



40 YEARS OF EXCELLENCE 1980 - 2020

NEWSLETTER

April 2020
Volume 40 Number 2

WWW.LILTFL.ORG

Cheryl Sosa, Editor
csosa@liltfl.org

Message from the President

Dear Members,

This message brings the hope of better times to come and the wish that we all come through this stronger and more ready than ever to return to the classroom and regular teaching duties. I applaud your tireless efforts to bring language learning to an online format until schools are ready to open once again.

As a recent retiree, I have some time to devote to this organization and want to make sure that we still offer you and your students whatever possible in order to help you keep some sense of normalcy during this health crisis.

Albeit many of our events and activities have been canceled or postponed, LILT is still able to offer the following opportunities for our members. Please visit our website for more information: www.liltfl.org.

Please keep in mind that the following deadlines may have to be readjusted accordingly. An email will be sent if need be.

Student Award Plaques - New Deadline April 17

Student Poster Contest - New Deadline April 20

This had been changed to an online format. Please contact the chairperson for details: pluzzi@liltfl.org.

Awards, Grant and Stipend - New Deadline April 30

- LILT Friend of World Languages Award
- Kathleen Ann Lyons Memorial Excellence in Teaching Award
- Lucille DiPietro Lambert Award for Excellence in World Language Studies
- Richard Gentile Teacher Incentive Grant
- Stipend to Attend LILT Annual Conference for New Members

We are planning to have our Spring Membership Meeting on May 28 to honor the recipients of the above awards and also retirees. Please forward the name of anyone who will be retiring this year to our First Vice President: jorlando@liltfl.org.

Thankfully, teachers were able to submit their entries for the 2020 Student World Language Competition and judging is complete. I would like to thank our submission coordinators, Wendy Mercado and Valerie Grier and judge coordinator Alexandra Browne and the following judges for taking time out to help us select the winning students: Carmen Berg, Van Grasso, LinJun Huang, Jennifer Karpoich, Robert Owen, Katie Redmond, Lori Senia, Annette Sklavounakis, Carmela Taliercio-Cohen, Samantha Thomas, Madeline Turan. Winners will be posted on our website. Congratulations to all of the students and their teachers!

I would like to thank our Newsletter Editor, Cheryl Sosa, for getting this edition out to our membership in a timely fashion amidst all of the turmoil and all of my Executive Board members for their willingness to help me keep this organization running during our 40th Anniversary year.

Please feel free to reach out to any of us with suggestions, comments or concerns that you may have as you transition back into the classroom. Remember: LILT is here for you! Stay safe!

Stay safe!

Donna DiNatale
LILT President



Message from the editor

Friday the 13th, a date that signifies bad luck, bad omen, historically ominous. Friday the 13th, the last day I spent with my students. As I explained to my French class the origin of the superstitious date and the fate of Templars, I never imagined it would have such a great impact on us personally.

Covid19 has changed our lives. It has humbled us in a way perhaps we never thought possible. It feels a little like the aftermath of September 11, fighting an enemy that we can't seem to touch. It has forced us to rethink the way we teach, learn and share our most treasured moments. We social distance, teach in a very different way, reconnect with our families at home and wash our hands every chance we get. We carry on, day by day, doing our best to educate and be available to our students. I continue to be impressed by my colleagues and honored to belong to such a noble profession. Parents frustrated trying to teach their children, (perhaps allowing them to understand the challenges of being a teacher.) But something else is happening. In spite of this uncertainty emerges hope. I was particularly touched by the Italian children sharing their encouraging words spread across a balcony, andrà tutto bene, everything will be ok.

We will be on the other side of this one day, hopefully sooner rather than later, and we will return to some kind of 'normal'. It will not be easy, it might not be fun, but let's remember, we are all in this together. Let's take this time to evaluate our lives, reflect upon our values, our work, our practices as well as our good fortune to be part of a community. LILT will continue to move forward, to provide opportunities for our community and look forward to the promise that spring brings.

In this issue you will find some reading recommendations, recipes and this edition's traveling selection on Chile. Also in this edition are several articles submitted by our members, for which I am quite grateful. I invite all of our members to send submissions. I welcome your voice!

Be well and stay home.!

Cheryl Sosa

Editor





If you can't
do what you
do, do what
you can.

Jon Bon Jovi

Thank you Gene!



Gene Lowenberg has served LILT for many years. After decades serving as Historian, Gene has decided to pass the torch to the next generation.

