President’s Message

Dear CT COLT colleagues,

As the days grow ever shorter and the holidays approach, our minds run to friends and family and plans. This is just as it should be. In this newsletter, you will see that during these busy times, CT COLT - the organization by, of and for language teachers- is hard at work for you.

We all knew that this year of transition to the new teacher evaluation process would be challenging, and CT COLT has been dedicated to meeting the changing needs of our language teachers in this state. Our fall conference, held last October, was very successful, and there were sessions addressing the changes in education. We had a nationally known keynote speaker, Thomas Sauer, who made us think, laugh and imagine. I spoke to some exhibitors who had been to numerous conferences and found that CT COLT’s event showed greater professionalism, that it was extremely well organized, and that people attending the conference seemed relaxed and happy to be there, learning. As I have always said, give teachers a chance to learn and to perfect their craft, and they will happily do so. At CT COLT, we are committed to providing this opportunity to you. So I thank and applaud all who made that conference possible.

Our technology academy continues to meet the varied needs of Connecticut’s teachers. The committee seeks to provide sessions that will be easy to get to, meaningful and that will give you exactly what you need. Watch for announcements sent by Jimmy Wildman and on our website for dates and locations.

Next March will be a busy month for language teachers in CT. As you will be able to see on our website, both our Rhyme Celebration (3/19) and our Poetry Recitation Contest (3/17) will be held during March. Information and forms are already available on line. If you intend to prepare students for participation in the Poetry Contest, please do check the website today-- not only have some rules changes, but we are holding the contest earlier this year, so deadlines are approaching more quickly. We are excited to be holding the contest at Central CT State University because it is a central location that provides easy access to all CT’s students, but also because we at CT COLT have a strong relationship with this university. Indeed, another opportunity for you in March is the Central CT State University Modern Language Department’s annual conference, which will be held March 8. Then the NECTFL conference will be held March 27. You probably won’t be able to participate in all these great events, but there will surely be something that attracts you.

Our board is ever changing and at the moment we have two regions that need directors to sit on the board- the northeast and the southwest. If you, or anyone you know, can give some time and energy to CT COLT, please do let us know. We would love to hear from you.

I wish you the best of luck in your professional life, and I wish you all very happy holidays. May you be happy in all you do!

Michaela

Advocacy

Residents to Petition for Start of World Language Program

by Melissa Roberto

A group of Marlborough residents passionate about early foreign language learning have established themselves a name and one common goal: to petition for a world foreign language program at Marlborough Elementary School to be brought back into the school day curriculum sooner rather than later. Members of the “Action Group of Marlborough” – or AGM for short – say they are in full support of seeing a program be brought back to the elementary school “as soon as possible.”

The group is made up of at least 15 residents, though members say they’ve got a good amount of supporters behind them as well. The members include MES parents, residents who have no children at the school, and even a few educators themselves, including one who specifically teaches foreign languages. The formation of AGM was triggered by frustration that stemmed from an event that occurred last year when the Board of Education was developing the current fiscal year’s budget: the elimination of the former Spanish program at MES. Over the last year, the school board researched alternatives for providing an after school program in the interim phase before a program is brought back, and recently approved a feasibility study of a world language program, which is currently being conducted by MES administration,
with a timeline that ends in October – when the administration’s findings will be reported back to the school board.

Meanwhile, members of AGM and other Marlborough residents attended the Board of Education meetings voicing their support of bringing a program back. But AGM – which has grown since small grassroots groups gathered in Marlborough living rooms throughout the winter – has an agenda for October as well: to head to the board with a petition to bring a program back in a cost effective manner along with a list of signatures from Marlborough residents who are in support.

Specifically, AGM’s goal is to show just how many people in the community are in support of bringing a world language program back. Of course, Christie Moraga, one of the members, said that the goal is to reinstate a “high-quality program during the school day.”

But members also mentioned what they plan not to do. Resident Lisa Seethaler said that the group “will not deem ourselves experts to tell the board what we want.” Instead, Seethaler said the petition would prove that other residents in town who do not regularly attend the Board of Education meetings also view a new program as “a value to the town.”

And a value to the town is exactly what AGM members agreed a high-quality program would be.

“What our children need, what our school needs and what the town needs to make us competitive,” said resident Theresa Brysgel of a new program. Another AGM member, Wes Skorski, added that a program would “greatly” increase property values in town.

Another point stressed by members was that they are not against the Board of Education. In fact, resident Dave Porteous explained that the group “100 percent” supports the feasibility study that the board approved. However, the point of the petition is the timing – what caused all of the frustration in the first place, members explained.

“We just wish it had happened earlier,” Brysgel said of the feasibility study. But the group is in hopes that their petition will jumpstart a program that’s been absent from the school for over a year. Members of the group said their concerns grew over the last year when their constant requests of researching a program continued to go unaddressed. Residents recalled that the board had not placed a discussion of a foreign language program on its agenda after their persistent requests, and added that although few members vied for a discussion on it, a majority of members constantly voted down the discussion.

“We felt we weren’t being heard,” said Brysgel. Group members also explained that they believe the petition would be able to show that the lack of a foreign language program at the school “is not just a parent issue.” The group said it has already received support from about 10 local business owners and individuals who don’t even have kids in the school system at all.

“We understand we don’t have legal standing,” Porteous added, “but we do have moral standing.” The group hopes to receive signatures over the next few months before delivering it to the board in an October meeting. The group’s mission is to hopefully progress the action of reinstating a program once the study is complete. Members acknowledged how pleased they were with the MES administration thus far. They explained that they understood the administration team has already been in talks with others to explore what is needed to bring a program back.

“We support them,” Moraga said. Moraga – a French and Spanish teacher in Farmington, who also once worked at MES teaching Spanish – said she’s “personally invested” in an MES world language program because she’s had the pleasure of witnessing the former program first-hand. She pointed out that the key word to use when discussing a future program is
“early,” as she believes it should begin in kindergarten, and even preschool if possible.

Now that their name is established and their motivation is in full force, up next on the group members’ agenda is to gather support from the community and raise awareness about the importance of a future program. While they do not plan to deter the MES administration’s current study, members said they hope to receive a long list of signatures in the next few months.

“Let’s start at hundreds and go from there,” Porteous said to the others at a gathering of the group Tuesday night.

