



World Language News Exchange

PRESIDENT'S MESSAGE

AMANDA ROBUSTELLI-PRICE, GLASTONBURY HIGH SCHOOL



What a year it's been! While writing this letter, I could not decide what would be most helpful for our membership and community. Inspiration? Support? CT COLT updates? Important

research? In the spirit of differentiating and meeting your social and emotional needs, I invite you to read only the squares that are most helpful or useful to you. If you have ideas or recommendations for additional ways CT COLT can support you, please reach out to president@ctcolt.org. Thank you for all you do!

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THE IMPORTANCE OF COMMUNITY

TRUDY ANDERSON, CT COLT 2022 TEACHER OF THE YEAR



The COVID pandemic has caused significant disruption and I have noticed some reluctance in interaction among students within our school community. To help bridge the gap and bring a sense of normalcy, I believe that emphasizing Communities from the World Readiness Standards can help our students become more excited to use the target language and improve interaction not only in the classroom but also within the surrounding communities.

According to ACTFL, the goals of the Communities standard are to have learners engage and communicate with target language speakers and cultures beyond the classroom. The standard encourages learners to use their language skills for "enjoyment, enrichment and advancement".

This year the New Haven Public Schools level 1 curriculum was rewritten based on this standard and as a result I have been thinking about how I can be more intentional in incorporating these ideas within my lesson plans. For starters, I considered how I would define our community and concluded that our community could be divided into 4 categories: my classroom, schoolwide, city and the world.

TRUDY WILL BE HOSTING A WEBINAR ON THIS TOPIC ON JANUARY 11!

CONTINUE READING...



Thank you to Melissa Barrett of Stonington High School, who sent along her favorite World Language meme!

Do you have a favorite World Language meme or cartoon? Submit it [here!](#)

ADVOCACY

World Language Advocacy at ACTFL

MICHELE BACK, CT COLT ADVOCACY COORDINATOR



ACTFL's annual meeting included a strong showing of advocacy-related discussions and panels. From language teacher recruitment and retention to best practices in strengthening programs in less commonly taught languages, these presentations accurately reflected the multi-faceted nature of advocacy for our profession.

[CONTINUE READING...](#)

Power in Numbers: Singleton Teachers Unite Thanks to LILL!

MELISSA TUBBS, 2021 CT COLT LILL NOMINEE



Wow, there are a LOT of acronyms in my author title for this article. For clarification, my name is Melissa, and I am the Connecticut Council of Language Teachers nominee for the Leadership Initiative for Language Learning, an annual cohort of emerging educational leaders in world language learning organized by ACTFL. (I think I can let that acronym stand without explanation.) As the CT COLT nominee for LILL, I attended a fabulous 3 day virtual conference in June 2021 to explore topics about world language instruction, leadership, and my own capacity to lead change. The theme for the conference was "Leading in Full Color," (a great read – highly suggest it!) and I was able to connect and brainstorm with fellow emerging leaders from all across the country.

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PERSONAL PERSPECTIVES

Spanish Summer Camp Experience!

ANNA DIETZ, E.O. SMITH HIGH SCHOOL



Since elementary school, I have been exposed to some level of foreign language education, not to mention the exposure within my own household to Latin American culture through my Chilean mom. As an infant I was surrounded by the beautiful phonetics of the language, through lullabies and stories, terms of endearment and words of warning. It took me a while to realize just how valuable this exposure would be for my language learning journey, but in the past few years it has become extremely apparent, as I have been fortunate enough to be a part of many eye-opening experiences involving the Spanish language.

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Learning Ownership; a Look into the Educator's Guiding Role.

SARAB AL ANI, YALE UNIVERSITY



The first idea that comes to mind when thinking about learner ownership of learning probably goes something like this: the learner oversees their own process of learning. And that would be a correct way to start thinking about this concept. However, there is much more to it that meets the eye. Most people – educators or non-educators – would probably agree that the idea of taking responsibility for one's learning seems like such a serious undertaking.

