

LILT Newsletter

Volume 46, Number 1



March 2026



Language Teachers of Long Island, are you also ready for Spring ?

Dear LILT Members,

This newsletter is a great opportunity to highlight the amazing things that you and your colleagues are doing in your schools across the Island.

Make sure to follow us on social media and that you have renewed your membership to get up to date! Visit our website to [renew today](#).

We are so thankful for the success of our Annual Conference in November of 2025 , and thank you Longwood School District for hosting us and your support.

We are grateful to our Keynote Speaker, Ben Tinsley for his amazing presentations!

We have reviewed your feedback and votes; we are excited to announce **The Best of LILT** workshop is presented to Maria Quintanilla from Energy Tech High School.

Additionally, we would like to congratulate two of our Executive Board Members for their involvement in NYSAFLT's Leaders of Tomorrow Program. Nicholas Amster recently finished his 2025 cohort and Alexis Porcelli is a part of the 2026 Cohort! Congratulations to both!

As we approach the upcoming Spring Season, please pay attention to our Spring Events AND our upcoming elections for the Executive Board. If you have questions about the roles or want to express interest, please reach out to a current Executive Board member.

If you have any ideas for the next newsletter, please email Nicholas Amster at webmaster@liltfl.org.

Enjoy our newsletter!

The Executive Board

LILT EXECUTIVE BOARD

Katina Price
President

Danielle Poletti
1st Vice President

VACANT
2nd Vice President

Alexis Porcelli
Secretary

Ann Marie Lombardi
Treasurer

Dr. Dina Pannone
Member-at-Large

Emilio Sosa
Historian

Nicholas Amster
Newsletter Editor & Webmaster

Ana Aguiar-Mady & Michele Ortiz
Past Presidents

President's Letter



PHOTO FROM ANNUAL CONFERENCE 2025
FEATURING BEN TINSLEY AND SOME OF OUR BOARD



PHOTO FROM LILT ANNUAL CONFERENCE FEATURING LEADERS OF
NYSAFLT, AATSP-LI, AND LONG ISLAND WITH BEN TINSLEY

Dear Colleagues,

As world language teachers, we know that spring is not just a new season—it's a new "chapter". The days are getting longer, the energy in our classrooms is growing, and like many of our students, we are beginning to see the results of the seeds we planted earlier in the year. Spring always reminds me that language learning, like gardening, takes patience, care, and a little creativity—but the results are always worth it.

This past fall was an exciting and productive time for Long Island Language Teachers. Our Fall General Membership Meeting at Guest House Bar and Bistro brought colleagues together to reconnect, exchange ideas, and celebrate the incredible work happening in world language classrooms across Long Island. A special shoutout to Anna Domingo for an excellent presentation on the path to proficiency. Moments like these remind us how powerful it is to be part of a professional community that understands and supports our shared mission, and delicious cuisine!

Our Annual Conference hosted by Longwood CSD was another highlight of the season. Thank you to Ben Tinsley for a phenomenal keynote, to all presenters who shared their expertise, and to the many members who attended and contributed to the vibrant professional dialogue. When educators come together to collaborate and learn from one another, everyone benefits—especially our students.

As we move into the spring months, we look forward to the submissions of our favorite LILT traditions. Our Student Poster Contest and Student World Language Competition continue to showcase the creativity, talent, and dedication of our students and teachers alike. These events are always a wonderful reminder of the impact of language learning beyond the classroom.

We are also excited to bring members together socially at our "Paint, Play, Pedagogy" event on March 27—we will discuss Canva, have a chance to relax, connect, and enjoy the company of colleagues who share the same passion for all things language and culture.

I would like to extend my sincere thanks to our Executive Board members, volunteers, presenters, and judges who help make these events possible. Your commitment keeps our organization thriving. If you are looking for ways to become more involved, we are always happy to welcome new voices and ideas.

Thank you for the incredible work you do every day to inspire your students and keep languages alive in our schools.

Wishing you all a wonderful spring—and continued success in the months ahead.

Warm regards,

Katina Price
Katina Price

President, Long Island Language Teachers

Save The Date!



Join us for the LILT Summit and Spring Meeting



Connecting Language Educators

RSVP Limited space available.