AGM is also currently in the process of developing its own website that will be launched in the near future. It would contain information about early foreign language learning, supported by research and evidence from national organizations like American Council for the Teaching of Foreign Language (ACTFL) and National Network for Early Language Learning (NNELL) as well as statewide organization, the Connecticut Council of Language Teachers (CT COLT). As the group plans to hit the ground running looking for support, they welcome anyone to contact them by email at info@actiongroupmarlborough.com.

Why Study Latin?

The following is a series of essays written by students of Latin from A.I.T.E. in Stamford. Their teacher is Anna Koltypin.

What I have learned in Latin

I have learned much in Latin. Over the past four years I have been taught proper grammar, military history, and ancient mythology. I have expanded my lexicon significantly and learned how to dissect to words in order to interpret their meaning. But the greatest takeaway that I have from Latin, the thing that will stick with me and help me throughout the rest of my life, is the expansion of culture. So much has been inspired by the romans, that the study of Rome is also the study of the modern world, and everything that has happened in-between.

One of the projects that I particularly enjoyed was the translation and summary of The Devine Comedy, by Dante Alighieri. I got chills as I translated “PER HUNC LOCUM; DOLENTEM ADIMUS URBEM; PER HUNC LOCUM AETERNUM ADIMUS DOLOREM; PER HUNC LOCUM INFELICES ADIMUS UMBRAS. SPES RELINQUIE OMNES, O VOS INTRANTES.” Into: I am the way into the city of woe; I am the way to a forsaken people; I am the way into eternal sorrow...; Abandon all hope ye who enter here. The Devine Comedy is a work which has influenced out culture incredibly. It has been the inspiration for people as prominent as Karl Marx and T.S. Eliot. It has lead works such as A Christmas Carol, Field of Dreams, and The Golden Compass trilogy. These three stories are different in theme, tone, and audience, and yet they all lead back to the same source. And that source leads back to Rome.

Another such influential work that I enjoyed reading was Ovid’s collection of stories entitled Metamorphoses. It was a privilege to be able to read the original texts of myths such as King Midas, Icarus and Daedalus, and Echo and Narcissus. These have timeless morals which have inspired many works. In fact, Ovid’s Pyramus and Thisbe is what Shakespeare molded, Romeo and Juliet from. You could say that every story of star-crossed lovers since was inspired by Ovid, and therefore the romans.

Then there is the Aeneid. This beautifully constructed poem about a man’s resilience is widely considered a cornerstone of western culture. Since the day it was written in 19 BC it has been the national epic of Italy. The Aeneid was actually a major influence of Dante’s when he wrote The Devine Comedy, Virgil being Dante’s guide through Inferno.

In Latin, I didn’t just learn facts and regurgitate them onto tests. Latin, and the influence of the romans, is present everywhere you look. Through the constant connections that you will be making to classical literature and the modern world, you will expand your mind. Latin gives you a whole new perspective on things. It allows you to follow the strings of most modern ideas to their roman origin, and then study the ideas in their original form. It’s a very useful thing to do and gives you a great feeling when you do it. Latin has made me a more cultured well rounded person, and it will do the same for
Why Study Latin?

Katlyn Pavia

I decided to take Latin back when I was in middle school because I knew it was going to be a useful tool in life. Latin has helped expand my knowledge of many languages such as Spanish, French, and even English. I also knew that people who took Latin received better scores on the SATs because that have a well rounded view of the word because the root usually comes from a Latin word.

In Latin class, I have learned so much about the Romans and their culture. The Romans innovative ideas such as their road designs, aqueducts, weapons, and military structure are all remarkable. Even the literature is amazing with all the mythology and fables that have inspired others to pursue writing. *The Aeneid* and *The Divine Comedy* are just a few of the many works that people are still studying today.

Some people think that Latin is not a useful language since not many people speak it, but they are wrong. In the United States of America every single state has a motto in the Latin language. The motto of the state of Connecticut is *Qui Transtulit Sustinet* which means “he who transplanted still sustains.” Even lawyers and judges speak the language in legal proceedings. Doctors and scientist learn the language by diagnosing a person with a certain disease.

I want to become a professional animator for a career. The word animation comes from the Latin word anima which means breath or spirit. The idea of animation is bringing drawings of inanimate objects to life by having them move around. The basic idea of animation is a moving picture that our eye understands that it is moving even though it is just a different picture the person is looking at.

These are just a few of the ways that Latin has helped me in my life so far and I am glad I made the decision to take this class because I had a wonderful experience.

Opus Magnus

By Kathleen Flynn

When you choose to learn Latin you choose to learn about the most powerful and influential empire in the world. You learn about how the Roman Empire has left its mark on every nation and how Latin is not a dead language at all. The language of Latin is alive in all of the nations that the Roman Empire has left their mark on. Not only is the language alive, but learning this language helps you become smarter.

Neurons are the cells in your brain that control your memory. Science has proven that the more you strengthen these neurons, the easier it will become to recall on that information later on. Now how does one strengthen a neuron? Well one of the most effective ways is the learning method of repetition, reviewing the material over and over again. Although this may seem the most tedious, it is the most effective, but another way is to latch the new memory onto an old memory, make a connection. With learning Latin, not only are you learning the language through repetition, but you’re also learning the language and the culture through connection. How is this so? Due to the fact that Latin is the basis for many languages you’ll constantly be making the connection between words, and due to Latin’s influence on the world you’ll constantly be improving old history lessons along with learning the new ones. For myself especially, I was always making connections with Latin outside of class.

During AITE I was lucky enough to attend two of the school trips to foreign countries. So during my four years at AITE I went to Ireland, Wales, England, Germany, Hungary, Poland, and the Czech Republic. These European nations were so rich with culture because of their age. Everywhere you looked there was another statue of a general from a battle, a famous philosopher, or a museum. Even though I could not read German, Polish, Hungarian, Czech, Gaelic, or Welsh I was able to understand what was written in the museums. All because many parts of the museums were in Latin! The name of the museum and when it was created was in Latin and Roman Numerals. Not only that, but much of the artwork and statues not only depicted mythology from that country, but the museums and cities heavily focused on Roman mythology as well. In the middle of a square I would find Artemis, and in a museum’s garden I could spot Aphrodite and her son, Cupid. From learning about Roman mythology and what each God or Goddess stood for I did not need to understand the Germanic description of the piece. Instead I was able to admire the craftsmanship, enormity, and the fact that Rome had touched this place.

