

LILT™ NEWSLETTER

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PRESIDENT'S MESSAGE

As my term as President comes to an end, I am happy to have had the opportunity to lead LILT out of hiatus. The last two years have had both their challenging and rewarding moments as the Executive Board and I worked many endless hours to assure the continuation of LILT. Working collaboratively, we successfully offered an exciting conference, professional development workshops, student competitions, student plaques, poster contests, awards, grants and stipends.

I am pleased to know LILT will indeed have a bright and promising future. I must thank each member who submitted his or her application for the numerous positions available for our upcoming elections. It will give me great pleasure to present the newly elected, dynamic and professional officers to the membership at our LILT Spring General Membership Meeting.

I would like to thank all the members for your active involvement and communication in letting us know what was working and not working in meeting your needs and expectations. Your input allowed the Executive Board to bring the necessary changes where needed. An organization's strength and longevity are derived from its constituents, and your continued involvement of time, effort, and honest communication will help LILT continue to thrive.

I would like to thank my team of officers: **Michele Ortiz, Donna DiNatale, JoAnne Orlando and Ron Taub**, and my Executive Board Members: **Richard Gentile, Adrienne Greenbaum, Gene Lowenberg, Joan Militscher**, and **Anahí Walton-Schaffer**. Their dedication and allegiance to the organization, and their support during my Presidency allowed me to lead in a positive direction.

At this time, I would like to mention and thank those stepping down from the board after many years of committed service. Most have served since the inception of LILT. To **Richard Gentile**, my immediate past president and mentor, who was an invaluable partner during these last two years. His wisdom, advice, guidance, ability to bring balance and new views to the board were essential.

To **Adrienne Greenbaum** for her many years of service to the organization and invaluable and insightful input at our Executive Board meetings.

To **Nancy Russo-Rumore** for her advice, ideas and actions which brought LILT into the 21st century by securing LILT's not-for-profit status, making LILT tax exempt and a public charity, and registering LILT with the New York State Attorney General.

To **Ron Taub** for his incredible expertise in managing our treasury for many years, and for obtaining LILT's CTLE approval from the NYS Education Department.

I would like to reiterate, if you have an interest in helping LILT, please reach out. Whatever time and expertise you can offer to LILT is welcomed, as there is no job too big or too small - more hands make light work. The more involvement from our diverse membership, the more successful the organization will be at meeting the needs of our professionals.

The LILT Executive Board and I wish you all a smooth and successful end to the school year. I look forward to seeing many of you as we honor our retirees, our outgoing Executive Board Members and recognize award winners at our Spring General Membership meeting in June.

It has been an honor and privilege to serve you as President of LILT,

Ana Aguiar-Mady

FROM THE EDITOR

As noted in January, this will be my last edition as editor of the *LILT Newsletter*, 62 editions over 15 years. There have been many articles on various aspects of LOTE acquisition and teaching, and I hope you have found the majority of them interesting and informative.

I wish the new editor of the *LILT Newsletter* all my best in continuing to inform the membership of everything LILT, as well as the latest developments in the LOTE community, be they regional, national or international.

CONGRATULATIONS TO THE NEW RETIREES

Rita Fasano, Kathryn Laurie, Amalfis Mejia, Gina Palasciano, Diana Riccoboni and Josephine Tardio.

ELECTIONS FOR 2017-2019

Sometime in early May, LILT members will receive a list of the proposed candidates for the LILT Executive Board, 2017-2019, and a ballot. Kindly return the ballot as soon as possible so the new candidates can be announced at the LILT Spring Membership Meeting.

THE BILINGUAL BRAIN IS SHARPER AND MORE FOCUSED, STUDY SAYS

The ability to speak two languages can make bilingual people better able to pay attention than those who can only speak one language, a new study suggests.

Scientists have long suspected that some enhanced mental abilities might be tied to structural differences in brain networks shaped by learning more than one language, just as a musician's brain can be altered by the long hours of practice needed to master an instrument.