I would like to congratulate Emilio Sosa for assuming the position of LILT Historian. He takes over a position that has been held for many years by Gene Lowenberg, a long time LILT member and the first ever Historian in LILT's existence. Gene has been a fixture in everything LILT, from being its Historian, to being the AATF Representative to the Executive Board, to being an active participant in the Poster Contest, and a long time judge in the

LILT Student Language Competitions. Wherever and whenever he was needed, Gene would show up ready to lend a hand. Gene also was a member of the Nassau County Police Auxiliary Department, and received many awards for his voluntary service. Many of you don't know much about Gene, because he always was soft spoken and worked behind the scenes. But his presence was always known and felt. His shoes will be hard to fill.

Respectfully Submitted
Ron Taub

LILT Member & Past President



JOIN US AS WE CELEBRATE LILT'S 40TH YEAR!

WINE TASTING NIGHT

\$55: light appetizers, wine flight, & one glass of wine
family & friends welcome

September 17, 2020, 4:30–7:30pm

Del Vino Vineyard

29 Norwood Road, Northport, NY 11768



Lessons Taught, Lessons Learned

By Marie G. Nuzzi



As an educator for 40 years, I had countless opportunities to witness the genuine goodness of teenagers. One such memorable moment came in the winter of 1991, when as a U.S. Marine reservist, I was called to active duty for Operation Desert Storm.

At the time, I was a Spanish teacher at Garden City High School and an interrogator/translator in the intelligence field in the Marine Corps. I received my activation letter on

Feb. 4 when I got home from school that afternoon and was given only two weeks' notice before deploying. I knew there was the remote possibility that this could happen, yet being an optimist, I chose to keep it in the recesses of my mind. I was reminded, however, that not everything could be wished away and that sometimes reality could hit us with an unexpected and powerful thud. That night, as I tried to adjust to what would soon become my reality, I was on the phone for hours with family and friends. The following day, I informed my principal and my students, and their sympathy and consolation were overwhelming.

I went through the next two weeks in a daze, yet it was not until the last day of classes before departing that I discovered the true impact that this event would have on my future teaching career and on me. It was Friday morning, and one by one, my colleagues bid me farewell, and my students asked infinite questions. As the day progressed, I received cards and gifts. I was deeply touched by the outpouring of love and concern.

Expecting to find boxes of candy and bottles of perfume among the presents, I was speechless as I opened gift after gift of what represented deep personal meaning to the giver.

There, wrapped in white tissue, I found a personal Bible with a note attached from a sophomore girl, telling me that it was her most prized possession, and she wanted me to have it. Prayer, she said, was very important. In another brown paper bag, I pulled out a compass from an 11th-grade Boy Scout who did not want me to lose my way in the desert. Another student gave me hand cream and lip balm for protection from the wind and sun. In a small box, there was a St. Christopher medal from Mark, who apologized for his constant doodling in my Spanish class. There were other special symbols, and each opened my eyes wider to the real message of teaching: We touch lives and teach lessons, not just through chalk and textbooks, but more important, by who we are and by what our life stories tell about us.

When I returned from Operation Desert Storm, I had a new perspective of the classroom. I had had a chance to see children from the “inside” and that had made all the difference. I discovered that if I looked closely enough, I was able to see past their teenage angst and emerging bravado to a deep wisdom. I, the teacher, became the student, and the lesson I learned at that pivotal point in time was priceless!





The Traveling Teacher

Here we go, off to Valpo!



...the kiss of the wide irritable ocean that with all its strength beats against your stones. It couldn't knock you down, because within your southern chest are tattooed: struggle, hope, solidarity and happiness like anchor that withstand the waves of the earth.

Pablo Neruda, *Ode to Valparaiso*.

As language teachers we are driven to communication, to learning about different cultures and traveling to wonderful places. For now we are limited to imagination and memories of these places, knowing that someday we will once again pack our bags and take off to rediscover this amazing planet! In the mean time we are left to musings.

One of the most magnificent places I have traveled to is Chile. Chile, land of poets with a fascinating albeit tumultuous history, with its breathtaking natural beauty is truly exquisite. Its beauty calls to the soul and unlike many other destinations, exudes a natural, simple exoticism that is hard to describe in words, although Neruda comes close. From the Atacama

desert in the north to Patagonia in the south, the Andes to the east, the Pacific and its mysteries to the west, Chile will leave the traveler in awe and wanting to return and over and over.