Learning Latin has not only helped reinforce other historical information, but it has also shown me the tremendous impact Latin has had on our world. Latin has also made me braver about going into the world because now I know that there is a common bond of Latin between nations. I never expected to gain this much from taking Latin, and I initially took it just to help get a better score on the SATs, but now I wouldn’t trade this experience for anything.

Why Study Latin?

Spencer Wilson, AITE

Why would a person ever want to study Latin? Latin is a dead language after all. One might think that the Latin language is as outdated and useful as a toga in today’s ultra modern world. But that person would be surprised to find out that they’re
wrong and couldn’t be further from the truth. Latin might be
death in that there are no native speakers, but even to this day
Latin is still very much alive. In today’s American society the
Latin language is used by doctors and lawyers everyday. Not
to mention the English language is about 70% based on Latin.
Not to mention the romance languages are all directly derived
from Latin. (Portuguese, Spanish, French, Italian, and
Romanian)

One of the principle uses of the Latin language today is in
medical terminology. Virtually all medical terminology comes
from ancient Latin or ancient Greek. Doctors use Latin when
they discuss the bones in a person’s body. All 206 bones in
your body have Latin names. Medical terminology is basically
a game of building blocks. You take a root (or two) and add
prefixes and suffixes and put them together to create a new
word. Latin and Greek are great languages for building words
because the various parts go together so well. For example:

ortho (straight) + dont (teeth) + ic (pertaining to) = orthodontic
(pertaining to the straightening of teeth, or simply teeth
straightening; -ic really just makes the word an adjective).
(http://latinforyou.webs.com/medicalterminology.htm)

Did I mention that Latin has influenced our American legal
system today too? Most lawyers love to throw around Latin
phrases. The reason for this is that ancient Rome's legal system
has had a strong influence on the legal systems of most
western countries, including Great Britain and eventually the
United States. Our American Legal System is almost directly
derived from that of Ancient Rome and the Latin terminology
used back then is still a large part of the courtroom today. The
next time you watch a T.V. show about lawyers and court
cases listen for some Latin legal terms... And if you want to be
a lawyer when you grow up then you better bone up on these
phrases as well.

As you can see Latin may be a dead language but it is still a
large part of our lives today. We should study it not only
because it helps us in our lives but can help us look into the
lives of those past. Latin is something everyone should study.
Personal Perspectives

Kaylanie’s Story

This story describes one of the students going to Poland for the conference of Nobel Peace prize Laureates from Hartford High School and her interaction with Giana Gleeson, a Quinnipiac University grad and her teacher. Hartford High School is a tough school and Kaylonie has almost never left the state of Connecticut and has had some very difficult circumstances in her short life. Giana and Taylor Ives (another QU graduate) are raising money to help a total of 5 students from Hartford High School go to Poland for a trip completely out of their realm of experience.

It was my first year of teaching. I had 150 students who sensed my nervousness and tested my patience on a daily basis. I truly had to earn their respect, and in turn, they earned mine. They taught me more about myself in that first year than my previous 20 years had combined.

Kaylanie Santiago was the feistiest 4ft 11” young lady I had ever met. Argumentative and punchy, she was quick to point out my flaws and of course, was the loudest student in class. I struggled at first to reach her and I was convinced that she disliked me, but I never missed an opportunity to show her that I cared.

Then, about 3 months into school, Kaylanie showed up before class and began to ask about a topic choice for her upcoming capstone project. She passionately talked about wanting to focus on child abuse. Delighted at her fervor for the subject, I was quick to approve the topic. Before she left the room, she asked “Miss, you know why I want to do this, right?” Knowingly I responded “Of course! It’s because you care about the children that are affected by abuse.”

She took her hand off of the doorknob and walk toward me with a smile that was half filled with passion and half with pain. She explained that she didn’t just care about the topic, but she was, in fact, a victim of abuse and had her own story to tell. For the next few minutes she took me on her journey back through her childhood and into the present day. It was in this moment that I became much more than a teacher- my entire perception of my job was altered and my classroom was transformed.

My relationship with Kaylanie has grown enormously since that November of 2011. From editing essays and philosophizing about human rights to giving advice and rides home after school, our relationship extends across the spectrum of what defines teaching and learning. Kaylanie would say she has learned so very much from me, but I would argue that I have learned more from her. Although still feisty, Kaylanie has truly changed her life trajectory over the past two years. Her outlook, her grades, her goals, and her attitude have all shifted upwards towards success.

Kaylanie is currently a student in my ECE History class for UCONN credit and will be joining me and 4 other students at the 13th World Summit of Nobel Peace Prize Laureates in Warsaw, Poland in a few weeks. If there is a student who exemplifies what makes me come to work each day-it is Kaylanie.

Thanks to her and what she has taught me I have been able to forge relationships much just like ours over and over again. I am convinced that it is the relationships that motivate the students not just to come to class, but also to enjoy the process of learning.

My students have certainly tested me, but in these trials filled with struggles and achievements they have made me convicted in my passion. They have inspired an unwavering resilience within me that gets stronger with every success and failure of every moment, of every day.

Kaylanie's Response:

Oh my god….. This so made me cry!.. I love it!

And I have learned so much from you. School wise and in life. You've helped me open my eyes and my mind to understand things that I never thought I would. Because of you, my whole
Calling All...

Past Members of the Board of Directors
Past Contest or Committee Chairpersons
All Members of CT COLT

Please help us reconstruct the history of CT COLT from 1968 to the present.

Are you cleaning out your files and closets?

If you come across anything related to CT COLT past activities or contests, please contact Linda Dalpe at lindald001@aol.com. We have reconstructed a considerable amount of CT COLT history, but we still have more to do. We could use any documents, photos, newsletters, etc. in completing this very important task. Thank you for your help!

personality, mind, my outlook on life has changed. You've given me the best advise and have truly looked out for me in my time of need. Thank you.

The Experience of a Lifetime

By Devin Weaver,
The first recipient of the Kenneth A. Lester Student Summer Immersion Scholarship

I can remember it as clear as if it were yesterday: the first time that I ever even considered going to Spain. It was during Spanish I in the seventh grade . . . and so, I continued to excel in Spanish through middle and high school. The summer before my senior year of high school I got so excited. I was so ready for the school trip. I had been preparing diligently for nigh on six years. Sadly, we did not meet the minimum number of students and my trip was cancelled. I wanted this trip more than anything in the whole world.