[CONTINUE READING...](#)

METHODS AND MOTIVATION

Is there a colleague you would like to "spotlight" in our next issue?

Click [here](#) to tell us about them!



Teacher Spotlight: Meghan Zingle & Jocelyn Tamborello-Noble

MICHELLE NICKLAS, CT COLT MEMBERSHIP COORDINATOR



The two got their start in Glastonbury under the strong and passionate leadership of Christy Brown and Rita Olesak. Meghan acknowledged that they owe a lot of credit to Glastonbury. "We grew up in a culture of collaboration and high standards. We were allowed to take risks with the goal of improving language learning for kids." She admitted that in her 17 and Jocelyn's 10 years at Glastonbury their learning curve was steep as they were mentored and coached to be world language leaders as teachers.

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Teacher Spotlight: Carolina Gieczewski

MICHELLE NICKLAS, CT COLT MEMBERSHIP COORDINATOR

A conversation with Carolina Gieczewski was exactly the reset that I needed! Carolina is one of the best teachers in West Hartford and there are several reasons why, but the most impactful reason is her purpose for students. Originally from Argentina, Carolina loves who she is, her culture and language, and feels grateful to be able to share that gift. But she doesn't just want to teach it or measure its growth in students; she is passionate about having them love it.

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Treading Between the Lines

KATERINE SANTIAGO MONTALVO, UCONN NEAG SCHOOL OF EDUCATION



My primary educational experience can be divided into two experiences. From the age of five through eleven, I was a student in the California education

system. I was placed in an ELL program as soon as I joined first grade because I had learned Spanish at home and stayed in the program until I was in fifth grade. I did not know the difference between a traditional classroom and a classroom for multilingual learners. In California there was not much of a difference seeing as how the majority of the student population were multilingual learners.

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My experience going "deskless" after COVID

SHARON BENITEZ, WILLINGTON PUBLIC SCHOOLS



I feel so very fortunate this year. After three years in my current K-4 position, I was able to move off a cart and into a partial classroom. ("Partial" because the back third of the room is still used for general school storage. Even so, I am thrilled to have my own space.

Also new for me this year is the one concept that has made having my own room even better...I have decided to go deskless. I don't know where I first heard/read about the concept, but now that I've tried it, I don't ever want to go back. My students like the change as well; I have not heard one complaint about the set-up, and have heard many positive comments.

[CONTINUE READING...](#)

NEWS FROM ORGANIZATIONS

AATSP Conference Recap

JOSEPH PARODI-BROWN, CT COLT NETWORKING INITIATIVE CO-CHAIR



Last July, AATSP held its national conference in Atlanta, Georgia: Celebrando la diversidad: El español y el portugués/Celebrando a diversidade: O espanhol e o português. I was eager to attend, disappointed that I hadn't been able to present at the 2020 conference in San Juan, Puerto Rico, and eager to engage with colleagues from across the country at an in-person conference.

As I selected workshops to attend, sessions to take part in, and presenters I hoped to learn from, I used the conference theme as my guide and committed to broadening my practice. In sessions on integrating afrodescendencia into the Spanish classroom, from research on different uses of register, and by exposing myself to new ideas, I really wanted to ensure that the theme of the conference would influence my learning.

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AATF Conference Recap

SANDI VAN AUSDAL, AATF-CT VICE PRESIDENT



French teachers across the country who'd completed a challenging 2020–2021 school year were still quite eager to add to their pedagogical and cultural knowledge bases. Indeed, an impressive number of workshops were planned for the annual American Association of Teachers of French 2021 convention, scheduled this year in New Orleans. However, because of Covid restrictions, the in-person presentations and exchanges took place virtually. That format in no way prevented the “good times from rolling” and teachers had the opportunity to choose from various presentations and exercises highlighting “la diversité du monde francophone.” The presentations, free to current AATF members, took place on various weeks and times in June, July and August.

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Planting Seeds: NNELL Conference Recap

EILEEN FRANKEL, FAIRFIELD PUBLIC SCHOOLS



The summer of 2021 seems so distant yet so many of the takeaways from the National Network for Early Language Learning (NNELL) Summer Summit shine bright. For me, it was a time for planting instructional seeds and networking with colleagues. It was also a reminder to me of how lucky we are as World Language educators to be surrounded by so many state and national organizations which support our growth as a profession and as individuals. It was also a vivid reminder of the commitment of the educators who openly share their knowledge and experiences and those who, even in summer, seek out opportunities to learn and collaborate. WE ARE A DEDICATED GROUP.

Although I am not an early language educator, I found the presentations which were intended for an audience of early language educators applicable to my work as a high school teacher and as the World Language Department Coordinator in the district.

[CONTINUE READING...](#)

NEWS FROM CT SCHOOLS

Au Revoir Cafeteria, Bonjour French Bistro!

GINA REICHERT, WEST HAVEN HIGH SCHOOL



On Friday, November 5, 2021, in honor of the AATF's National French Week, West Haven High School celebrated with a French lunch in the cafeteria. As students entered the cafeteria, French teacher Madame Gina Reichert had French bistro music playing, and was poised to serve students dessert, along with help from a few French students and administrators.

[CONTINUE READING...](#)

New ECE Course at Rocky Hill High School: Perspectives on Latin America

BONNIE NIETUPSKI, ROCKY HILL HIGH SCHOOL



There is an exciting new UConn ECE course in the World Language Department at Rocky Hill High School: LLAS 1190: Perspectives on Latin America. In its pilot year, 25 advanced Spanish students are enrolled in this class that engages students to examine Latin America and how its history has shaped its place in today's world.

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Students Design Web Pages for Spanish Department

ELISE WEISENBACH, BRANFORD HIGH SCHOOL

Spanish students and alumni of Branford High School volunteered their time throughout the summer of 2021 to design web pages using HTML and WordPress for UConn's El Instituto: Institute of Latino/a, Caribbean and Latin American Studies. These students had successfully completed the UConn ECE Latin American Studies course.

[CONTINUE READING...](#)

Honor Society Inductions at the Academy of Information Technology and Engineering

ANNA KOLTYPIN, AITE, STAMFORD CT

Due to the COVID-19 pandemic and the need for social distancing, many Honor Society inductions were shifted to virtual events.

Traditionally, these gatherings bring new inductees together with their family members, friends, and faculty mentors to celebrate and support them as role models.

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CT COLT NEWS

CT COLT is looking for committee members and event chairs!

Last year, our poster contest grew exponentially, thanks in large part to the addition of a digital option for submissions. This year, we would like to capitalize on that momentum and expand the poster contest to include more artistic mediums, updated scoring criteria, and additional voices and perspectives to inform our judging and decision-making. This year, our poster contest theme is "Deepening Connections Across Languages, Cultures, and Communities."

We are forming a committee to begin the expansion process, and if you would like to join, please email tubbsm@ctcolt.org!

The organization is also looking for an event chair and hosting school for the Rhyme Celebration! Contact ojedaj@ctcolt.org if interested!

SAVE THE DATE! THE NEW DATES FOR THE CT COLT CONFERENCE ARE MARCH 29-APRIL 2!

DISCOVER
INFORMATION
ABOUT THE
CONFERENCE

[HERE!](#) 



COMING UP IN THE NEXT ISSUE...

- MORE TEACHER SPOTLIGHTS!
- CT COLT STUDENT EVENT RECAPS!
- CT COLT CONFERENCE RECAP!

Call for past award winners!

Are you a past winner of a CT COLT award such as the Distinguished Service Award, the Pegasus Pride award, or the CT COLT Teacher of the Year?

We are in the process of updating our records!

Please reach out to dapel@ctcolt.org with your name and year awarded.



CT COLT

Connecticut Council of Language Teachers