During my last adventure in Chile, we explored the capital, Santiago and the Valparaíso region. Valparaíso is of particular interest because of its street art, history and cultural contributions as well as being a major port. Valparaíso was declared a UNESCO World Heritage Site in 2003. It is also, ironically, the birth place of Salvador Allende and Augusto Pinochet and has been the residence of notable artists such as Pablo Neruda and Rubén Darío.

Valparaíso is the capital of the Fifth District. It was first populated by an indigenous people, the Changos, who subsisted mostly by fishing and gathering until the Spanish *explorers* arrived in 1536. The southern cone was one of the last regions to be *civilized* by the Spanish because of the difficulty navigating through the geographical obstacles and Lima serving as the imperial port.



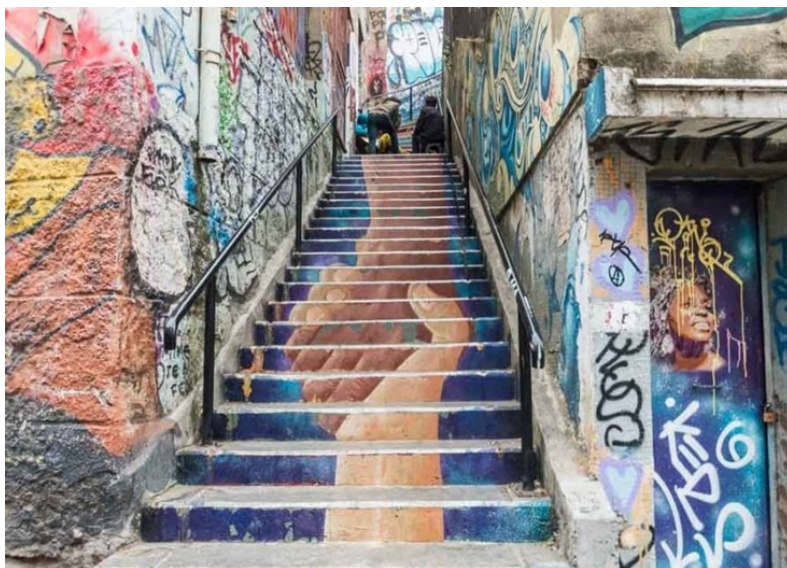
Historians estimate that the city was established around 1559 when the Spanish conquerors built La Matriz Church. (Interestingly the words Matriz means ‘womb’ in English.) The Spanish continued to develop and displace local residents for centuries.

In the 19th century the port became an important stop for ships, as it became an obligatory stop for those crossing Cape Horn to and from the Atlantic. Valparaíso becomes an important city for international trade. As such, it has also served as a gateway for immigrants to the rest of Chile. Waves of immigrants from Germany, Italy, France and England came during the gold rush. Later on immigrants and refugees came from what is now Croatia, Yugoslavia and Spain. In 1906 an earthquake rattled Chile and Valparaíso suffered almost complete destruction and slowly rebuilt. After the construction of the Panama Canal, Valparaíso lost its prominence as an economic power and fell into decay. It became a haven for artists and ‘bohemians’, and interestingly, a

city inhabited by military personnel as well as being an artist colony. Valparaiso also marks the spot where the military coup was orchestrated on September 11, 1973. What Ariel Dorfman refers to as the other 9/11.

Valparaiso, or Valpo as the locals refer to it, is the second most populated city in Chile. It is built on a hill with staggered neighborhoods overlooking the Pacific ocean, sporting a variety of colors and architectural styles. Houses were built climbing the hills of the city giving way to a spectacular view below. In order to connect these neighborhoods a series of funiculars were constructed for residents to commute from the top to the center for work. Once there were dozens of these funiculars, with only a few remaining operational today. These are still used by locals and tourists alike offering the opportunity to explore the various levels of the city. Valparaiso is still a major naval center with impressive ships, statues and museums to visit. However, the most spectacular sites in my opinion, are the murals and abundant street art.

Pablo Neruda, spent much of his time in Mexico as the Chilean Consul General. Experiencing, arguably,



some of the best art ever created. Neruda was enamored with the muralists. Their art interested him and he became great friends with many, among them Diego Rivera. The Mexican muralists impressed him with their devotion to social change, workers' rights, rewriting Mexican history through their art with an American rather than an European perspective. In 1943 Neruda returned to Chile and brought with him this passion for public art. Many of the muralists

also spent time in Chile and their influence is evidenced throughout the streets of Valpo.



In 1959 Neruda took up a residence in Valparaíso which is now a museum open to the public. La Sebastiana, named after the original owner, a Spanish architect Sebastian Collao. He designed the third floor of the structure as a bird cage but died before the structure was completed. Neruda completed construction of the house which he shared with two of his friends. The house was inaugurated with a festive party on September 18th, Chile's Independence Day, 1961,

when Neruda christened the house 'La Sebastiana'. During that occasion Neruda shared with his guests his poem of the same title,

*I establish the house
I made it first of air.
then I raised the flag in
the air
and I left it hanged
from the open air,
from the star,
From the light and f
rom the darkness...*



Not far from Valparaiso is another home, now a museum of the great poet, Isla Negra. This home is a strange collection of the poet's eccentricities. It is situated on a beautiful hill overlooking the Pacific Ocean. Inside of the home are collections of oddities. Neruda was fascinated by science and nature and among his collections is an eery exhibit of bugs, compasses,



shoes and gifts from international celebrities. All three of Neruda's houses flaunt the poet's unusual imagination and habits of daily life. While La Chascona, his house in Santiago feels like the most lived in, this one feels the most like an oasis,

an escape, a place where he connected his love of nature and his craft. You can imagine him sitting in repose, inspired by the spectacular view, creating an ode or two. Neruda described the panoramic view from his window as *The Pacific ocean came out of the map. There was no place to put it on. It was so big, wild and blue that couldn't be contained in any place. That is why they left it in front of my window.* His ego as big as the ocean it would seem.

Isla Negra is where his Neruda's remains rest, honoring his words:

*Companions, bury me in Isla Negra,
in front of the sea I know,
to each wrinkled area of stones
and to the waves that my lost eyes
won't go back to see...
(Disposiciones", Canto general)*



Neruda's death on September 23, 1973 occurred shortly after the coup and death of his dear friend and comrade, Salvador Allende. Like Allende, Neruda's death is a source of controversy and conspiracies. Although the official cause of death is listed as heart collapse, due to complications from prostate cancer, many believe he was poisoned at the hand of Pinochet and the dictatorship. As a communist and Nobel Prize recipient, Neruda and his ideas were considered a great threat to the regime. Neruda had planned on fleeing to Mexico but died before being able to leave Chile. After he was hospitalized the army ransacked his houses, stealing and destroying valuable items from them. It was only because of his prominence as a Nobel, and pressure from the international community prevented complete destruction of his homes and contents. His homes have been restored due to generous contributions from international benefactors. Neruda continues to be one of Chile's favorite sons.



In 1970 Salvador Allende was elected president of Chile, a socialist. Allende's win was a bit of a surprise and set the country into a social and economic tail spin. Activists tirelessly enrolled new voters to support his socialist programs. Among the segments of the population, artists were particularly important, as art, be it music, murals or poetry, does not depend on literacy for comprehension. Just as religious art has been used to educate and indoctrinate through history, murals were used to promote political and social ideology. Street art, propaganda, was used to express points of view that were otherwise inaccessible. Supporters from all social and economic classes eager for social and economic change were willing to give Allende's government a chance. After only two years into his office the economy deteriorates, for many reasons, creating shortages and the population begins to tire of this 'socialist experiment'. The country became even more divided and with the blessing of the United States, the democratically elected government was overthrown on September 11, 1973. The coup was led by Augusto Pinochet and the dictatorship lasts until the restoration of democracy in 1990. During this time art became even more important, as it was one of the few ways to express ideas during a brutally repressive government. Among these art forms were the murals of Valparaíso, which continue to serve as an important canvas for self-expression as well as information or propaganda.





Chile is a wonderful country to study with our students. The rich history, art, music and food are among the topics we explore. There are an incredible amount of resources available and I have found that my students are quite interested in learning about what happened in Chile. The opportunity to compare our own history with that of Chile is one not to be missed. Using art and poetry to connect with the students, using murals as a way to express ideas is a great starting point and can be done at any level of ability, both artistic and language. Many of Neruda's poems can easily be used to create original poems, most notably his 'Odas a ...' which can serve as a treasure trove for our students. The art and poetry are wonderful source for understanding social justice themes, which are sometimes difficult to introduce to novice language learners.



Valparaíso is only one amazing region of Chile, there are many more. Chile is a fascinating country and if you have the chance to travel and experience its beauty, do not pass it up! In the mean time, I encourage reading some of the best literature created. Here are some recommendations that are available in Spanish and English. I always prefer to read text in its original language if possible, but these are worthy in any language.