Then, when I thought all was lost, my teacher approached me privately about an alternative study abroad experience. I was instantly relieved at another chance to be able to go. The program would either be through the Pontifical University of Salamanca or the University of Salamanca. I would go during the entire month of July to get 3 college credits, but the prices were higher, almost double. Due to the cost of the program, I began to look for money in other places, and once again my teacher told me about the Kenneth Lester Scholarship from CT COLT. I worked diligently on the application and fortunately, I received the full scholarship. I was overjoyed!

Upon arriving in Spain, everything was so different. I had arrived earlier than expected, and I had to wait for the coordinator, Marta. I was expecting an older woman, but was surprised to find a woman not five years older than me. Marta was fluent in English, something I was grateful for because I was in culture shock. My group was all Americans from the Philadelphia/New York area. We arrived at Plaza Gabriel y Galán and when the bus pulled up to the stop all of the host mothers were waiting. I was placed with María who was instantly so amiable. She easily became my second mother.

The Plaza Mayor of Salamanca was my first encounter with the true beauty of the Spanish architecture. I walked into the Plaza and my jaw dropped. It is one thing to appreciate it from a picture, another thing entirely to see it in person. The sun went down and the lights came on and I was in further awe. I didn’t have to leave for a whole month.

The Classes started the next day, and so did tours. I could see that the classes would be secondary to experiences in Salamanca. Our group of 5 quickly adopted the Spanish lifestyle. A typical day for me would consist of waking up at 7:30 am for classes, having classes until 2 pm, coming home and eating lunch, and then sleeping la siesta from anywhere from 2-4 hours.

I went to the beach in Aveiro, Portugal, to Avila and Segovia, and to Madrid. Aveiro is such a nice beach town, and I had fun speaking to shop owners in Spanish and trying to decipher their Portuguese. Segovia is historic, and there is so much to do there. Also, we went to every museum and exhibit in Salamanca during our stay. My favorite was Casa Lis, where
we got VIP access to eat churros and chocolate in the closed off café.

Most of all, the best thing by far about the trip was the connections I made. We are a family now, and I am so happy we live so close to the Americans in my group. In fact, this November I am going to visit! This trip for me was definitely an “Eat Pray Love” experience where I really found myself. In the future, I will definitely return to Salamanca. I found a home there. I am planning on adding Spanish as a second major, and I plan to complete that major in its entirety at the University of Salamanca.

Again, I just want to thank all of my benefactors, and especially CT COLT for awarding me the Kenneth Lester Scholarship. It has changed me so much for the better, and I thank you from the bottom of my heart for giving me the experience of a lifetime.

**Stage Intensif**

By Linda Zabor

In the middle of a cold, dreary New England winter, I received a brochure for a trip to Lille and Bruxelles. Going to the “Nord”, home of the Ch’ti’s, didn’t really appeal to me. But as spring arrived in Connecticut, I gave the brochure another look and realized that it might be an exceptional experience, which it definitely proved to be. So I took a leap of faith and signed on for a “stage intensif”. I was intrigued by the classes that so carefully crafted the stage around the themes of the new AP curriculum, ‘patrimoine, esthétique, défis mondiaux, famille, citoyenneté et communauté’. Each seminar was packed with incredible cultural information and our afternoon excursions as well as our dining were closely aligned to the themes. A session on World War II was followed by a trip to the quarries of Arras, an amazing insight into the life of the soldiers and citizens of Arras during both world wars; our seminar on education was paired with a dinner in the family homes of the Lillois, where they had been asked to prepare local cuisine and discuss the school system. A discussion of immigration in France was followed by a tour of Lille and their rich and diverse cultural neighborhoods and a couscous dinner in a local Moroccan restaurant, la Menara amid pictures of Morocco and setting of olive trees.

The educational experiences were beyond any expectations that I could have had – guided tours of cities in France and Belgium, visits to the Arab market in Lille, Charles DeGaulle’s home, lunch in an old Piscine in Roubaix turned into a museum, making friends with the octogenarian owner of the oldest café in Lille and being invited in to share a glass of champagne, experiencing Argentinians doing the tango on a
Belgian beers in the arcades of Brussels and spend a great evening at a jazz club in Brussels. Our pledge to speak only French during the stage was another opportunity to improve our skills.

Although this is only an overview of my experiences, I share them in the spirit of encouraging all of you to take that leap of faith and find a stage that feeds your passion for the culture and enriches your teaching. The French Traveler Facebook page keeps the spirit of the trip alive and continues to be an opportunity to share information with professionals and link us to our outstanding intervenant, Camille, in Lille. Many of the participants have traveled with the group multiple times and are planning to meet again in 2014 in Basque country. I will most probably join them in 2015 in Bretagne. For those of you who find the price to be a stumbling block, seek out both local teaching organizations as well as AATF and AATSP. Many of the people in my group were there thanks to the financial support of these organizations. In a town in northern France stereotyped as cold, unwelcoming and rainy I found a warm, sunny and welcoming local population who opened their homes and hearts to us for 2 weeks in July. I challenge you all to seek out an experience that charges your own batteries and re-ignites your passion for teaching and your love for another culture.

**Book Review**

**Teach like a Champion**
by Doug Lemov

This book has been chosen by many districts as a tool for new teachers. As a department supervisor, it was a required text and the district leadership discussed and shared the techniques across disciplines and grade levels. This book has something for everyone and was a great refresher of techniques that are a natural part of our teaching. The chapters are separated by strategies such as: no opt out, the hook, circulate, break it down and so on. They are easy to understand but as we all know, harder to implement in the classroom. To help the reader, the author uses samples of the dialogues that demonstrate the technique with specific examples. The book also comes with a CD so that the activities can be seen in action. It emphasizes a positive learning environment for all students and these techniques help to ensure that each member of a class participates and plays an active role in the learning process. The book definitely focuses on urban schools but is still applicable and a useful reference book for all districts. This is the first book that gives a “name” to the good teaching strategies that are learned over time and is a tremendous help for new and veteran teachers alike.

Can you guess what the techniques are for these chapters?
(Whether or not you do recognize them, read about them and put them into practice with your students):

Stretch it, Format matters, post it, shortest path, Name the steps, Cold call, Do Now, Sweat the Details, Positive Framing, Emotional Constancy, All Hands, Work the Clock.