Agenda

- 2.5 hrs CTLE offered
- Presentations from: NYS OBEWL, NYSAFLT, Higher Ed. and LI RBERN
- LILT Awards & Retiree Recognition

Thursday May 28th, 2026

12:30 - 5:30 p.m.
12:30 registration, 1-3:30 PD,
3:30 Dinner, Awards and Meeting

**Levittown Memorial Education Center-
Panther Room**
150 Abbey Lane, Levittown

**Free: Limited to LILT Members and
two reps per Long Island District**



www.liltfl.org

516-434-7056



Thank You to Outgoing Members



For TinaMarie, Alexandra, & Kerri

As LILT continues to grow and evolve, we would like to take a moment to recognize three outgoing board members whose time, leadership, and dedication have helped support our organization and the world language educators we serve: TinaMarie Friscia, Alexandra Cabrera (née Browne), and Dr. Kerri Titone.

TinaMarie Friscia, who most recently served as First Vice President, played an important role in supporting LILT's professional development efforts. In particular, she dedicated significant time to managing and coordinating CTLE certification for workshops, helping ensure that the professional learning opportunities offered through LILT could meaningfully support educators' professional requirements and growth. Her work helped strengthen the value of LILT programming for teachers across Long Island.

Alexandra Cabrera most recently served as our Second Vice President and contributed to several key initiatives within the organization. She coordinated the Student Excellence Plaques, which allowed us to recognize students across the region, and additionally served as Presenter Coordinator for the Annual Conference, helping organize and support the educators who share their expertise with our community. In addition, like all of our Vice Presidential roles, she led professional development workshops for members to further push our profession forward as we work to provide relevant and engaging opportunities for teacher learning and collaboration.

Dr. Kerri Titone, who most recently served as Past President provided thoughtful leadership and guidance to our organization. Having previously served as President, especially immediately following the COVID-19 pandemic, Kerri brought in experience, perspective, and insight to help our organization to continue to stay true to our mission of serving the language educators of Long Island.

On behalf of the entire LILT community, we extend our sincere gratitude to TinaMarie, Alexandra, and Kerri for their time, care, and commitment that has been invested in LILT. Their service has helped strengthen our organization and support the world of language educators throughout Long Island.



Best of LILT Annual Conference 2024



Pilar Principe-Franco *East Williston School District*

Last year, we introduced our newest award, *Best of Annual Conference*. Our inaugural winner was Pilar Principe-Franco of East Williston School District for her workshop *AP Spanish Secrets: Unlock Your Path to a 5*. Her workshop stood out for its practical, classroom-ready strategies designed to help teachers guide students through each section of the AP Spanish Language and Culture exam with greater confidence. Drawing from her extensive experience as an AP Reader, Pilar shared clear approaches to strengthening interpretive, interpersonal, and presentational communication, and helping students better understand the expectations behind AP scoring.

Participants especially valued the session's focus on actionable tools, such as structured email response frameworks, exam simulations, and self-assessment strategies that help students track their progress and refine their skills before test day.

Upon sharing the news, Faith Tripp, Director of English as a New Language at East Williston School District replied with "Pilar is a rockstar," a sentiment echoed by many conference attendees. When recognized for this achievement at our Spring Member Meeting, Pilar was celebrated by her Director, her family, and members of her department. Pilar is more than just a teacher; she is a leader in her building and her district.

Following her recognition from LILT, Pilar was encouraged to submit her workshop proposal for NYSAFLT's Annual Conference in 2025. Pilar was selected to present and received similar positive feedback from teachers across NYS while in Albany. We are grateful to Pilar and look forward to seeing more that she will accomplish in her school and district.



About Pilar Principe-Franco

- Pilar is a Spanish Teacher at The Wheatley School in East Williston.
- She was born and raised in Lima, Peru and has been teaching for over 20 years, and specifically focuses on AP Spanish.
- Pilar is a double alumna of CUNY Queens College and has presented at several conferences and organizations such as AP reading sites, FLACS, and AATSP.
- Pilar returned and presented at LILT's 2025 Conference with Jennifer Campagnoli-Kearney about the 3 Modes of Communication.

Will YOU be Remembered?



by Nancy Russo-Rumore

On a recent Christmas cruise on the Queen Mary 2, there was a series of lectures provided. I found a special interest in lectures about the NASA space program by a Dr. Lawrence Kuznetz because my husband had been a newly hired Grumman engineer helping to prepare to send our first astronauts to the moon. Thus, I looked forward to attending those lectures. The speaker opened by telling us - *I was not a good student* (he holds two doctorates) and how he regularly gave his teacher, Mrs. Karpiak, *challenges* in his class.

I was stunned! Could this be the same Anna Karpiak, the loyal and respected long time member of LILT with whom I had the pleasure of working through the years? Anna, a department chair in Plainview, regularly attended LILT's Annual Conferences and judged our annual competitions. Might the lecturer actually be a guy from my area - Syosset/Plainview? I told myself that after one of his lectures I would try to find out.

As luck would have it, I bumped into Dr. Kuznetz and I asked him, "Sir, was Mrs. Karpiak, *Anna Karpiak*?" (Typically, students do not usually know the first name of their teachers). He replied that was was not sure. I told Dr. Kuznetz that I had the pleasure of working with Anna on LILT's annual competitions and that she faithfully and very professionally worked with others deciding on winners of the various competitions. I recounted one occasion when I visited her home and interrupted a lesson she was giving to two Hispanic women, teaching them English gratis.

To my amazement - Dr. Kuznetz did not answer, but rather his immediate reaction was to give me a hug! I felt he did that as if I were Anna Karpiak. It was the simplicity and his immediate reaction, a heartfelt gesture for one of his unforgettable teachers. She had not given up on him. I informed him that Anna was a loyal, reliable, long time member of LILT and a pleasure to work with. She was a true professional who had passed away in 2023; her obituary can be found online.

About Nancy Russo-Rumore

- Nancy is a two time President of LILT
- She taught Spanish at Valley Stream South HS for 33 years and served as department head.
- Following her retirement, she spent 15 years as an adjunct lecturer and student teacher supervisor at Stony Brook University, Dowling College, and Queens College, her alma mater.
- This story is dedicated to Nancy's Cooperating Teacher, Elaine Gobstein from Campbell JHS in Flushing, Queens.

Will YOU be Remembered? (continued)



Afterwards, I thought to myself, Anna should only have known that this man, that challenging teenager in her Spanish class, indeed remembered her with affection. Anna had made an impact. Anna had never given up on Lawrence. That same student, now Dr. Lawrence Kuznets, a genius in his field, has accomplished great things in the NASA space program, having developed space suits for the lunar expeditions, and is now assisting in the design of spacesuits for a future Mars expedition. It is obvious to me that Anna simply cared about those teenagers sitting in front of her every day. Her attention to task, her good classroom management, and the love she exuded when teaching the beautiful Spanish language had reached Lawrence, even if he did not realize it at the time. Best of all, *he remembered her* with reference and love.

In anticipation of the publication of this story, I emailed it to Dr. Kuznetz who wrote, "I learned about discipline and behavior from Mrs. Karpiak. A lesson more important than Spanish."

So what are the lessons to all of us who work away in our classroom, aggravated with *that* teenager who takes time away from the lesson because they are considered a behavior problem, or just do not see the importance of our subject matter? Well, what Anna Karpiak did and said to Lawrence had an impact. He has remembered his teacher through a long and very successful career in aerospace. This is beautiful!

In my personal experience, I too have been very lucky to have taught students who have become doctors, scientists, researchers, and yes, the man who invented Priceline.com! And those are only a few that I know about! Yes, those teenagers' behavior in front of you every day can be aggravating. However, those teenagers' energy and rebelliousness are their ways to reach out to us for attention that perhaps they do not experience in other classrooms or at home. As one of my former students recently told me, "You were firm but fair and we just loved you!"

Our subject is about communication and interaction. We are teaching our students in a very human way with interaction in the target language, not afforded in other classrooms. We communicate with them face-to-face and word by word. YOU are the one who makes it magical. You can be unforgettable too.

Every time our students try to communicate in the target language, we are challenging them to persevere, such an important asset to have in life. Look at what happened to Lawrence - look at the rewarding and interesting life he has had and how he has impacted the future for this country. He is still challenging himself every day.

So, as you begin a new school year, there is an important lesson herein - *NEVER GIVE UP ON A KID! You never know the depth of a student's perseverance and unless you are lucky enough, you may never know the impact on a student's life.*

Anna may have never learned on her impact on Lawrence during her lifetime, but I bet she knows now. May Anna rest in peace. And Lawrence, thank you for letting me know about your unforgettable Spanish teacher.

Artificial Intelligence in Education: A Tool, Not a Teacher



Article concept by Nicholas Amster.
Draft generated with AI and edited for publication

Artificial intelligence tools like ChatGPT and other OpenAI technologies are rapidly becoming part of the educational landscape. For educators, these tools can be powerful partners in the creative process – helping generate lesson ideas, differentiate materials, brainstorming assessments, and even refine communication with families. Used thoughtfully, AI can free teachers to focus more on the relational and instructional work that matters most: connecting with students, building classroom culture, and responding to individual needs. In my own practice as a middle school world language teacher, I have used AI as a collaborative brainstorming partner when designing lessons, revising rubrics, or thinking through how to scaffold language for students at Novice proficiency levels.

However, the very strengths of AI also reveal its greatest risk: over-reliance. Artificial intelligence is designed to produce confident responses quickly, but speed is not the same as wisdom. When educators or students rely on AI without reflection, we risk outsourcing the very thinking skills we are trying to cultivate – critical analysis, creativity, and intellectual struggle. AI can suggest ideas, but it cannot replace the professional judgement of a teacher or the cognitive growth that comes from wrestling with a problem independently. In education, the process of thinking is often more important than the answer itself.

Perhaps the healthiest way to approach AI is not as a replacement for human intelligence, but as a **conversation partner**. Just as educators collaborate with colleagues to refine ideas, AI can serve as a tool that pushes out thinking forward – if we remain the ones asking the questions, challenging assumptions, and making the final decisions. The future of education will not be defined by whether we use AI, but by **how wisely we choose to use it**. When guided by professional judgement and ethical reflection, artificial intelligence can amplify good teaching. Without those guardrails, it risks diminishing the very human creativity and curiosity that education is meant to nurture.



About this thought piece

- The prompt put into ChatGPT was for an article to be written in 3 paragraphs that make users aware of the dangers of Open AI.
- It was asked to be written as a thought piece to create conversation.
- Most conversations are falling into 2 extremes: AI will solve everything OR AI is cheating and therefore should be banned
- Users should also be aware of the environmental and governmental impacts of using Open AI

LILT Awards, Grants, & Recognition



Long Island Language Teachers (LILT) is committed to honoring educators and students who demonstrate excellence, dedication, and innovation in world language education. Each year, we offer a variety of awards, stipends, and grants to recognize outstanding contributions and support professional growth within our language-learning community. Whether you are a passionate educator, a dedicated student, or a valued supporter of world language education, there is an opportunity for you to be acknowledged and celebrated.

In addition to our newly designed Student Excellence in World Language Certificates, our awards include the Friend of Languages Award, which honors individuals who have made significant contributions to language education, and the Kathleen Ann Lyons Memorial Excellence in Teaching Award, recognizing an educator who exemplifies best practices in the field.

We also celebrate student achievement through the Lucille DiPietro Lamber Memorial Award, which acknowledges excellence in world language studies. Educators seeking financial support for innovative classroom initiatives can apply for the Richard B. Gentile LILT Teacher Incentive Grant, while those interested in attending the LILT Annual Conference can apply for a stipend to help offset the cost.

By applying for these prestigious accolades, you not only gain well-deserved recognition but also enhance your professional portfolio, connect with a network of like-minded educators, and access valuable resources to further enrich your teaching and learning experiences. Don't miss this opportunity to celebrate your achievements and invest in your future! The deadline to apply is April 15th. Learn more and submit your application today by visiting [LILT Awards & Grants](#).

Furthermore, looking for a way to support a colleague and their professional development? Maybe you are mentoring a new teacher or a student teacher? Reach out to us about GIFTING a LILT Membership today!



Why apply for an award or grant?