Pablo Neruda— any of his poetry, my favorites are *La United Fruit Company* and *Canto General*,

Gabriela Mistral— any of her poetry, she has very inspiring words especially for teachers and children

Isabel Allende- *My Invented Country*, *The House of the Spirits*, *A Long Petal of the Sea*

Ariel Dorfman— *Death and the Maiden* (a play, one of my favorite pieces of literature, awesome read!), *The other September 11*

Marjorie Agosín, *Tapestries of Hope*, *Threads of Love*

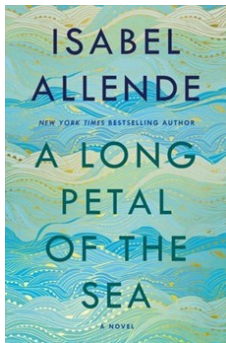
As well as works from these authors: Nicanor Parra, Bladomero Lillo, Antonio Skarmeta (Il Postino) and Roberto Bolaño.

Cheryl Sosa, Editor

Good Reads

Finding yourself with a little more reading time? Here are a few suggestions from the Board. Hope you enjoy!

A Long Petal of the Sea, Isabel Allende



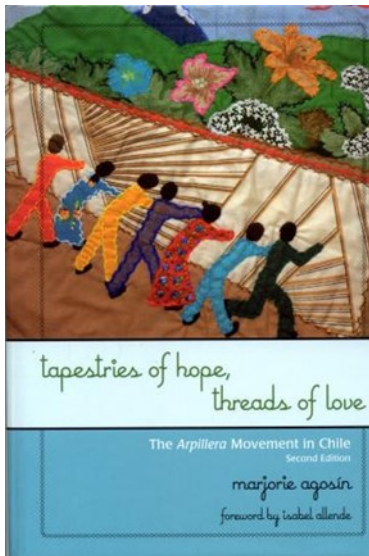
This novel tells the story of Victor and Roser who come together under tragic circumstances. It is also a story of war, refugees, displacement and making a new country one's home. The Spanish Civil War, Franco and his terror, drove many to make the dangerous trek over the border to France where they were not exactly welcomed with open arms. Corralled in refugee camps, likened to concentration camps, were fenced in with little food, dirty and overcrowded. In 1939 Pablo Neruda, and his ship the Winnipeg, sponsored 2,200 refugees that would settle in Chile. Roser and Victor are among this group of desperate refugees and this journey would result in a lifelong friendship.

In Chile Victor meets and plays chess with Salvador Allende, who in fact was the duly elected President in 1970. He is of course, replaced by the Generals in a coup establishing Pinochet's dictatorship that ends in 1990. The historical facts are true, but this is a love story and tribute to the human spirit.

I highly recommend this book. I enjoyed this story not only for the development of the characters but also because of its timing. The plight of the refugee is universal and timeless. Much of the story resonated with what is happening not only in Europe, but also in our own country. Our policies towards refugees is somewhat similar to those conditions related in the story. Reading the novel I could not help remembering the stories my husband's father had shared, his time in Spain fleeing the civil war, only to flee once again Castro's long arm. The irony of this is never lost on me. As a country of immigrants we often forget the hardships of our forefathers, how their strength is what created this place, and the importance of understanding our own past. I was also impressed reading this story with its universality and how foolish we are to think have learned from history. History does not repeat itself, we repeat it.

Cheryl Sosa, Editor





Tapestries of Hope, Threads of Love
The Arpillera Movement in Chile, Second Edition
 MARJORIE AGOSÍN - FOREWORD BY ISABEL ALLENDE

Tapestries of Hope, Threads of Love tells the story of ordinary women living in terror and extreme poverty under General Pinochet's oppressive rule in Chile (1973–1989). These women defied the military dictatorship by embroidering their sorrow on scraps of cloth, using needles and thread as one of the boldest means of popular protest and resistance in Latin America. The *arpilleras* they made—patchwork tapestries with scenes of everyday life and memorials to their disappeared relatives—were smuggled out of Chile and brought to the world the story of their fruitless searches in jails, morgues, government offices, and the tribunals of law for their husbands, brothers, and sons.

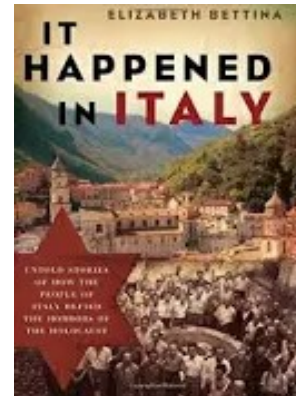
Marjorie Agosín, herself a native of and exile from Chile, has spent more than thirty years interviewing the *arpilleristas* and following their work. She knows their stories intimately and knows, too, that none of them has ever found a disappeared relative alive. Even though the dictatorship ended in 1989 and democracy returned to Chile, no full account of the detained and disappeared has ever been offered. Still, many women maintain hope and continue to make *arpilleras*, both in memory and as art.