**Technology**

**Incorporating Technology in the Foreign Language Classroom**

By Amy Schlett

Many teachers are asking how to use new types of technology in a fun and engaging but also educational way in the language classroom. As a new teacher, I am lucky to have had the opportunity to incorporate technology into my classroom. The purpose of this article is to explain some of the ways I have used it in my lessons to keep students interested, engaged, and to give them tools to become more independent students of the 21st century.

There has been a lot of buzz lately about the” flipped” classroom model. When I learned about it, I thought it would be a great way to use our limited time with students in a more efficient way. After jumping the hurdles of video creation, I incorporated a few of these flipped video lessons into my classes. Thus far, I have discovered that flipped lessons can replace in-class grammar instruction in some classes with some topics. For more difficult concepts, flipped lessons are a great way to pre-teach the material. I don't believe that one hundred percent of grammar instruction can be flipped.
SUSTAINING COMMUNITIES THROUGH WORLD LANGUAGES
The 61st Annual Northeast Conference
March 27-30, 2014 at the Marriott Copley Place

Janel Lafond-Paquin, Rogers HS (RI), Chair

WHAT MAKES US UNIQUE!
Diverse Professional Community
Language-, Level-, & Topic
Based Session Strands
Language Suites for Networking
Webinars

WHAT MAKES US GREAT!
Exciting exhibit area
High quality program
Immersion in language & culture
Professional development credit
Connecting before, during, & after the event

ALL CONFERENCE INFORMATION AND FORMS www.nectfl.org
This blended model of the flipped classroom is a tool that I give my students to become more independent learners. Video lessons can be engaging ways to pre-teach concepts before introducing them in the classroom. Although I am new to teaching, I am still reluctant to let go of some of the instruction. A blended model is a great way to experiment with the flipped classroom.

Education is always changing and evolving and it is an exciting time from a technological viewpoint. Some school districts are now moving toward one to one models, where students and teachers have a device such as an iPad or a Chrome book. I was lucky enough to receive a class set of Chrome books to pilot. With the Internet accessibility at our fingertips I teach my students how to access information. Students are now actively learning to research and create with technology in the target language. Chrome books are high interest lessons for students. It engages them with a medium that they frequently use and are familiar with. It is important to think of lessons on a computer in a way that makes it different and novel from paper and pencil lessons. They should go beyond fill in and drills. There are so many websites available for students from Animoto which is used to create videos to GoAnimate which is a cartoon clip creator.

Overall, these devices facilitate moving away from the teacher as the person who holds the knowledge to a facilitator of learning. By incorporating technology, I am encouraging my students to be investigators, researchers, and creators of their own learning. I am not only teaching language but also how to navigate the 21st century using it.

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**Twitter: A time waster in 140 characters?**

By Amanda Robustelli-Price

www.twitter.com

Thomas Sauer, the keynote speaker at the recent CT COLT conference, encouraged all participants to make connections on Twitter. During the conference, he used technological magic to show a screen of tweets about the conference happening in real time:

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Is Twitter worth your time? ABSOLUTELY. Twitter is outstanding because it allows users to connect via smartphone or a computer and it requires little investment. A few minutes here or there, and you can improve your teaching and help others to do the same.

**Here is a Twitter primer**

**What are the benefits of Twitter?**

It is anytime, anywhere professional development tailored to your personal needs.

**What is a tweet?**

A tweet is a public micro-blog that is limited to 140 characters. Most users share quick thoughts, their own content, or link to other content on the web. Users can also “retweet” materials shared by others or contact people directly. All sharing on Twitter is limited to 140 characters. Here is one of my recent tweets:
In this tweet, I shared a link to a blog post by Matt Miller and tied it to the topic “#edtech.”

What is a hashtag?

Hashtags (#) allow users to search tweets by topic. When I tweet, I include the hashtags (usually 1-3) that are relevant to the post. By clicking on “#edtech” in the above post or by searching that hashtag, all users will see the tweets tagged with this topic.

What are those “@” symbols?

All users on Twitter have an address with an “@” before it. My address is “@RobuPrice.” If you wanted to send a public tweet to me, you would include “@RobuPrice” in your tweet. I would then receive a notification that you contacted me. It is common etiquette on Twitter to acknowledge the creator of content. In my sample tweet above, I gave a “shout out” to “@jmattmiller,” who wrote the piece.

Should I use my real picture on my profile?

Yes.

What are “chats?”

There are weekly “chats” on a number of topics. For example, there is an “#edtechchat” on Monday at 8 p.m. A variety of users tweet and have an online conversations about a topic using the same hashtag.

What does it mean to follow someone or to be followed?

When you “follow” someone, you see his/her content shared in your newsfeed. When someone follows you, they see your tweets in the same fashion.

Recommended follows

- @tmsaue1 – Thomas Sauer, the keynote from the CT COLT Fall Conference
- @CT_COLT – The Connecticut Council of Language Teachers
- @CoLeeSensei – Japanese teacher trying to incorporate tech into her teaching. One of the #langchat (Thurs 8-9pm EST) moderators
- @lindseypb – The account of the former CT COLT President, Barbara Lindsey

- @msfrenchteach – A high school French teacher who shares her blog and insights about WL teaching and learning
- @SenorG – Noah Geisel, the ACTFL 2013 Teacher of the Year (a Spanish teacher)
- @trescolumnae – Justin Schwamm, Latin Teacher

Typical hashtags

- #edchat – A discussion of all topics connected to education
- #langchat – World language teachers post articles and discussions
- #mfltwitterati – For those who love modern foreign languages

Twitter review in 140 characters

Create your own PLC and access it while standing in line at the grocery store or waiting for a friend to arrive at dinner. #twitterrocks

CT COLT News

New Haven French Teacher Recognized for Contributions to Education and Culture

Published in the New Haven Register: Tuesday, June 18, 2013

By Rachel Chinapen
rchinen@nhregister.com / Twitter: @rachelehinapen

NEW HAVEN >> As wine flowed and hors d’oeuvres were passed around, retiring World Languages supervisor Karen de Fur sat sandwiched between her parents, daughter and husband as she awaited her chevalier medallion from the French Embassy.

De Fur was one of four Connecticut educators honored by the American Society of the French Academic Palms Tuesday for their contributions to French education and culture.