Now, in a study published in the Proceedings of the National Academy of Sciences, researchers at Northwestern University for the first time have documented differences in how the bilingual brain processes the sounds of speech, compared with those who speak a single language, in ways that make it better at picking out a spoken syllable, even when it is buried in a babble of voices.

That biological difference in the auditory nervous system appears to also enhance attention and working memory among those who speak more than one language, they say.

"Because you have two languages going on in your head, you become very good at determining what is and is not relevant," says Dr. Nina Kraus, a professor of neurobiology and physiology at Northwestern, who was part of the study team. "You are a mental juggler."

In the new study, Kraus and her colleagues tested the involuntary neural responses to speech sounds by comparing brain signals in 23 high school students who were fluent in English and Spanish to those of 25 teenagers who only spoke English. When it was quiet, both groups could hear the test syllable — "da" — with no trouble, but when there was background noise, the brains of the bilingual students were significantly better at detecting the fundamental frequency of speech sounds.

"We have determined that the nervous system of a bilingual person responds to sound in a way that is distinctive from a person who speaks only one language," Kraus says. Through this fine-tuning of the nervous system, people who can master more than one language are building a more resilient brain, one more

proficient at multitasking, setting priorities, and, perhaps, better able to withstand the ravages of age, a range of recent studies suggest.

Indeed, some preliminary research suggests that people who speak a second language may have enhanced defenses against the onset of dementia and delay Alzheimer's disease by an average of four years, as WSJ reported in 2010.

The ability to speak more than one language also may help protect memory, researchers from the Center for Health Studies in Luxembourg reported at last year.

After studying older people who spoke multiple languages, they concluded that the more languages someone could speak, the better: People who spoke three languages were three times less likely to have cognitive problems compared to bilingual people. Those who spoke four or more languages were five times less likely to develop cognitive problems.

Not so long ago, people worried that children who grew up learning two languages at once were at a developmental disadvantage compared with those who focused on only one.

New research suggests that even babies have little trouble developing bilingual skills.

Researchers at the University of British Columbia's Infant Studies Centre reported that babies being raised in a bilingual family show from birth a preference for each of the native languages they heard while still in the womb and can readily distinguish between them.

Moreover, bilingual infants appear to learn the grammars of their two languages as well as babies learning a single language, even when the two languages are as different from one another as English and Japanese, or English and Punjabi.

*Reprinted from the Wall Street Journal, April 30, 2012
Submitted by Nancy Russo-Rumore, Emerita*

LEARNING GLOBISH

Stand on the promenade of any British seaside resort on a summer's afternoon, and you will hear the full, remarkable range of accents of this small island pass by soon enough.

Stand on the seafront in Brighton, and the experience is rather different. The accents come from all over the planet. Most people seem to be speaking English, which is what they are meant to be doing. But it may not be English as we know it.

For if English is now the language of the planet, Brighton might be the new centre of the universe. There are about 40 language schools operating within the city. And at the height of the season — which is right now — about 10,000 students crowd into town, thronging the bars and cafés, practising their fragile English skills.

It's great business for the locals. This trade seems to be recession-proof; it is certainly weather-proof — these



Spring General Membership Meeting
Thursday June 1, 2017

The LILT Executive Board cordially invites all LOTE teachers to its annual LILT Spring General Membership Meeting. Please join us as we honor our retirees – **Rita Fasano, Gina Palasciano, Diana Riccoboni and Josephine Tardio**, and the recipients of our awards and scholarships.

If you know of any other LILT member who is retiring and may meet constitutional requirements for recognition, please contact Michele Ortiz as soon as possible at mortiz@liltfl.org.

Note: Please have your check postmarked (US Post Office only) no later than May 19, 2017.

DATE: Thursday, June 1, 2017
TIME: 4:30 PM - 7:30 PM
PLACE: La Famiglia, 641 Old Country Road, Plainview, NY 11803
COST: \$35.00 [gratuity included]
MENU: Bruschetta, Salad, Choice of Entrée, Dessert, Soda
N.B. Cash Bar Available
R.S.V.P.: Friday, May 19, 2017

SEND CHECK TO: Michele Ortiz, 227 Atlantic Place, Hauppauge, NY 11788

DIRECTIONS:

Long Island Expressway: Eastbound or Westbound: LIE Exit 44 South – Route 135
Travel south on Route 135 to exit 10. Turn RIGHT at the exit ramp traffic signal onto Old Country Road.
La Famiglia is located approximately one-half mile west, on the south side of the road.

Northern State Parkway: Eastbound: Northern State to Exit 36A South –Route 135
Westbound: Exit 37A to Route 495; stay on ramp for ¼ mile to Exit 44- Route 135
Travel south on Route 135 to exit 10. Turn RIGHT at the exit ramp traffic signal onto Old Country Road.
La Famiglia is located approximately one-half mile west, on the south side of the road.

Southern State Parkway: Eastbound or Westbound: Southern State to Exit 28A North – Route 135.
Travel north on Route 135 to exit 10, Turn LEFT at the exit ramp traffic signal onto Old Country Road.
La Famiglia is located approximately one-half mile west, on the south side of the road.



Spring General Membership Meeting, Thursday June 1, 2017

Name(s): _____

Phone: (Home) _____ (School) _____

Total Enclosed (\$35.00 per person, payable to LILT): \$ _____

MAIL THE ABOVE FORM, AND YOUR CHECK PAYABLE TO LILT, BY MAY 19th TO:
Michele Ortiz, 227 Atlantic Place Hauppauge, NY 11788

visitors arrive in even the wettest south-coast summers; and the weak pound is a bonus. The students' presence spreads cash round all corners of the area, since most of them stay with host families – and anyone with a decent spare room can earn some pocket money.

The students may stay a week or a year. They may be nouveau riche Chinese teenagers, with parents desperate for their adored only child to get on; they may be South American managers or army officers, knowing that, if they know no English, then, professionally, they will soon bash their heads on the ceiling.

But the language they take home may not be quite the one their teachers speak. One theory is that the world language is not actually English but “Globish”, a term credited to a former IBM executive and amateur linguist, Jean-Paul Nerrière, and lately popularised as the title of a book by Robert McCrum.

Globish is the patois in which a Chilean and a Chinese might converse if they meet at Dubai airport. According to Nerrière, they might have an English vocabulary of just 1,500 words, and not much that could be recognised as grammar. Dr L.L. Zamenhof, the inventor of Esperanto, was on the right track. But he had no need to devise a new language. English has mutated into quasi-English and done the job for him.

The other day I got one of those jokey e-mails which must have gone viral (or, if it has reached me, probably pandemic). It showed a picture of a demonstration, alleged to be in Syria, in which Arab protesters were carrying placards written in the basic English now considered essential to get noticed by the global TV audience. The protesters had asked a passing Brit to help with the translation. Unfortunately, he turned out to have a sense of humour. “WE ARE IDIOTS” went one slogan. “BOMB US NEXT”, “PLEASE KICK OUR ASSES” said others. It is irrelevant whether the picture is real or fake – and I was unconvinced by the assurance of authenticity. The point is the same: no Globish, no comment.

This is not what Brighton is aiming to achieve. “Fifteen hundred words?” said Deborah Rogerson, director of studies at Brighton Language College. “We’re trying to do better than that.” There are, however, two distinct strands of learning here. One is “English as a Foreign Language” (EFL), aimed at people who need a modicum of knowledge to skim specialist journals, trade successfully, chat up foreign women or run successful anti-western marches in Damascus. The other is the more ambitious “English as a Second Language” (ESL), aimed at migrants who need to adapt to a new host country. The difference, one specialist told me, is that if a student persistently kept making elementary errors like “He think this” or “He say that”, an ESL teacher would be alarmed; an EFL teacher could afford to be more relaxed.

This is not something Rogerson and her colleagues wish

to accept: after all, they strive for perfection. However, modern thinking does tend towards the relaxed. The college is affiliated to Berlitz International, named after Maximilian Berlitz, a German emigrant to the US who, in 1878, found himself running a school teaching European languages to young gentlemen in Rhode Island.

Falling ill, so the story goes, he hired a Frenchman, Nicholas Joly, to help out with the French, only to discover Joly spoke no English. With no alternative, Berlitz let Joly get on with it – and the results were remarkable. Forced to learn in French, his pupils progressed far better than ever before. What became known as “the direct method” and Berlitz International (now under Japanese ownership) became worldwide successes, and the standard way of teaching English to foreigners as well.

However, the traditional Berlitz Method and its cousin, the Callan Method (“rigorously structured ... repetition engages the memory”) are now seen as old-fashioned themselves, and inappropriate except for the highest flyers. And the Brighton college does not over-emphasise the connection: rigour is out of style, and the watchword is “communication”.

“Fluency is what’s important – having the confidence to communicate,” says Gary Farmer, the college director. “Students shouldn’t be worried about present, perfect, pluperfect. Ask a 14-year-old English kid the past participle of something, and a lot of them would struggle.”

It is blindingly clear that children of migrants, speaking one language at home and another at school, quickly become bilingual by instinct – whereas British kids, taught foreign languages via English, grow up going to Spain with just about enough Spanish to order a beer and a hamburger.

The approach here is pleasingly informal in style (as it has to be, since students come and go) and subject matter. The elementary class was down to two the morning I visited: Katherine from Brighton was talking to Gladys from France and Kaori from Japan about “Jenny the travel rep” and her clients. Kaori was having the traditional Japanese difficulty: “Cree-ents,” she said. “Cl, cl,” said Katherine. “Clee-ents.” “Cly-ents,” corrected Katherine. “Cly-ents,” repeated Kaori, triumphantly. “Are you clients?” “No.” “Yes you are. Students but clients.”

The intermediate class was much bigger, a dozen strong and very eclectic – from Dubai, Spain, Germany, Turkey, China, Japan and Belarus. They were on to more relationships? “No.” “Do women?” “Women are obsessive,” said one male. The female teacher corrected “obsessive”, but not the observation. “Do you know the expression ‘to two-time?’” she then asked. All this came from the textbook, which might have surprised Maximilian Berlitz.

The pre-advanced class, the top one operating that day,

was on to film scripts. This class also had 12 students – Valentin, Florian, Tibor and the rest were discussing the plots and expressions that would stand them in good stead in Brighton café society: “Yeah, it’s nice.” “No way! It’s boring!” “Wow! This is fantastic!”

And it does all seem pretty fantastic. Gary Farmer’s main bugbear is the UK Border Agency, the Home Office body set up in 2008 under the then-government to persuade the tabloid press that Labour was not soft on immigration. “There is so much paperwork, so much red tape, so many regulations that change every week, it’s in danger of destroying the industry,” he complains. “Long-term student bookings have decreased because people say ‘Let’s go to Canada instead.’” One recent ruling, he said, peremptorily cut the permitted hours of work allowed on one visa category from 20 a week to 10, a useless amount for both students and potential employers.

But the UK has one big advantage. There is, he says, a pecking order of accents, with South African at the bottom and British at the top: “Parents overseas want their children to speak with a Home Counties accent, a BBC accent, a Jane Eyre accent. They want to hear that sound coming out of their sons’ and daughters’ lips.”

Seen from here, the concept of Globish can seem an over-simplification, because students arrive with very different ways of learning. The Japanese are increasingly familiar with the Roman alphabet – they use it to send texts in their own language. But, traditionally taught to shut up and listen, they lack the confidence to communicate easily. The Arabs, in contrast, find it easy to speak English but struggle to read and write. The Greeks, one teacher told me, are notably inflexible: “They have to learn everything parrot-fashion.”

This kind of conversation is fascinating, and does bolster one’s innate sense of Anglophone superiority, which may be very misleading. The researcher David Graddol said in 1997 that the dominance of English could turn into a disadvantage for its native speakers. Since they feel no need to learn another language, it can turn into a serious drawback. We have already seen the disastrous effects on foreign policy of having so few Farsi, Pushtu and Arabic speakers.

Graddol predicted the effects would spread to business: “The likelihood is that English may be so prevalent in the world that Britain obtains no special benefit in having so many native speakers: the advantage may shift more clearly towards bilingualism.” Jean-Paul Nerrière reached the same conclusion: “Globish,” he told McCrum, “will limit the influence of the English dramatically.”

Graddol, who is currently working in Hong Kong, says now that his prediction is coming true. British and American managers in multinationals find themselves outpaced by their more linguistically flexible colleagues. “Here in Hong Kong the British Council is specifically

recruiting local English teachers. Increasingly, the attitude is ‘We don’t care about accuracy. Are they intelligible?’”

“We don’t talk about English. We talk about ‘Englishes,’” says Jan Smith, a Sydney-based educational consultant. “Indian English, Chinglish and Singlish [Singapore English] are all legitimate forms of the language. Most exchanges in English now take place between people for whom English is not their first language.” She adds: “The third-person singular is disappearing between non-native speakers.” That’s what she thinks. And that’s what she says.

Versions of this phenomenon are even noticeable within Britain itself. In 2008, *Dispatch* reported from Cornwall how children being taught the once-moribund Cornish language relished the sense of secret code that it gave them. And students who cross the border to study at the University of Wales, Aberystwyth, can get distinctly cross when the bilingual locals lapse into Welsh, usually to be insulting.

This is always a risky strategy. Given the numbers involved, there seems to be remarkably little disharmony between students and residents in Brighton. But Anna Orme, the college welfare officer, did tell me a story about a student from France who made a rude remark in a bar about an English girl, who turned round and whacked him. That is terribly bad luck. Given the state of British language teaching, the chances of finding a non-French French-speaker in a bar, even in Brighton, must be close to zero.

Whatever the long-term implications, Brighton is revelling in the situation. The teachers speak highly of the students, and their commitment. “Regardless of their age,” said Amani Alqadi, Jordanian-born herself, “they want to do it because they know they need it.” And the students seem to be enjoying the experience, too.

They complained about only one subject, the usual British one. “It’s windy,” groaned Sally from Iran. “It’s usually cloudy,” moaned another Iranian, Farhad. We were in the midst of Brighton’s warmest and driest spell of weather in four years.

Reprinted from The Financial Times, London, July 2010

TEACHING IS NOT A BUSINESS

TODAY’S education reformers believe that schools are broken and that business can supply the remedy. Some place their faith in the idea of competition. Others embrace disruptive innovation, mainly through online learning. Both camps share the belief that the solution resides in the impersonal, whether it’s the invisible hand of the market or the transformative power of technology.

Neither strategy has lived up to its hype, and with good reason. It’s impossible to improve education by doing an end run around inherently complicated and messy human relationships. All youngsters need to believe that they have a stake in the future, a goal worth striving for,

if they're going to make it in school. They need a champion, someone who believes in them, and that's where teachers enter the picture. The most effective approaches foster bonds of caring between teachers and their students.

Marketplace mantras dominate policy discussions. High-stakes reading and math tests are treated as the single metric of success, the counterpart to the business bottom line. Teachers whose students do poorly on those tests get pink slips, while those whose students excel receive merit pay, much as businesses pay bonuses to their star performers and fire the laggards. Just as companies shut stores that aren't meeting their sales quotas, opening new ones in more promising territory, failing schools are closed and so-called turnaround model schools, with new teachers and administrators, take their place.