This new edition of the book, updated for students, includes a reaction to the death of General Pinochet, a chronology of Chile, several new testimonies from *arpilleristas* in their own words, and an introduction by Peter Kornbluh. It retains a section of full-color plates of *arpilleras*, an afterword by Peter Winn, and a foreword by Isabel Allende. Students and interested readers will find the *arpilleras* beautiful, moving, and ultimately hopeful, and the testimonies a powerful way to learn about the history of contemporary Latin America and the *arpillera* movement in Chile.

Cheryl Sosa, Editor

It Happened in Italy: Untold Stories of How the People of Italy Defied the Horrors of the Holocaust - Elizabeth Bettina

An amazing story of how the author discovered that her relatives in Campania, Italy risked their lives to hide hundreds of Jews during the Holocaust. The author actually finds out about these heroic people by chance while listening in on various conversations while visiting her family in Italy. Once she learns the unbelievable stories of how the residents defied the Nazis during World War 2, she sets out to make sure that these stories are documented and never forgotten.



Having visited this region of Italy many times I was drawn into the story immediately as she described the hilly terrain and the vast areas of cavernous mountains. Included are photos of people and places throughout Campania to give the reader a sense of how real the stories are and the urgency yet danger of hiding these people.

I was fortunate to hear Elizabeth Bettini speak at a synagogue on Long Island several years ago. She retold the story from the beginning and added personal information about her own family who were a major part of the daunting task of hiding many under the Nazi rule.

Unbeknownst to the audience, there were several people present that were surviving children of the hidden Jews. They were introduced and asked to say a few words about their experiences. To my surprise one such child survivor was a gentleman who I knew from my time as an adjunct at Molloy College in Rockville Center. He, too, taught at the College and we became acquainted and met often at meetings, common prep time etc. I was shocked that I actually knew someone and was deeply moved by his story.

Moving forward, I learned about a movie that also has a connection to the story entitled, *My Italian Secret: The Forgotten Heroes of the Holocaust* by Oren Jacoby and narrated by Isabella Rossellini. This is another unbelievable story of true heroism. It tells the story of Gino Bartali, an Italian cyclist, who also defied the Nazis and helped transport documents to help the Jewish people.



As a proud Italian American, I urge everyone, especially those of Italian American descent, to read *It Happened in Italy* and view *My Italian Secret* to learn what else was happening during World War 2 and understand what true heroism is.

Donna DiNatale
LILT President

PASTEL DE CHOCLO OR BEEF AND CORN CASSEROLE

Recipe courtesy of our Board Member, Paula Luzzi



Pastel de choclo is a beef and corn casserole that is a very traditional and popular dish in Chile. Lots of different flavors, like beef and onions, raisins, olives, and roasted chicken, go into the body of the casserole, and the whole thing is topped off with a thick layer of creamed choclo corn. The corn "pudding" layer caramelizes in the oven, and the result is a delicious salty/sweet combination that's reminiscent of shepherd's pie.

Choclo is an Andean variety of corn with large starchy kernels that are slightly less sweet than most North American corn varieties, though any corn works well for this recipe. You can often find frozen choclo in Latin American grocery stores. This dish is traditionally baked in a shallow, round clay pot. A cast-iron skillet works well as a substitute (with the benefit of being able to cook the onions and beef in it first), but any casserole dish will do.

Total: 85 mins
Prep: 25 mins
Cook: 60 mins
Yield: 6 to 8 servings



Ingredients
3 to 4 medium onions (chopped)
3 tablespoons vegetable oil
1 1/2 pounds ground beef
2 teaspoons cumin
2 teaspoons salt (divided)
1/2 teaspoon ground pepper
3 cups corn kernels (fresh or frozen)

1 cup
whole
milk (divided)
1/4 cup butter
1 tablespoon sugar
2 tablespoons basil (finely chopped)
1/2 cup raisins
1/3 cup chopped black olives