- Being awarded a grant or recognition from LILT highlights your dedication to world language education and strengthens your professional profile. It showcases your commitment to excellence and innovation in teaching.
- Grants provide educators with funding to implement creative classroom initiatives, purchase resources, and enhance student engagement.
- Awards and stipends can open doors to new opportunities.

Reframing Parent Teacher Conferences Through Proficiency

by Nicholas Amster

I don't know about you, but I loathe Parent Teacher Conferences. Sitting in my classroom (or living room) for hours on end, talking with parents via Zoom. Talking is not the problem, usually it is the honors and advanced students and parents want to be told that their child is doing well in class and if there is anything they need to improve on. And in the Spring, the focus is the Checkpoint A Assessment, graduation, and other things before moving on to high school.

However, here is the thing with me. I am notoriously the Type C teacher that you see on social media. Parts of my room may look a mess, but I know what is going on. I have way too many emails in my inbox to count, but I make sure to read the ones that are important. So when it comes to grading, I get it done but honestly not as fast or as diligently as I should. This is when I had an idea as I was talking with my mentee and my student teacher.

The irony in all of this is that I hate being unprepared or looking like a fool. So when parents ask about grades and I am not fully updated yet, I become embarrassed. So my idea? I sent out this Pathway to Proficiency Poster (shout out to Leslie Grahn and her website for reminding me it existed) and told parents that instead of focusing on grades, I wanted to focus on proficiency and performance in my language classroom! I even told the students about it. I have been using this poster with them since September for random assignments and check-ins. And honestly? Both the parents and the students LOVED that I used this poster for Parent Teacher Conferences. I had such productive conversations and parents were able to get actionable feedback to support their students in class.

I am thinking this is a new method I am going to be keeping in my classroom. What do you think?



Target Ranges	NOVICE MID	NOVICE HIGH
<p>Standard 1 - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p>	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational and literary texts and conversations that are spoken, written or signed.	I can identify the topic and some isolated facts in short informational and literary texts as well as understand familiar questions and statements from simple sentences in conversations that are spoken, written or signed.
<p>Standard 2 - Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.</p>	I can request and provide information, meet basic needs, express preferences or feelings, and react to those of others on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, sentences, and questions in conversations.	I can request and provide information, and meet basic needs; express, ask about, and react to preferences, feelings, or opinions on familiar and everyday topics, using a mixture of simple sentences and some original questions in conversations, most of the time.
<p>Standard 3 - Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.</p>	I can present information about my life and activities, and state preferences and opinions on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, and sentences, through spoken, written or signed language.	I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through spoken, written or signed language.
<p>Standard 4 - Relating Cultural Practices and Products to Perspectives: Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.</p>	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support.	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.
<p>Standard 5 - Cultural Comparisons: Learners use the target language to compare the products and practices of the cultures studied and their own.</p>	I can identify comparisons of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support.	I can identify comparisons of practices and products of the target cultures with my own culture, using phrases and simple sentences with graphic or visual support.

Honoring Will Anderson: Leadership, Generosity, & Inspiration



Reflections from Jennifer Nesfield, Michele Ortiz, & Dr. Lori Langer de Ramirez

After 33 extraordinary years of service to the world language education community, Will Anderson has retired from public education – a milestone that calls for both celebration and deep gratitude for the remarkable legacy he has left behind.

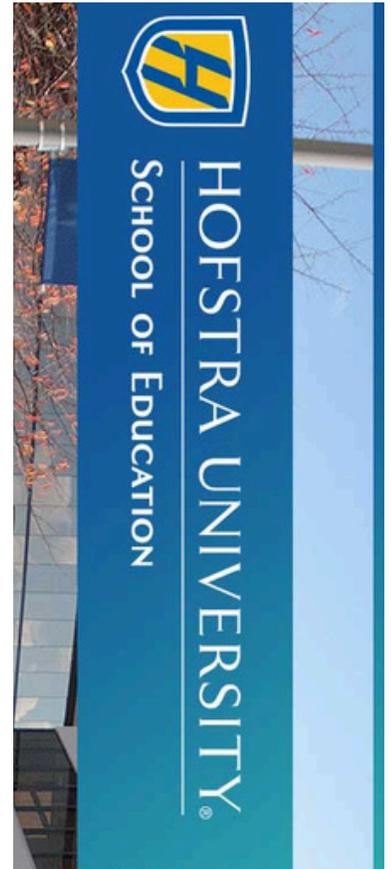
If there is one word that captures his essence, it is *generous*. Generous with his time, generous with his knowledge, and generous with his heart. Will has always been the person you could call with a question, a concern, or a challenge – and without hesitation; he would be there with wisdom, insight, and support.