De Fur, Ruth G. Koizim, Gail McKenna and Nancy L. Ruther were all honored with the Chevalier of the Ordre des Palmes Academiques. The medallions were presented to the educators at Yale University by the French Embassy’s cultural counselor, Antonin Baudry.
The ASFAP is a subset of the French Academic Palms, a non-profit organization dedicated to encouraging French culture, education and interest.

Recipients in the United States are nominated by French consulates and then reviewed by the French Embassy before the final decision of their addition to the society is made.

“Your family also fought another battle... the battle of education,” Baudry told de Fur after acknowledging her father’s service in World War II.

“You’re a perfectly equipped soldier,” he said.

De Fur has been an educator in the New Haven Public Schools district for 23 years, the last six of which she spent as the supervisor of the World Languages program. De Fur was honored for her development of the state’s first French Immersion Program, where students learn in French for half of the day, at King-Robinson Interdistrict Magnet School. De Fur thanked her colleagues, the French Embassy and the MacMillan Center at Yale for their support and contributions.

The nearly three year old program works with kindergartners, first and second graders. Next year third graders will be part of the program, de Fur said.

“It’s not just an honor for me, I’m so thrilled” she said. “It’s an honor for the New Haven Public School system. We have the first and so far only French Immersion Program in the state of Connecticut.”

With her retirement, de Fur said it was crucial to her the award ceremony be scheduled before the academic year was over so she could share the moment with her teachers and colleagues.

“Nobody I know is as successful without people there being supportive,” she said. “You really are only as successful as your people.”

“This is a tremendous honor for Karen de Fur and recognition of the district’s exceptional French Immersion program,” said retiring Superintendent of Schools Reginald Mayo. “The study of foreign languages is a critical part of preparing our students to succeed in today’s world. I congratulate Dr. de Fur on this much-deserved honor.”

Following her retirement de Fur will continue working as an educator in the graduate program at Quinnipiac University and will soon welcome her fifth grandchild into the family.

“She’s done more with her life than many people can even dream of, and she does it with such grace,” said her daughter, Nicole Feuerstein.

2014 CT COLT Rhyme Celebration

Approximately 200 children will recite rhymes and sing songs in world languages on Wednesday, March 19, 2014, for the twenty-third annual CT COLT Rhyme Celebration. The event will take place at Old Saybrook High School in Old Saybrook, CT at 3:30 P.M and is sponsored by the Connecticut Council of Language Teachers (CT COLT) and hosted by the Old Saybrook Public Schools. The Rhyme Celebration is an opportunity for children from kindergarten to sixth grade to promote an early love for world languages. Participants represent approximately 20 towns, over 10 school districts, and about 35 schools (both public and private) from around the state. Over 30 world language teachers and world language administrators are supporting the children in their recitations.

Some groups will be performing in world languages learned in school, while other performances will represent languages learned at home. Some of the languages represented will include Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Karen, Polish, Portuguese, Nepali, Vietnamese, Russian, Spanish, and Tulu.

This year’s theme is “Our Big Blue Ocean”. The rhymes, songs, poems and tongue twisters are chosen by the world language teachers and are presented by students with costumes and props. The students and teachers practice for months. Each elementary student receives a certificate of participation printed in the language of the recitation, an illustrated souvenir program booklet (with all of the rhymes), a Rhyme Celebration button, a “goody bag” and snacks.

CT COLT Rhyme Celebration Chair, Kate Krotzer, believes that children who attend the Rhyme Celebration develop their 21st Century Skills by building their language skills and their appreciation of world cultures. The Old Saybrook hosts, Patti Namin and Patrick Colquhoun are excited to have children come to the celebration and perform on stage in languages other than their own because they not only develop communicative skills, but also gain understanding of language diversity.

For registration information, guidelines, and directions, please visit www.ctcolt.org. Rhyme Celebration registrations are due on January 15, 2013. Please contact Rhyme Celebration chair, Kate Krotzer with any questions at kate.krotzer@gmail.com. We look forward to seeing you there.
The CT COLT 2013 Fall Conference

CT COLT’s 2013 Fall Conference went off without a hitch. After two challenging years of unheard-of weather, Mother Nature cooperated and CT COLT’s Fall Conference was a hit across the board. With 367 participants and 30 exhibitors, there was a lot to take from the day.

Going with the Fall Conference theme of “World Languages: Are you connected?,” the fall conference enlightened attendees of the importance of technology and collaboration in and outside of the learning environment. Not all technology makes our students better language learners, but many presenters demonstrated how the right technology could certainly enhance a language-learning experience. Bruno Koffi’s “Tech Tools for your Classes,” Richard deMeij’s “iTeacher: Creating Engaging & Motivating Language-Learning Environments Through Free Technologies,” Thomas Sauer’s “Personalizing Learning for the iGeneration” and John Conner’s “The iPad in the Classroom—Breaking the Technology Barrier” are just a few of the well-attended, technology-focused workshops.

In addition the popular technology workshops, the Common Core workshops offered at the fall conference were big hits as well, filling up even before the Fall Conference registration deadline. Lisa Peterson’s “The Common Core in Language Courses,” Amy Nocton and Jason Courtmanche’s “Entering the Conversation: Writing in World Languages and the Common Core,” and Vincenza McNulty’s “Common Core, World Language and You!” were some of the Common Core-focused workshops.

This year’s keynote was not only a fellow world language professional, but also an engaging presenter. In addition to speaking from the heart of a teacher, Thomas Sauer spoke to participants with the mindset of modern-day world language learner in mind. Thomas questioned attendees, “Are you ready to get your hands dirty?” as he led an engaging and informative keynote for the next hour. His speech encouraged us to focus on motivation and being the best language educator we can be. He encouraged us to utilize one another, even branch out and collaborate with language educators via the use of, among other technologies, Twitter and blogs. Lastly, Thomas encouraged us to be learners ourselves and take initiative to become better educators. He encouraged us to continue our learning beyond the Fall Conference through such means as a PLN, or professional learning network, on Twitter. Some important Twitter hashtags Thomas cited were #ce13 and #langchat. I can personally speak and say that my Twitter account has been the best free investment I have made in my entire world language career.

But most important to this Fall Conference success was you—our attendants. It is always so nice to see fellow teachers so happy and excited to catch up with other language educators face-to-face and willing to share tips, tricks and secrets. From new to experienced veterans, I’m sure we can all say that there we all got a “take away” from the Fall Conference, which was a successful one because of you!