This approach might sound plausible in a think tank, but in practice it has been a flop. Firing teachers, rather than giving them the coaching they need, undermines morale. In some cases it may well discourage undergraduates from pursuing careers in teaching, and with a looming teacher shortage as baby boomers retire, that's a recipe for disaster. Merit pay invites rivalries among teachers, when what's needed is collaboration. Closing schools treats everyone there as guilty of causing low test scores, ignoring the difficult lives of the children in these schools — "no excuses," say the reformers, as if poverty were an excuse.

Charter schools have been promoted as improving education by creating competition. But charter students do about the same, over all, as their public school counterparts, and the worst charters, like the online K-12 schools that have proliferated in several states, don't deserve to be called schools. Vouchers are also supposed to increase competition by giving parents direct say over the schools their children attend, but the students haven't benefited. For the past generation, Milwaukee has run a voucher experiment, with much-debated outcomes that to me show no real academic improvement.

While these reformers talk a lot about markets and competition, the essence of a good education — bringing together talented teachers, engaged students and a challenging curriculum — goes undiscussed.

Business does have something to teach educators, but it's neither the saving power of competition nor flashy ideas like disruptive innovation. Instead, what works are time-tested strategies.

"Improve constantly and forever the system of production and service": That's the gospel the management guru W. Edwards Deming preached for half a century. After World War II, Japanese firms embraced the "plan, do, check, act" approach, and many Fortune 500 companies profited from paying attention. Meanwhile, the Harvard Business School historian and

Pulitzer Prize-winner Alfred D. Chandler Jr. demonstrated that firms prospered by developing "organizational capabilities," putting effective systems in place and encouraging learning inside the organization. Building such a culture took time, Chandler emphasized, and could be derailed by executives seduced by faddishness.

Every successful educational initiative of which I'm aware aims at strengthening personal bonds by building strong systems of support in the schools. The best preschools create intimate worlds where students become explorers and attentive adults are close at hand.

In the Success for All model — a reading and math program that, for a quarter-century, has been used to good effect in 48 states and in some of the nation's toughest schools — students learn from a team of teachers, bringing more adults into their lives. Diplomas Now love-bombs middle school students who are prime candidates for dropping out. They receive one-on-one mentoring, while those who have deeper problems are matched with professionals.

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An extensive study of Chicago's public schools, Organizing Schools for Improvement, identified 100 elementary schools that had substantially improved and 100 that had not. The presence or absence of social trust among students, teachers, parents and school leaders was a key explanation.

Big Brothers Big Sisters of America, the nationwide mentoring organization, has had a substantial impact on millions of adolescents. The explanation isn't what adolescents and their "big sibling" mentors do together, whether it's mountaineering or museum-going. What counts, the research shows, is the forging of a relationship based on mutual respect and caring.

Over the past 25 years, YouthBuild has given solid work experience and classroom tutoring to hundreds of thousands of high school dropouts. Seventy-one percent of those youngsters, on whom the schools have given up, earn a G.E.D. — close to the national high school graduation rate. The YouthBuild students say they're motivated to get an education because their teachers "have our backs."

The same message — that the personal touch is crucial — comes from community college students who have participated in the City University of New York's anti-dropout initiative, which has doubled graduation rates.

PROFESSIONAL CALENDAR

2017

May TBA Voting for new LILT Executive Officers

Jun. 1 LILT Spring General Membership Meeting, La Famiglia, Plainview

Jun. 28-Jul. 1 ASL Conference, Salt Lake City, UT

Jul. 16-19 AATF National Convention, St. Louis, MO

Jul. 6-9 AATSP National Conference, Chicago, IL

Aug. 8-11 NYSAFLT Summer Institute, Oneonta, NY

Sep. TBA LILT Fall General Membership Meeting

Oct. 20-21 NYSAFLT Conference, Niagara Falls, NY

Nov. 4 LILT Annual Conference, William Floyd HS, Mastic Beach, NY

Nov. 17-19 ACTFL National Convention, Nashville, TN

2018

Jan. 4-7 MLA Convention, New York City

Feb. 8-10 NECTFL Conference, New York City

Even as these programs, and many others with a similar philosophy, have proven their worth, public schools have been spending billions of dollars on technology which they envision as the wave of the future. Despite the hyped claims, the results have been disappointing. "The data is pretty weak," said Tom Vander Ark, the former executive director for education at the Bill and Melinda Gates Foundation and an investor in educational technology companies. "When it comes to showing results, we better put up or shut up."

While technology can be put to good use by talented teachers, they, and not the futurists, must take the lead. The process of teaching and learning is an intimate act that neither computers nor markets can hope to replicate. Small wonder, then, that the business model hasn't worked in reforming the schools — there is simply no substitute for the personal element.

Reprinted from the New York Times, August 17, 2014

Submitted by the Editor

WHAT IT MEANS TO BE A TEACHER

The teaching profession isn't an easy one. It takes an undying passion to persevere and shine through the challenging days we're facing, made more difficult by high-stakes testing, APPR, and the uncertain outcome of a pending Supreme Court decision which could affect the very future of unionism. We hope that the following quotes will remind our members, all of whom are truly passionate about inspiring children and making the world a better place, about the real value and importance of our profession.

- A good teacher is a doctor who heals ignorance and an artist who inspires creativity.
- Teachers - the link between knowledge and education.
- The most wonderful part of being a teacher is to think that many years down the line, there will be someone, somewhere out there, thinking about how lucky they were to be taught by a teacher as wonderful as yourself.
- There is nothing more inspirational than a teacher being able to give flight to a child's dreams.
- Your job titles may be *TEACHER* but in reality you all

are the *ARCHITECT* who is shaping humanity's future.

- Teachers - the silent warriors who make the world a better place, one child at a time.
- Students may forget what the books taught but they will never forget what the teacher said.
- Teachers are the people who dedicate their entire lives to just one cause - helping others build their own.
- There is no need to read life stories of successful entrepreneurs to feel inspired. Just look at the life of a teacher whose life revolves around giving others a better one.
- A teacher is the gardener who sows the seeds of imagination today which will reap the leaders and innovators of tomorrow.
- The journey of every doctor, engineer, scientist, astronaut, programmer, architect, accountant, analyst and all other professions begins under the watchful eyes of the most important one of all - Teacher.
- Teachers are torch bearers for mankind, carrying the light of knowledge and passing it from generation to generation.
- Teaching is not a service, profession or a job - it is a pillar of society.
- Of all human beings, teachers are immortals because their words stay in the minds of their students for the rest of their lives.

Reprinted from The Long Island Educator, December 23, 2015

Submitted by the Editor

WHEN CAREER PATHS LEAD ABROAD

Of course, it also helps to know a foreign language or two, but don't let that stop you from pursuing an overseas dream. It isn't a deal-breaker at Deloitte Touche Tohmatsu. The company can put people through intensive language training both before and after arrival at the foreign country, said James H. Wall, Global Managing Director Of Talent.

Reprinted in part from the New York Times, December 4, 2010

Thank you to Ana Aguiar-Mady, Donna DiNatale, JoAnne Orlando, Nancy Russo-Rumore and Ron Taub for proofreading this edition.



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

MEMBERSHIP IS FOR THE CALENDAR YEAR

PLEASE CUT HERE ➤ -----



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

Last Name* _____ New, First Name* _____

Former Last Name _____

Home Address* _____ New

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

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

E-MAIL ADDRESS* _____ New

School Name/District _____ New

School District City _____, State _____ Zip _____ New

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

Languages and levels you teach.* _____

- Dues* (check one): \$20 Individual \$10 Full-Time Student \$10 Emeritus \$500 Lifetime
- I am a **NEW** LILT member*.
- I am **RENEWING** my LILT membership*.
- I am interested in being a **JUDGE** for the LILT Student Foreign Language Competition*.

In order for your students to participate in LILT Student Foreign Language Competition and the LILT Poster Contest, your present LILT Membership must be paid by February 15th of the current school year.

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