Preparation

1. Sauté the onions in the vegetable oil until soft and translucent - 5 minutes.
 2. Add the ground beef, cumin, 1 teaspoon salt, and pepper. Cook, stirring, until the beef is crumbled and browned. Remove from heat and set aside.
 3. Place the corn kernels in a food processor or blender with 1/4 cup milk. Process for 1 to 2 minutes, until the corn is blended and appears creamy.
 4. Melt 1/4 cup of butter in a large saucepan. Add 1 teaspoon salt, sugar, and the blended corn mixture.
 5. Add the remaining 3/4 cup milk and simmer, constantly stirring, until the mixture thickens about 5 to 10 minutes. Add milk. Remove from heat and stir in the chopped fresh basil.
 6. Preheat oven to 375 F.
 7. Drain the liquid from the browned beef mixture.
 8. Place the ground beef mixture in the bottom of a 3- to 4-quart casserole dish.
 9. Sprinkle the raisins, olives, and hardboiled eggs over the beef, then layer the chicken on top.
 10. Spread the corn mixture over the top of the casserole so that it covers the rest of the ingredients. Sprinkle the powdered sugar on top(Optional)
- Bake the casserole in the oven for 30 to 45 minutes, until the filling is bubbling hot and the corn mixture is golden brown. Serve warm.

Buen Provecho!



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2020 Professional Calendar

September 17 LILT 40th Anniversary Celebration, Del Vino Winery, Northport

October 23-24 NYSAFLT Annual Conference, Syracuse, NY

November 14 LILT Annual Conference, North Shore MS, Glen Head

November 20-22 ACTFL Convention, Austin, Texas



40 YEARS OF EXCELLENCE 1980 - 2020

Spring General Membership Meeting

*The LILT Executive Board cordially invites all
World Language Educators to its annual
LILT Spring General Membership Meeting
Please join us as we celebrate
the recipients of our awards,
scholarships and stipends
and our retirees*

DATE: Thursday, May 28

TIME: 4:30 PM - 7:30 PM

PLACE: Irish Coffee House, East Islip

COST: \$40.00 [gratuity included]

MENU: Salad, Choice of Entree, Soft Drinks, Dessert,
Coffee/Tea

Cash Bar Available



**ONLINE REGISTRATION OPENS MAY 1
WWW.LILTFL.ORG**

Irish Coffee House is located on Carlton Ave, 131 Carleton Ave, East Islip

**If you know of any other LILT member who is retiring and may
meet constitutional requirements for recognition please contact JoAnne
Orlando (jorlando@liltfl.org)*



**2020 STUDENT WORLD LANGUAGE COMPETITION WINNERS
CONGRATULATIONS!**

ORIGINAL POETRY

Language and Division	Student Name	Teacher Name	School District
1st place French A	Alison Erwin	J. Molina	Mattituck
1st place French B 1	David Chukwudi	D. Marasco	Valley Stream
2nd place French B 1	Elodie Jason	D. Marasco	Valley Stream
3rd place French B 1	Jean Daryl Derinaeu	D. Marasco	Valley Stream
Honorable Mention French B 1	Devaj Singh	D. Marasco	Valley Stream
1st place Italian B 1	Shivcharan Chumber	V. Grasso	Valley Stream
2nd place Italian B 1	Anthony Escamilla	V. Grasso	Valley Stream
3rd place Italian B 1	Grace Pena	V. Grasso	Valley Stream
Honorable Mention Italian B 1	Julie Rivera	V. Grasso	Valley Stream
1st place Spanish A	Jack Connell	M. Charles	Mattituck
2nd place Spanish A	Gavin McGreevy	M. Charles	Mattituck
1st place Spanish B 1	Tiffany Sambuhu	P. Cesario	Valley Stream
2nd place Spanish B 1	Alex Durgadeen	P. Cesario	Valley Stream
3rd place Spanish B 1	Stacey Ulysse	P. Cesario	Valley Stream
Honorable Mention Spanish B 1	Emmanuel Kasiotis	P. Cesario	Valley Stream
1st place Spanish B 1-NS	Frankie Gonzalez	P. Cesario	Valley Stream
1st place Spanish B 2	Elizabeth Chester	J. Alvarado	Oyster Bay



ORIGINAL ESSAY

1st place Spanish B 2	Elisia Gallo	J. Alvarado	Oyster Bay
2nd place Spanish B 2	Rose Miglionico	J. Alvarado	Oyster Bay
3rd place Spanish B 2	Arianna Wulfen	J. Alvarado	Oyster Bay
Honorable Mention Spanish 2 B	Jackie Kieran	J. Alvarado	Oyster Bay
1st place Spanish B 2-NS	Daniel Rivera	J. Alvarado	Oyster Bay
2nd place Spanish B 2-NS	Estefany Canales	J. Alvarado	Oyster Bay
3rd place Spanish B 2-NS	Katherine Venegas	J. Alvarado	Oyster Bay



