President’s Message

While I was working in Spain for 3 weeks with my students in April, I watched what is happening in my own state with regards to educational reform while at the same time being immersed in the constant reality of Spain’s economic crisis. Reading the CT news from afar has only made me continue to feel even more passionate about the need to defend the importance of second language acquisition – something that is not always a high priority in the minds of boards, administrators, or parents.

With the Spanish unemployment rate so high (24%), the hot topic of conversation was about the young people who are graduating from universities and finding themselves unemployed. They are being forced to emigrate to other countries where they can use their new career skills and apply them in their second or third language. Since the European Union has long emphasized multi-lingual proficiency in their curriculum starting in kindergarten, this possible “brain drain” seems to becoming a reality for so many young people. This should be a heads up to our own citizenry, as more and more of the jobs in this country will go to those better prepared to function in multiple cultures and languages.

Over the past decade we have constantly heard the mantra of “being prepared with 21st century skills” and the buzz words “global economy, shrinking world,” etc. With no CT state language consultant to support the interests of our students to become world class citizens and with a membership that still does not reflect even 50% of the language professionals teaching world language in our state, CT COLT continues to try to build its membership so that we do indeed have the power to effect change with “many languages – one voice”. Because of the current climate, CT COLT members must rally to make CT COLT an “office word” as our members discuss the opportunities and services that the organization provides to its members and others.

What does it take for language professionals to realize the importance now more than ever to join CT COLT, and to get involved in some form, in the very organization that continually battles to keep our best interests alive and well at the local, state and national levels? As I think about this, what comes to mind is a conversation that I had not long ago with a woman that made a career change in her 40’s to become a language teacher. As I encouraged her to get involved in CT COLT, to become a member, and to attend the fall conference or technology workshops I was dismayed to the point of being speechless to be told “if my principal thinks it is important, he will pay for it.” I shudder to think that philosophy could be shared by other language professionals.

After having fought so hard to get a two year language requirement included in the reform plan, and to know that numerous organizations (including boards of education and superintendents) continue to fight to have it removed, how can we as world language teachers make legislators and administrators alike clearly understand not the importance, but rather essential need for our students to be multi-lingual?

Having had the good fortune to teach in 3 very different districts in my 37 year career, I always thought that when I had to pay for my own memberships, to attend conferences at my own expense, to travel to countries where the language I teach is spoken, I was investing in my own education - in my own ability to make a connection with my students with up to date information about what was happening nationally in our field, as well as what was happening in other parts of the language world. