *Involve all students.* Ask pertinent questions to determine prior knowledge, and then relate the lesson content to the background of the students. Students need to understand why it is important that they learn the content. Classroom diversity can be addressed by using

cooperative learning groups when appropriate, offering assignments that vary in difficulty, and pairing students in a creative way to enhance learning for all.

IV. Establish classroom procedures. Students need to feel comfortable and safe in a classroom so that learning can occur. A chaotic environment creates stress for both the teacher and the students. Establish some reasonable rules with the students so they can feel a part of the process. Create a seating arrangement that is conducive to your style of teaching.

V. *Find ways to reduce interruptions and distractions during the lesson.* Students who are busily engaged in the learning process do not have time to create distractions. Monitor the interest level throughout each lesson. If you sense that one or two students are becoming restless or disinterested, move to another instructional strategy. The pace of the lesson must also be considered. As you moving so quickly that students are unable to process the information? Are you moving so slowly that students are totally bored? An effective teacher is proactive and addresses a problem before it occurs. This can be done through constant interactions with and observation of the students. The teacher needs to continually monitor the classroom environment.

VI. Plan, plan, plan. Planning is a key element in being organized. Are you ready for class when the students arrive? Are the questions written on the board? Is your lesson plan complete? Are the worksheets on your desk? Are the materials ready for the activity? Is the seating arrangement in place and appropriate for the activity? Will the lesson be enough to fill the designated time period? Plan your lesson with more activities and materials than you will need. When using equipment, there is always a possibility that something may go wrong, so always have a backup plan in case the computer is not working or the PowerPoint has failed. Students may not respond to all activities with the enthusiasm and interest that you anticipated. Plan each lesson with an adequate reservoir of activities and instructional materials that you might need. *Reprinted from Phi Delta Kappa International (www.pdkintl.org). Submitted by Nancy Russo-Rumore, Emerita*

#### *Motivating Unmotivated Students*

"I can't force them to study!" said the exasperated teacher. "I've heard the last group chant of 'All Children Can Learn' that I can stand. We don't need any more slogans—we need practical ways to get these kids engaged in learning, or we're going to have another year go down the drain." Her colleagues in the workshop nodded knowingly as this teacher said aloud what many of them had been thinking. It was not a lack of will or desire by these teachers. They had tried to make lessons more engaging, had cut down on lectures, and had invested hours in preparing interactive and interesting lessons. Then they watched as students laughed during assemblies... *Continued on page 7*

# 2010 ELECTION OF LILT OFFICERS

In accordance with the LILT Constitution and Bylaws, the LILT Executive Board is calling for nominations for the following positions for 2010-2012: President, 1<sup>st</sup> Vice President, 2<sup>nd</sup> Vice President, Secretary, Treasurer and the one Member-At-Large. Any eligible LILT member may submit his/her own LILT Candidacy Application Form, or nominate a member, to the Nominations Committee Chair, Adrienne Greenbaum, via e-mail (agreenbaum@liltfl.org) by March 1, 2010 for any one of these offices, if he/she meets the criteria as set forth in the constitution. Nomination information and forms are online at WWW.LILTFL.ORG.

The following is excerpted from the LILT Constitution for your immediate perusal:

## ARTICLE II, SECTION 2

### *All Members of the Executive Board Shall*

- Demonstrate active involvement and commitment to LOTE education on Long Island.
- be an active LILT member in good standing for at least two (2) years. However, elected officers shall be active LILT members in good standing for at least four (4) years.
- agree to and sign the provisions of LILT's three (3) policies: Anti-Discrimination and Anti-Harassment, Conflict of Interest and Ethics. (See Appendix B.)
- attend the four (4) LILT Executive Board meetings and other LILT events.
- have the right to one vote on all LILT Executive Board business. The President shall vote only in the event of a tie.
- be entitled to only one vote even if the Executive Board member holds multiple positions.
- give service to at least one (1) LILT activity per year.
- sign all organization policies, to acknowledge acceptance and adherence to all policies adopted by the Executive Board.
- obey, observe and support the Constitution of the Organization. Any Executive Board Member who is found to have violated any provision of the constitution may be removed from the Executive Board, after being informed of the alleged violation, given an opportunity to be heard at a meeting of the Executive Board, and upon a majority vote of the Board finding said violation occurred, that said Member is the violator. The Board in its sole discretion may censure said Member in lieu of removal.

## ARTICLE II, SECTION 3

### *To Become An Elected LILT Officer, A Candidate Shall*

- have served on the LILT Executive Board for at least two (2) years for election to the office of President and First Vice President
- not be required to have previous LILT Executive Board experience to serve as Second Vice President, Secretary or Treasurer.

- complete an official LILT Candidacy Application Form. (See Appendix C.)
- attend a meeting with the LILT Nominating Committee.
- agree to serve recognizing the importance of dutifully executing all of the duties of the officer's position in a timely manner for the good of LILT and its members.

## ARTICLE II, SECTION 4

### *Duties of the Elected LILT Officers*

#### ***The President Shall***

- be elected for a term of two years, and may not serve consecutively in this position.
- preside at the meetings of LILT and the Executive Board.
- vote only in the event of a tie.
- be responsible for all LILT activities.
- act on behalf of LILT with the advice and consent of the Executive Board.
- create committees with the consent of the Executive Board.
- be a member *ex officio* of all committees.
- distribute an Executive Board meeting agenda at least one week prior to its next meeting
- hold the original incorporation papers, the LILT Seal and all other legal documents, which shall remain with the president during the president's term, and shall be transferred to the new president at the time of his or her election.
- designate any activities or services not provided in Article II, Sections 4 and 5 of these Bylaws that the Executive Board Members shall perform.

#### ***The First Vice President Shall***

- be elected for a term of two years, and may not serve consecutively in this position.
- exercise the duties of the President in the absence of that Officer.
- be responsible for the LILT Winter Workshop Program.
- coordinate the LILT Spring General Membership Meeting (i.e. May/June).
- be responsible for any other activities or services designated by the President.

#### ***The Second Vice President Shall***

- be elected for a term of two years, and may not serve consecutively in this position.
- exercise the duties of the President in the absence of that Officer and the First Vice President.
- act as liaison with any group designated by the Executive Board.
- be responsible for any of LILT's legislative programs.
- coordinate the LILT Fall General Membership Meeting (i.e. September/October).
- be responsible for the LILT Student Plaques for

Excellence in Foreign Language Study.

- be responsible for any other activities or services designated by the President.

#### ***The Secretary Shall***

- be elected for a term of two years, and may not serve consecutively in this position.
- preside over meetings in the absence of the President and Vice Presidents.
- keep a record of the proceedings of LILT and its Executive Board.
- edit and revise the minutes of all meetings.
- be responsible for sending a copy of the minutes to the members of the Executive Board three weeks following an Executive Board meeting. Corrections by Executive Board Members to the minutes shall be done via e-mail, and sent to the secretary via e-mail at least three (3) days before the date of a meeting.
- preserve papers and records.
- assist with official correspondence.
- have available a copy of the Constitution and *Robert's Rules of Order Revised* at all meetings.
- mail to any new member of LILT's Executive Board a *Welcome Folder* that shall include a copy of the *LILT Executive Board Welcome Letter*, the LILT's three (3) policies: Anti-Discrimination and Anti-Harassment, Conflict of Interest and Ethics, contact sheets, emergency telephone chain, and LILT's Constitution and By-Laws.
- be responsible for mailing the annual Regional Conference information to department leaders, and to send the data file of private schools and colleges to the appropriate person.
- monitor the monthly financial statements of LILT, and report such information monthly to the President.
- be responsible for any other activities or services designated by the President.

#### ***The Treasurer Shall***

- be elected for a term of two years and may serve consecutively in this position.
- preside over meetings in the absence of the President, Vice Presidents and Secretary.
- keep a database of LILT members and have the option of an assistant who shall be charged with maintaining the membership database. The assistant shall be approved by the Executive Board, with the input of the Treasurer.
- collect dues
- keep financial records.
- deposit and disperse funds.
- serve as chief administrator of online services.
- submit for each Executive Board meeting a written Treasurer's report, which shall include itemized income and expenses.
- submit a preliminary and final Regional Conference financial report.
- present an annual Treasurer's Report to the

membership.

- submit for approval, by a majority vote of the Executive Board, the disbursement of funds for unusual expenses.
- submit for approval, by a majority vote of the Executive Board, the selection of all financial institutions and investments.
- submit to the Executive Board an operating budget for the coming year at the Executive Board's first meeting of the fiscal year (i.e. January).
- be responsible for any other activities or services designated by the President.