Will's dedication to professional service is truly inspiring. Over the years, he has volunteered and served in leadership roles across numerous respected organizations at the local, state, regional, and national level such as LILT, NYSAWLA, NECTFL, ACTFL, AATSP, and AATG. Through these roles, he has helped shape the direction of world language education while lifting up countless educators along the way. His passion for strengthening pedagogy and professional collaboration has had a far reaching and lasting impact.

What makes Will truly exceptional is his ability to see potential in others, often before they see it in themselves. He encourages his colleagues to grow, to lead, and to give back, and his belief in their abilities has helped launch many into new roles and responsibilities. His legacy is one of leadership, not just through knowledge, but also through kindness and vision.

He has had a distinguished career as the Director of World Languages and ENL in the Massapequa School District, where he consistently advanced language education through visionary leadership, innovative program development, and a steadfast commitment to student success. Under his direction, the district has strengthened its world language offerings, expanded opportunities for English Language Learners, and fostered a culture of high expectations and cultural understanding. For over two decades he has been a trust colleague and a go-to for all things World Language and ENL.

His friends describe him as a gem of a human being. In addition to his dedication and hard working nature, caring for and supporting teachers is at the core of his identity and one of the reasons he is generous with his time and expertise. All that he does, he does with a smile and well-timed joke. He has a wonderful ability to roll up his sleeves and do the work, uplifting those around him and inspiring them to do the same.



About Will Anderson

- Will currently serves as the Associate Dean for External Relations and Field Placement at Hofstra University
- Previously, Will served as the Curriculum Associate for World Language & ENL at Massapequa School District and Program Director for World Language Education at Hofstra
- Will formerly served on NYSAFLT's Executive Committee and was the Executive Director
- Will was recently honored with the NYSAFLT Robert J. Ludwig Distinguished Leadership Award in 2025

Student Teaching: Investing in Future Teachers and MYSELF



by Nicholas Amster

This January, I took on my fourth student teacher; my second of this year. In this same year, my very first teacher has now become my colleague, is my mentee, and most importantly, my friend. When I talk with other teachers about having a student teacher, I usually get one of two responses. The first is a look of concern, they respond with "I would never do that; it is so much work. Why would you take one?" The other response, more of arrogance when they answer with things like "I love having student teachers, I do not have to do anything because they do all the work." However, neither is true. Being a cooperating teacher is work; not a full time job, but definitely a job that takes people who are willing to put in the work.

In the Spring / Summer 2024 Will Anderson of Hofstra University wrote an article entitled *Where are all the Language Teachers?* which focused on ways to recruit more language teachers as we need more teachers in our field. Reflecting on that article, I thought of my own student teaching experience. During the Spring of 2015, my cooperating teacher sat with me and my field supervisor and told me that she felt I was not fit for the profession. She said I would be a good teacher – but in her opinion, I was not cut out for teaching Spanish. 11 years later, I am proud to say that I *love* working in middle school and teaching world language and ENL. I am the teacher that sits on the desk and talks with the students, I call them out when they make choices that are not the smartest, and I will fight for my students with every chance I get. I love taking in student teachers because I want them to see that not every world language teacher is the same. We each have our own quirks, tricks, and secrets.

I choose to invest my time and talent into my student teachers. I mentor them, provide them with the feedback I wish I had. I have offered to write recommendations and help them find jobs. Getting the credit waiver from Queens College, is a nice perk, but I do not do it for that. I willingly choose to take on student teachers because I want to help support the future generations of teachers. I want them to know that they have someone in their corner cheering them on and supporting them. I also do it for ME to prove that I am capable of being a good teacher. How do you choose to give back to our profession?



About Nicholas Amster

- Nicholas is currently a Spanish and ENL Teacher within the New York City Public School System.
- In addition to his role on the Executive Board, Nicholas mentors new teachers and student teachers in his building
- Nicholas was a part of the 2025 NYS AFLT Leaders of Tomorrow Cohort
- He has presented at conferences such as LILT and NECTFL in the past and is hoping to continue giving back to the language education profession.

Advocacy for World Language

Dear Language Educators of Long Island,

As you know, our content is important and has lifelong benefits. Thanks to Barb Patterson and Marie Campanaro from NYSAFLT's Public Advocacy Team for creating posters promoting the benefits of World Language and Language Education in a K-12 setting as well as careers that are looking for people that are proficient in more than one language. You can access these posters on the NYSAFLT Website.

World Languages Build Academics



Learning another language improves abilities in the first language and academic achievement in many subject areas.

- Improves reading fluency and comprehension
- Increases Math and English standardized test scores
- Improves academic performance regardless of race, gender or socioeconomic status
- Improves ability to learn additional languages
- Improves academic performance in college



Advocacy for World Language

World Languages Build Economies



Learning another language increases access to global markets and serves NY's multilingual population.

- Addresses productivity and safety in the workplace
- Addresses the 30% of New Yorkers who speak a language other than English at home
- Connects with export businesses, where NY ranks #2 in the country
- Fills the critical need in many job sectors, especially healthcare, construction, tourism, social services and national security
- Expands and retains clients and customers



Learn more at: NYS AFL's Public Advocacy's Documents and Articles for Competing Globally/Job Market.

Advocacy for World Language

With World Languages You Can Be A **FLIGHT ATTENDANT**



@karinameetsworld
How to get hired as a flight attendant: SPEAK MULTIPLE LANGUAGES! - See more
original sound - K1797



TikTok video

Duties:

- Serve passengers
- Work internationally
- Interpret information
- Translate information
- Provide customer service
- Conduct safety demonstrations
- Participate in preflight briefings with pilots
- Administer & coordinate emergency medical care

Education:
Language(s)
High School diploma

Benefits:

- | | | |
|----------------------------|--------------------------------------|----------------------|
| Median salary \$61,600 | Free flights | Travel opportunities |
| Hotel & food reimbursement | Flight benefits for family & friends | |
| Health insurance | Flexible schedule | Retirement benefits |

Become a World Language Teacher

NY teacher salaries are the highest in the US!
*Average annual salary of \$87,738 is 26% more than the average teacher salary across the country.

World language teachers are in demand!
*58% of states report a shortage of world language teachers.

- make a positive impact on students
- share your passion for languages
- share your cultural knowledge
- express your creativity
- no two days are the same

NYS teacher benefits:
Insurance plans - medical, dental, vision & prescription
Enrollment in NYS pension plan
Discounts at stores, events, fitness centers & more

With World Languages You Can Be A **CHEF**



Duties:

- Communicate with kitchen staff
- Communicate with chefs from other countries
- Create menus
- Prepare & plate food
- Clean & organize kitchen area
- Carry out service & hospitality



Education:

- B.A. or Minor in Language(s)
- B.S. Culinary Arts



Work in a multicultural environment or other countries.



Chef Nelson German
Speaks Spanish



Chef Giada De Laurentiis
Speaks Italian



A note from the editor...

Dear Colleagues,

Thank you so much for reading our Fall / Winter 2026 newsletter. It was an honor being able to put it together for the language educator community, and I hope you appreciate it as much as I do! If you have any suggestions or feedback, or would like to talk about the newsletter in more detail, please feel free to reach out to me via email. Additionally, we are looking to highlight members in our future newsletter, so if you are interested in participating, let me know! You can also submit material for our next newsletter [HERE](#)

I hope that as we enter into Spring, you are ready for all of the things coming our way whether you are a part of NYCPS or a Long Island District. Additionally, If you know of any openings in your school or district for World Language, ENL, Bilingual, or Dual Language/Immersion teachers, please feel free to let us know so that we can share with the community. Finally, as a reminder LILT offers several scholarships, awards, and other opportunities for recognition. Please make sure to check them out and take advantage!

Looking forward to seeing you at our [Spring PD Event on March 27, 2026](#).

Thanks,

Thank you for reading!

LILT, INC.
NEWSLETTER VOLUMER 46 NUMBER 1
www.liltfl.org