Organizational News

ClassConn Distinguished Service Award 2013

Our honor this year goes to ....a classicist!

Who was born in a large American city; whose parents and grandparents nurtured the arts and the mind; whose schooling included a classical thread from early on and embroidered some teenage years in CT with a strand of Greek; who added the immersion of German during the next years and returned to NYC to finish the undergraduate tapestry.
Back in CT when marriage and family produced a more complicated life, this teacher/scholar discovered the intellectual freedom of long drives, and fostered long abiding and distant friendships while serving her institution in whatever avenue her colleagues needed, researching, teaching, advising undergraduates, while still spending long days at horse shows and barns, hosting the ramifications of friends of her three little girls.

Who changed forums for her teaching, mastering the CT Alternate Route to Certification, and the BEST portfolio with humor and grace, while continuing to traverse the height and width of our state, adding student trips to Europe, flights to Greece, traipses to Rhode Island, New York and New Hampshire.

ClassConn this year honors Elizabeth Tylawsky’s service to our profession which has included guiding independent studies at UCONN, supporting groups at CANE, modelling best practices at CTCOLT, sharing the results of her research, running academic contests at CT State Latin Day, nurturing future teachers and serving ClassConn as executive secretary for a goodly run of years.

Since Liz travels so much (and so loves it) enjoying urban and country retreats, we can but echo Cicero in the Pro Archia, with a bowl with the inscription:

"... Haec studia adulescentiam alunt, senectutem oblectant, res secundas ornant, adversis perfugium ac solacium praebent, delectant domi, non impedient foris, pernoctant nobiscum, peregrinantur, rusticantur."

"These studies nurture our youth, delight our old age, brighten the good times, and provide a refuge and comfort in bad times; they bring us pleasure at home, do not hamper us out of doors, and are the companions of our nights, our travels, our country retreats."

ConnTESOL News

By Dorothy T. Mulford

Conference

ConnTESOL held its 43rd Annual Conference at Sacred Heart University in Fairfield, CT. on Saturday, November 2, 2013. The theme of the conference was “Language… It’s Academic”. There were 289 pre-registered attendees and another 24 who registered on site.

Judie Haynes, a well-known ELL educator and author of seven books gave the keynote, “Five Strategies for Teaching ELLs Across the Content Areas”. Additionally, she presented a breakout session entitled “Using Internet Resources to Promote Content Area Learning.” Her own very popular website, “everythingESL.net “, which she founded in 1999, was one of the many free websites that she provided to participants in the session.

There were twenty-seven other workshops given by thirty-eight presenters, with such diverse topics ranging from “What are the Challenges ESL Students Face When Interacting With Academic Texts?” to “ELLs Cooking Their Way to Common Core Success” to “Collaborating to Advocate for ELLs”.

Prior to the keynote address, two scholarship winners, Yinyin Gu, a native of China, who studied at Glastonbury High School and is currently attending UConn and Mergim Bajraliu, originally from Albania and a graduate of Newtown High School who is currently double majoring (Biology and Spanish) at Boston College confidently read their essays based upon the theme, “A different language, a different view of life”. Both were a delight to listen to and several people commented on how great it was that they took time away from their studies to make their way to Fairfield from their respective universities. Bergim was accompanied by his mother and Yinyin by five very proud relatives!

Lunch was served in SHU’s Café ’63 and the Mahogany Room. It was buffet style. Selections ranged from hot breakfast items to hotdogs, hamburgers, fries and pizza to a complete meal of roast pork, broccoli rabe and roasted potatoes. There was home-made apple crisp for dessert along with fresh fruit selections.

A continental breakfast was served in the exhibitors’ hall where there were fifteen publishers displaying their various products and, of course, each donated something to the raffle which was held to raise money for future scholarships.

Comments were positive and many are looking forward to next year’s conference which will be held again at Sacred Heart University.

Meet and Greets

Co-chairs Mitchell Grayson and Madeleine Monaghan have announced that there will be six Meet and Greets, to be held in various parts of the state, from Stamford to Willimantic, with the first one to take place at Sacred Heart University on December 5, 2013, from 7:00 to 8:30 p.m. Please consult the website: www.contesol.net for more specific information and latest updates.
Partnership with a French High School Near Paris

by Laurence Tomlinson
(professeur d'anglais au lycée CASSINI)

I am looking for a partner to exchange e-mails and visit each other. Working with a group of 24 pupils aged 15 to 17 on immigration in the U.S.A., Ellis Island and The Legend Of Sleepy Hollow so I would like a partner not too far from New York.

On our side there would be a possibility to take you to Paris and to visit Omaha Beach and many American war Memorials or castles and Cathedrals...

Le Lycée Cassini is a High School preparing A levels and Two-year-post A level diploma.

This project could interest language teachers but also history teachers. Please contact me for further details at: laurence.tomlinson@yahoo.fr. I can't wait to hear from you.

Here is a link to our school website: www.etalissemens.ac-amiens.fr/0600013n/

This could be a great experience...
You won't regret it!

News from CT Schools

The Chinese Language and Culture Connection

Introduction written by Shiffon Theodorou

The "Chinese Bridge Summer Camp for American High School Students" is sponsored by Hanban/Confucius Institute Headquarters in cooperation with various Confucius Institutes in the United States. The camp is for American high school students and is designed for them to experience Chinese culture and use their language skills. During the two week program, students study Chinese language and culture (paper-cutting, calligraphy, brush painting, tea ceremony, martial arts, etc.), participate in various sports and cultural activities; and visit famous sights in Beijing and other cities. At the end of program, they take a language exam.

This year was the first time Connecticut send students to China since the founding of the Confucius Institute at Central Connecticut State University. Candidates from schools across the state applied for the camp.

Simsbury High School is one of the 100 Confucius classrooms in the United States, which receives funding from Hanban. The funding supports teaching resources as well as professional development. In mid-2013 Simsbury High School used funds from the Hanban grant to pay expenses for a student to travel and study in China for two weeks. Natalia Simmons-Thomas received a $1000 travel stipend.