#### ***ARTICLE II, SECTION 5***

##### ***One Elected Member-At-Large Shall***

- be elected to the Executive Board by the LILT membership for a single, non-renewable term of two (2) years.
- complete the official LILT application.
- have his/her nomination approved by the LILT Executive Board.
- contribute short LOTE articles to the LILT Newsletter editor.
- be responsible for any other activities or services designated by the President.

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*Motivating Unmotivated Students, continued from page 5.* ...while inspirational speakers encouraged them to pursue their studies more seriously. Worst of all, teachers noted, it was the same parade of student leaders—not student council officers, but the unelected leaders who exert subtle but unmistakable influence on other students and even teachers—drawing followers among younger students, who emulated their dress, patterns of speech, and contemptuous disregard for academic work. Their leadership message was clear: Don't mess with us and we won't mess with you. This scenario is not confined to the stereotypical urban school. Teachers from a growing number of schools—urban, suburban, and rural—describe the scene as if they had observed one another's classrooms. If the resulting level of despair among educators provoked by such scenarios is left unchecked, the teacher quoted above and the entire school will enter a demotivating spiral in which teachers expect less, students deliver less, and administrators withdraw, accepting with stony silence the environment of hopelessness.

To ensure students get the proper academic challenge to stimulate their desire to work in school, here are five practical techniques to motivate the unmotivated student: give them *challenge*, *choice*, *significance*, *feedback*, and *competence*.

Realize that *challenge* and high expectations are more motivating than low expectations. According to the 2006 National Study of High School Student Engagement (Yazzie-Mintz, 2007), two of three high school students

are bored every day in class—typically, they say, because the work isn't interesting, challenging, or relevant for them. Although teens routinely complain about work that is tedious and boring, and many refuse to comply with requirements for homework, they do rise to a legitimate challenge. Writing an essay is a chore; getting published is a challenge. Solving 20 problems is boring; solving one problem in five different ways is a challenge. Memorizing the steps of how an idea becomes law might seem irrelevant; presenting testimony before a legislative committee or local governing body is a challenge.

Provide *choice*. If a test normally has 25 items, create a test with 30 and allow students to ignore five. If the purpose of a homework assignment is to practice a set of skills, create a menu of three choices so that students can choose how to demonstrate mastery. We best engage students when we seek diversity of responses rather than copying and mindless repetition.

Give students an opportunity for *significance*. Many students think that they already know how to "play school"—keep your head down, don't bother the teachers, and do the minimum necessary. This path of least resistance is typified by the indolent student, who in turn is part of a society that is, in Robert Bork's (1996) memorable phrase, "slouching toward Gomorrah." Students crave responsibility and meaning, and large-scale service learning projects in small and large school systems demonstrate the power of purpose and meaning for their lives (Berman, 2008; Reeves, 2009).

Provide *feedback* that is accurate, specific, and designed to improve performance. Hattie (2009) and Marzano (in press) provide powerful evidence that feedback is perhaps the single most important act of teaching.

The masters of feedback in most schools can be found in the music departments. Watch a great chorus or instrumental leader provide feedback that leads immediately to improved performance. Students leave every rehearsal knowing that they are better as individuals and as an ensemble than when they entered the class. These teachers know that they need not make everything count for a grade to motivate students, but rather that they provide feedback that is clear, relevant, immediate, and constructive. Think about it—have you ever seen anyone conduct a musical group with a red pen? Feedback, not threats of low grades, leads to better performance.

Help students feel competent. Why is it that disengaged and unmotivated students will spend hours playing video games? If violence and sex were all that was required to improve student motivation, then students in history classes would be enthralled with the lurid details of ancient and modern leaders. Video games offer more than graphic imagery—they give students an opportunity to use immediate feedback to "get to the next level."

Each failure results not in disappointment and disengagement, but in the immediate pursuit of improvement.

These ideas are neither universal nor guaranteed, but taken together; they represent an opportunity to motivate both students and teachers. Students, whether they are 7 years old or eligible for Social Security, follow remarkably similar motivational patterns. They are more engaged and learn better when they are challenged, exercise choice, feel significant, receive accurate and timely feedback, and know that they are competent. *Reprinted from ASCD (An online publication), November 27, 2009. Submitted by Nancy Russo-Rumore, Emerita*

### **WHY FRANCE IS PUSHING ITS STUDENTS TO MASTER ENGLISH**

Although many things have changed in France because of globalization, their teaching of English has not evolved from the traditional teaching of structure, grammar and writing it down before speaking. Pres. Sarkozy would like to change this so that all secondary students become bi- or tri-lingual because he feels this problem is holding France back economically. He aims to:

- Use more native speaking LOTE teachers
- Increase contacts between French high schools and foreign high schools
- Re-focus LOTE classroom methodology to more oral instruction rather than written

Another dilemma is the traditional French policy of "cultural protectionism", that is, protecting and promoting the use of French at home, which may decrease interest in foreign languages coupled with the focus to master the language on paper.

Presently Berlitz is experiencing increased popularity among the French although it is expensive. Berlitz also offers a course entitled *First Jobs*, which provides business and financial English, help in résumé improvement, and job interviewing skills in English. *Adapted from Time Magazine, October 31, 2009. Submitted by Nancy-Russo Rumore, Emerita*

### **LILT/FLACS LOTE SURVEY OF LI DISTRICTS FOR THE 2009-10 SCHOOL YEAR**

In a cooperative venture, LILT and FLACS surveyed LOTE Departments across Nassau and Suffolk Counties to ascertain the state of LOTE on Long Island for this current school year and to:

- Discover the impact, if any, of the current economic downturn on LOTE on LI.
- Despite the fact that most budgets passed last May, to ascertain the extent of job cuts in current LOTE staffing and the availability of newly created jobs for those just entering the field.
- Find trends in the demise of certain languages and the rise of others on LI.

Below are the results of this survey. We hope you find

this information informative, interesting and hopeful. *NB: N = Nassau, S= Suffolk, NR = No response*

*Total # of districts reporting: 28 (14 - N, 14-S)*

1. In your opinion, as a leader of your department, is LOTE treated on par with other core subjects in your school district?

*Yes: 10 - 35.7%, No: 16 - 57%, Yes & No: 2*

Please comment on the differences you see in your district between LOTE and other core subject areas:

- Sometimes there is no LOTE Dept. Head.
- LOTE Supervisors “battle” with administration for things they want to implement. LOTE is sometimes “forgotten”, for example: increased enrollment and not allowed to hire more teachers
- Cuts made first in LOTE before other core subject areas.
- LOTE is last to be input during Master Schedule construction
- Singleton classes become multi-level, singleton classes
- No Honors classes, open enrollment to AP/College courses allowed
- No Middle School Teaming
- Not included in district-wide training
- Non-sequential scheduling (skipping a year)
- Not taught K-12
- FLES/FLEX considered an interruption to elementary school day
- Leaders supervise more buildings than other administrators
- Delay in adoption of technology, e.g. Smartboards
- Some parents, counselors, teachers, parents and students do not see it as on par with Math, English, Social Studies and Science.
- Some LOTE Inclusion Classes do not have any TAs to help

*Commentary:* These statistics may buoy the hopes of some who see in them some change in perspective in districts. In fact, LOTE is indeed listed as a core subject by the NYSED and the results here would point to the need for more LOTE advocacy if results for this question were to improve.

2. Did your department experience a reduction in staff this year?

*Yes: 24 – 85.7% (N: 13, S: 11) No: 4 (N: 1, S: 3) - >1%*

If yes, how many? *2 replies: .4, .6*

(a) Did your department *lose sections* of any particular language offered?

*Yes: 15 – 53.6% (N: 8, S: 7), No: 13 - 46.4% (N: 6, S: 7)*

(b) Were sections lost due to an *increase in class size*?

*Yes: 6 – 21.4% (N: 4 S: 2), No: 17 – 60% (N: 6, S: 11), NR: 5*

(c) Were sections lost due to a *decrease in enrollment*?

*Yes: 5 - 17.9% S only, No: 17 - 60% (N: 9, S: 8), NR: 5*

(d) Please indicate the number of sections lost by language:

<b>LANGUAGE</b>	<b># SECTIONS LOST</b>
Spanish	8 (4 ea. N&S)
French	6 (N: 4, S: 2)
Italian	5 (N: 3, S: N)
Latin, ASL	1 ea. N
German, FLEX	1 ea. S

3. Did your department *gain any sections* of any particular language presently offered?

*Yes: 16 – 57%, No: 11- 39.3%, NR: 1*

Please indicate the number of increased sections, by language:

<b>LANGUAGE</b>	<b># SECTIONS GAINED</b>
Italian	8
Spanish	8-9
Latin	7
ASL	6
French	3
Chinese	2
Hebrew, Comp. Eur.	
Lang., FLES	1 each
<b>Total # + sections:</b>	<b>37</b>

*Commentary:* 85% is indeed a high amount of staff lost for this school year and 53.6% had a loss of sections leading one to believe that these statistics were caused by an increase in class size, not a positive thing for a subject area in which active participation in the target language to become proficient in the language is the goal. If this were the case, it presents greater challenges for the classroom teacher to execute this goal. Yet only 21.4% say they lost sections due to an increase in class size. 53.5% reported a gain in staff with a total of 16.4 positions added. (See #4 Chart) Population shifts on LI may be one possible cause of these curious statistics. Comparing the charts in #s 2 & 3, we see the following language trends on LI:

<b>LANGUAGE</b>	<b>+/- SECTIONS</b>
Latin	+6
ASL	+5
Italian & French	+3 each
Chinese	+2
Hebrew, Comp. Eur.	
Lang., FLES, Spanish	+ 1 each
German	-1

4. Did your department *increase staff* for this school year?

*Yes: 9 – 32% (N: 5, S: 6), No: 19 – 82% (N: 9, S: 10)*

If so, please indicate the number of new positions and the language:

<b>LANGUAGE</b>	<b>+ # POSITIONS</b>
Spanish	7.6 (N: 7, S: .6)
FLES	3.4 (N: 2, S: 1.4)
French	3 (N: 2, S: 1)
Italian	1.4 (N: 1, S: .4)
German, Latin	6 ea. (N: .6, S: .6)
Chinese	.4 (N)

**Total # + 16.4**

5. Has any language been phased out of your department's offerings?

Yes: 3 – 11.7% (N: 1, S: 2), No: 25 – 89% (N: 13, S: 12)

If yes, which language(s)? N: French, S: German & Latin  
Commentary: It is encouraging to see that only 3 districts (11.7%) reported any language phase out.

6. Has a new language been started for the 2009-10 school year?

Yes: 8 – 28.6% (N: 6, S: 2), No: 23 – 82% (N: 10, S: 13)

If yes, which language(s)? Chinese (N: 3), Latin (S: 2)

Commentary: Once again, it is encouraging to see that 8 districts (28.6%) have begun offering a new language.

7. Please describe the status of the FLES or FLEX program in your district? (i.e. language(s) taught, grades, # of yrs.) 16 of 28 possible participants in this survey responded that there was no FLES or FLEX in elementary school grades K-5. 12 districts reported a FLES or FLEX program, however there is a wide variation of program across LI. For the more comprehensive report on the many different patterns please go online at the LILT website homepage: [www.liltfl.org](http://www.liltfl.org)

And now, after having reviewed the results, what is your opinion? Is LOTE alive and well on LI?

(Detailed information on number 7 (FLES/FLEX) can be found on LILT's website in mid to late January 2010.)

Submitted by Nancy Russo-Rumore, LILT, Emerita, and David Balsamo, FLACS, Syosset Central Schools District

### **POSTER CONTEST**

The rules for this year's topic, *Languages Connect Us*, for the poster contest are on LILT's website, LILTFL.ORG. Please note some of the rules have changed, so read them carefully. Kindly remember you can only enter your submissions as a LILT member, not as an AAT member. (See the President's Message on page 1 of this edition.)

### **TRIUMPH OF A DREAMER**

Any time anyone tells you that a dream is impossible, any time you're discouraged by impossible challenges, just mutter this mantra: Tererai Trent. Of all the people earning university degrees this year, perhaps the most remarkable story belongs to Tererai (pronounced TEH-reh-rye), a middle-aged woman who is one of my heroes. She is celebrating a personal triumph, but she's also a monument to the aid organizations and individuals who helped her. When you hear that foreign aid groups just squander money or build dependency, remember that by all odds Tererai should be an illiterate, battered cattle-herd in Zimbabwe and instead — ah, but I'm getting ahead of my story.