AUTHENTIC SPEAKING TASK VIDEO

1st place French B	Roy Saitta/Jasmine Recova	G. McCawley	Middle Country
1st place Spanish A	Heidi and Alison Erwin	M. Charles	Mattituck
1st place Spanish C	Veronica Reyes	P. Luzzi	Oyster Bay
2nd place Spanish C	Chiara Vlacich	P. Luzzi	Oyster Bay
3rd place Spanish C	Jaqueline Romanelli	P. Luzzi	Oyster Bay
Honorable Mention Spanish C	Katherine Moore	P. Luzzi	Oyster Bay



VOCAL MUSIC VIDEO

1st place ASL B 2	Spencer Horowitz	K. McAleer	Great Neck South
2nd place ASL B 2	Samantha Bressler	K. McAleer	Great Neck South
1st place French B 1	Jamey Almendarez	G. McCawley	Middle Country
1st place Mandarin A	Ryan Hollander Mia Ludjan Abigail Grimshaw	C. Jingwen	North Shore
2nd place Mandarin A-NS	Xinyu Wen Jingtian Zhang	A. Browning	L.I. Lutheran

POETRY RECITATION VIDEO

1st place French B 1	Addison Rothwell	G. McCawley	Middle Country
2nd place French B 1	Diya John	G. McCawley	Middle Country
1st place Spanish A	Charlize Lucarelli	M. Charles	Mattituck
2nd place Spanish A	Mia Pinto	R. Robles	North Shore
1st place Spanish A-NS	Sarai Paz Bonilla	J. Molina	Mattituck
2nd place Spanish A-NS	Hayden Carrillo	M. Charles	Mattituck

ENL

1st place writing A Entering Level	Emely Afaro	A. McCue	Mattituck
2nd place writing A Entering Level	Cristopher Gatica	A. McCue	Mattituck
3rd place writing A Entering Level	Kevin Gatica	A. McCue	Mattituck
1st place writing A Expanding/ Commanding	Mario Gomez	A. McCue	Mattituck



**Congratulations to the winners of the 2020 LILT Student
World Language Competition for a job well done!**

FOREIGN LANGUAGE FOR ELEMENTARY STUDENTS

Certification Extension Course for Teachers

Stony Brook University's School of Professional Development is pleased to offer a graduate course that addresses the needs of certified secondary education teachers of foreign language who are interested in extending their certification to include grades K–6. CEF 501 Instruction of Foreign Language for Elementary Students is open to current foreign language teachers as well as those matriculated in a foreign language teacher certification program. Certification will be granted by the New York State Department of Education upon completion of the course (along with the submission of the appropriate application fees).

CEF 501 will explore the following topics:

- Definitions and history of FLES
- Research and rationales for FLES
- Interests and characteristics of elementary-age children
- Curricula and topics for each elementary grade
- Sample activities and strategies for FLES •
- Materials for FLES • Sample lesson plans for FLES
- Observation of FLES classes

LOCATION

Classes will meet at Herricks Community Center (999 Herricks Road, New Hyde Park, Room 208), with additional online course components.

CLASS SCHEDULE

This is a hybrid course that meets online during Summer Session 2, July 6 to August 15, 2020. In mid-July there will be four full-day, face-to-face classes in New Hyde Park. In-person meeting dates and location to be announced.

TUITION

As of Fall 2019, in-state graduate tuition is approximately \$1,616 for 3 credits (depending on applicable fees). Non-Stony Brook students will need to pay a \$25 non-matriculating student application fee.

For More Information to see if you qualify for the course, contact Dr. Elaine Margarita

Elaine.Margarita@stonybrook.edu
516.203.3600, x3428.

For information on becoming a Non-Matriculated Graduate student and/or enrolling in the course, visit the SPD website at stonybrook.edu/spd/admissions/nonmatriculated, email spd@stonybrook.edu or call 631.632.7050.

The State University of New York at Stony Brook is an affirmative action/equal opportunity employer and educator.

This publication can be made in an alternative format upon request.



Congratulations Donna DiNatale!

During a ceremony at the H. Lee Dennison Building in Hauppauge, LILT President, Donna DiNatale was presented the 2019 Suffolk County Taste Of Italy Award, "*Passing The Torch of Italian Heritage*" in recognition of outstanding contribution toward perpetuating Italian Heritage and Culture to the next generation..

Donna was recognized for her passion and dedication to Italian studies . In this climate of shrinking programs and devaluation of language programs, we applaud Ms. DiNatale for her continued efforts to promote Italian culture and language.