HanBan Chinese Summer Camp

Written by Natalia Simmons-Thomas

This summer I traveled to China with an organization called HanBan. My reasons for the trip were to improve my Chinese as well as experience cultural China in the most authentic way. Although Chinese class was a great tool to learn about Chinese, I felt that spending that time in China during the summer took my experience further. There were 700 hundred students in this camp and these groups were divided into groups that were sent to different provinces all over the country. Each group was given a different focus activity. My group was comprised of students from Rhode Island, Connecticut,
Michigan and Alaska. All of us took a plane from Beijing to Dengfeng in the Henan province. That is where we learned Kung Fu at the Shaolin temple with very skilled martial arts instructors. Throughout the duration of the camp, the other campers and I participated in daily Kung Fu lessons along with Chinese language and other cultural activities. We also visited great historical places such as the Great Wall of China and the Forbidden City. The best part of the camp was the bonds I formed with the campers, the Chinese students and martial arts instructors who I keep in touch with via QQP and we chat. (Chinese Facebook).
Looking back on this trip, I see that it was very beneficial to me. I find that I can communicate in Chinese with more fluidity and grace and my accent and tone have improved drastically. My Chinese teacher ( ) has noticed the change as well as the other students in my class. I recommend this camp to anyone who has an interest in Chinese culture and language. If finances are an issue, there may be scholarships available. I received a significant monetary scholarship to attend this summer program and my family and I are very grateful. The financial aid is one of the reasons I was able to attend such a great program.

AITE’s 2nd COLT Poetry Contest Trip

By Jeremy Fields

Every year the Connecticut Organization of Language Teachers, or COLT, brings together hundreds of fabulous students of all ages to compete in their respective languages through the highest form of language: poetry. For the second year in a row, AITE sent some of its finest students to the competition. After many hours of work, the poets began their journey on a bus to one of the most prestigious private schools in Connecticut, Choate, in late April. Across all grade levels and languages, the contestants practiced the recitations together and with the teachers, working as a team to ensure that everyone was prepared to do their best.

When the school was reached, the students were divided among the myriad of stunning buildings, with a home for each language and each level. Soon, it was time to view the fruition of their labor. In front of a gathering of fellow competitors and native-speaking judges, each student recited their poem beautifully. Freshman Daniel Berger transported his room halfway across the world to modern China, where he amorsely sang “Love Song” by Liu Ban Nong. Taking her room back in time, to a more ancient China, Taylor Garland claimed third place in her level with her performance of “Rain on Bells” by Liu Yong. In their room, Brian Cheng and Richard Lee strongly recited their poems in Mandarin, a difficult language that they work to master. Veteran Russian contestant Jeremy Fields conquered first place for the second year in a row with a vivid recitation of “Borodino” by Lermontav.

Spanish, our largest language, was no less spectacular. Freshman Stephanie Woodman’s recitation of a section of Antonic Machado’s Proverbios won second place for Spanish 1. Michael White, a senior, attained third place in Spanish 5-6, impeccably performing his poem in a language that he was not native to. Anne Johnson captured her room with her poem by Neruda. Brian Mendoza, Ceren Citak, Daria Aletanska, Paula Plaza, and Robert Sarrano also honored our school with their fantastic recitations in their own categories and languages.

In around an hour, every language contestant gathered for a lovely award ceremony. The winners, chosen by their mastery of the language, skillful memorization, stunning delivery, and overall excellence, were announced, sending ripples of anticipation and pride through our contestants. On the bus ride home, Chinese teacher and poet Dr. Xiong, and Russian and Latin teacher and polyglot Mrs. Koltypinn treated the proud students to celebratory ice cream, finishing off the rewarding trip.
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CT Council of Language Teachers (CT COLT)
MANY LANGUAGES - ONE VOICE

CT COLT NEEDS YOU!
Enjoy the intellectual stimulation of working with colleagues who are as passionate about language learning as you are.

Here is how YOU can get involved:

JOIN a committee:

• **Fall conference committee:** meets monthly from 4-6
  - **Subcommittees:** Publicity, ways and means, exhibitors, technology, registration, evaluation, program, hospitality
  - Can’t commit to monthly meetings? Then, plan to give an hour or two working the ways and means table, registration tables, set up the day before, or clean up that afternoon, offer to be a facilitator (to put dots on the CEU forms and alphabetize them in the workshop you attend), offer to do a workshop evaluation, or simply ask “what can I do to help?” Invite a colleague to submit a proposal about something that you know they do so well.

• **Board subcommittees:** Meets when necessary, often on line,
  - History, membership, technology, social networking, advocacy, position papers/policy, newsletter, research to support above subcommittees

• **Poetry Recitation Contest:** Meets monthly, and more often as event gets closer
  - Subcommittees: Steering, Judges, Food, Steering, Set-up/Take-down, Registration, Student Guide, Parking & Grounds, Entertainment

• **Rhyme Celebration:**

• **Tech Academy:** meets when necessary, much done on line, attends workshops, hosts, gives workshops, depending on need…

PARTICIPATE: Involve your students in the Rhyme celebration, poster contest, poetry contest, CT COLT awards, and attend tech academy workshops, and the fall conference.

VOLUNTEER:

• to judge a contest
• to give a workshop at the fall conference
• to teach a tech workshop, to host one of the events
• to write a column or article for the newsletter
• to write letters to your congressmen when an issue arises
• to offer tech expertise or artistic talent on a current project
• to research info needed for decision making and communication, or if you want to be involved, but must do a project from home.

SERVE ON THE BOARD: **Directors** terms are two years, for 8 regions. Meetings are held every other month from 4-6, with a one day retreat in late June. Directors also send out timely information to the members of their region through email. If you are interested in this, speak to someone on the exec board to let them know.

**AAT reps**, represent the many individual language organizations – i.e. AATF, AATG, AATSP, etc. at the board meetings and have the same duties as the directors, as well as to bring information from their organizations to the board, and to write articles about their organization for the newsletter.

For more information contact: Linda Dalpe
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Connecticut Council of Language Teachers
Serving Connecticut Teachers Since 1968

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Deadline for Submission of Articles for the Spring Issue of CT COLT World Language News Exchange is March 30th.

Please send articles for the next newsletter to Stephanie Duchesneau (sduchesneau@simsbury.k12.ct.us) and to Paul St. Louis (pmsaint@verizon.net) by March 30, 2014.

Help us keep our membership records updated!
If you have moved or had a name change, please visit the CT COLT web site (http://www.ctcolt.org) and click on the “Services” button. Then, under “Membership,” click on the link to the “Information Update Form,” fill it out and submit it.