Tererai was born in a village in rural Zimbabwe, probably sometime in 1965, and attended elementary school for

less than one year. Her father married her off when she was about 11 to a man who beat her regularly. She seemed destined to be one more squandered African asset. A dozen years passed. Jo Luck, the head of an aid group called Heifer International, passed through the village and told the women there that they should stand up, nurture dreams, change their lives. Inspired, Tererai scribbled down four absurd goals based on accomplishments she had vaguely heard of among famous Africans. She wrote that she wanted to study abroad, and to earn a B.A., a master's and a doctorate. Tererai began to work for Heifer and several Christian organizations as a community organizer. She used the income to take correspondence courses, while saving every penny she could.

In 1998 she was accepted to Oklahoma State University, but she insisted on taking all five of her children with her rather than leave them with her husband. "I couldn't abandon my kids," she recalled. "I knew that they might end up getting married off." Tererai's husband eventually agreed that she could take the children to America — as long as he went too. Heifer helped with the plane tickets, Tererai's mother sold a cow, and neighbors sold goats to help raise money. With \$4,000 in cash wrapped in a stocking and tied around her waist, Tererai set off for Oklahoma.

An impossible dream had come true, but it soon looked like a nightmare. Tererai and her family had little money and lived in a ramshackle trailer, shivering and hungry. Her husband refused to do any housework — he was a man! — and coped by beating her. "There was very little food," she said. "The kids would come home from school, and they would be hungry." Tererai found herself eating from trash cans, and she thought about quitting — but felt that doing so would let down other African women. "I knew that I was getting an opportunity that other women were dying to get," she recalled. So she struggled on, holding several jobs, taking every class she could, washing and scrubbing, enduring beatings, barely sleeping.

At one point the university tried to expel Tererai for falling behind on tuition payments. A university official, Ron Beer, intervened on her behalf and rallied the faculty and community behind her with donations and support. "I saw that she had enormous talent," Dr. Beer said. His church helped with food, Habitat for Humanity provided housing, and a friend at Wal-Mart carefully put expired fruits and vegetables in boxes beside the Dumpster and tipped her off.

Soon afterward, Tererai had her husband deported back to Zimbabwe for beating her, and she earned her B.A. — and started on her M.A. Then her husband returned, now frail and sick with a disease that turned out to be AIDS. Tererai tested negative for H.I.V., and then — feeling sorry for her husband — she took her former tormenter and nursed him... *Continued on the next page.*

# P R O F E S S I O N A L C A L E N D A R

2010

<p>Present Museum of Modern Art, NYC, <i>Monet's Water Lilies (Ends Apr. 12<sup>th</sup>)</i></p> <p>Present The Heckscher Museum, Huntington, <i>Five Centuries of Art: Selections From The Permanent Collection (Ongoing)</i></p> <p>Jan. 22 FLACS, Meeting</p> <p>Feb. 5 AATSP, deadline for essay contest</p> <p>Feb. 11 AATF Suffolk, Concours de Poésie</p> <p><b>Feb. 22 LILT Winter Workshops begin</b></p> <p><b>Feb. 26 LILT 30<sup>th</sup> Anniversary Tour with Docent, Nassau County Museum of Art, Impressionist Women (1/10-2/28).</b></p> <p><b>Mar. 1 Deadline for LILT Election Nominations</b></p> <p><b>Mar. 1 Deadline for LILT Student Foreign Language Competition submissions</b></p> <p>Mar. 8-14 Foreign Language Week</p> <p>Mar. 10 AATF Nassau, Le Grand Concours</p> <p>Mar. 11 AATF Nassau, Soirée de Hockey</p> <p><b>Mar. 15 Deadline for LILT Student Foreign Language Competition submissions</b></p> <p><b>Mar. 18 Deadline for LILT Poster Contest submissions</b></p> <p>Mar. 19 AATI, Poetry Contest</p> <p><b>Mar. 20 LILT Student Foreign Language Competition Judging, Syosset</b></p> <p>Mar 20 AATG, Sprachfest</p>	<p><b>Mar. 25 LILT Poster Contest Judging, Bethpage</b></p> <p><b>Mar. 25 LILT Winter Workshops end</b></p> <p>Mar. 25-27 NECTFL Conference, NYC</p> <p>Mar. 28 Museum of Modern Art, NYC, <i>Picasso: Themes and Variations (Ends Sept. 6<sup>th</sup>.)</i></p> <p><b>Mar. 31 Deadline for LILT Plaque orders</b></p> <p>Apr. 13 AATF Nassau, Poetry Contest</p> <p><b>Apr. 15 Deadline for applications for LILT Awards, Stipend and Grant.</b></p> <p>May 5 The Heckscher Museum, Huntington, <i>The Heckscher at 90: Now and Then (Ends July 25<sup>th</sup>)</i></p> <p>May 15 AATI, Annual Meeting and Luncheon</p> <p><b>May 15 LILT 30<sup>th</sup> Anniversary Tour with Docent, Nassau County Museum of Art, Dubuffet, Miró, Basquiat (3/13-5/22), and LILT 30<sup>th</sup> Anniversary Luncheon.</b></p> <p>May 20 AATG, Awards Dinner</p> <p><b>June 3 LILT Spring General Membership Meeting and Election of New LILT Officers</b></p> <p><b>Sept. 1 LILT 30<sup>th</sup> Anniversary Photo Contest deadline, midnight online.</b></p> <p><b>Oct. 15 LILT Fall General Membership Meeting, followed by <i>Man of La Mancha</i>, Smithtown Center for Performing Arts</b></p> <p><b>Nov. 13 LILT Annual Conference, SUNY at Old Westbury</b></p>
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*Triumph of a Dreamer, continued from page 10. ...as he grew sicker and eventually died. Through all this blur of pressures, Tererai excelled at school, pursuing a Ph.D at Western Michigan University and writing a dissertation on AIDS prevention in Africa even as she began working for Heifer as a program evaluator. On top of all that, she was remarried, to Mark Trent, a plant pathologist she had met at Oklahoma State. Tererai is a reminder of the adage that talent is universal, while opportunity is not. There are still 75 million children who are not attending primary school around the world. We could educate them all for far less than the cost of the proposed military "surge" in Afghanistan.*

Each time Tererai accomplished one of those goals that she had written long ago, she checked it off on that old, worn paper. Last month, she ticked off the very last goal, after successfully defending her dissertation. She'll receive her Ph.D next month, and so a one-time impoverished cattle-herder from Zimbabwe, with less than a year of elementary school education, will don academic robes and become Dr. Tererai Trent. *Reprinted from The New York Times, November 15, 2009. Submitted by the Editor.*

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

## TIPS FOR SUCCESSFUL STUDENT FOREIGN LANGUAGE COMPETITION SUBMISSIONS

***The LILT deadline is not flexible, EVER.*** All entries must have a U.S. postmark on or before the due date, even if it is a Saturday or Sunday.

***Plan ahead!*** Institute your own student/school deadline date one to two weeks in advance of the LILT deadline for submission. Life happens and you need to allow ourselves enough time to prepare all entries correctly for a timely submission.

***If you have a question, please ask!*** By going to the LILT homepage you will find a person to contact on the competition committee who will help to answer your questions before the deadline.

Find the location of your nearest post office and its hours of operation in advance. FYI: There are no post offices open on Long Island on Sunday, however, one is open 24/7 just across the street from Penn Station in NYC. The Hicksville Post Office is open until 11:30 PM Monday through Friday. Find Saturday post office hours on the Internet. Save yourself the trouble of driving from one post office to another in search of an open one.



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

**IF 09 APPEARS AFTER YOUR LAST NAME ABOVE,  
YOUR MEMBERSHIP HAS EXPIRED - THIS WILL BE YOUR LAST  
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PLEASE PRINT CAREFULLY IN BOLD BLUE OR BLACK IN.  
\*REQUIRED FIELDS

Last Name\* \_\_\_\_\_  New, First Name\* \_\_\_\_\_  
Former Last Name \_\_\_\_\_  
Home Address\* \_\_\_\_\_  New  
City\* \_\_\_\_\_ State\* \_\_\_\_\_ Zip\* \_\_\_\_\_  
Home Phone\* ( ) \_\_\_\_\_  New, Home Fax ( ) \_\_\_\_\_  New  
E-MAIL ADDRESS\* \_\_\_\_\_  New  
School Name/District \_\_\_\_\_  New  
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Languages and levels you teach.\* \_\_\_\_\_

Dues\* (check one):  \$20 Individual  \$10 Full-Time Student  \$10 Emeritus  \$500 Lifetime  
Association Membership (Please contact the President of LILT.)

I am a NEW LILT member\*.  I am RENEWING my LILT membership\*.  
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Make your check PAYABLE TO LILT and mail to: Ron Taub, 16 Radford Road, Lake Grove, NY 11755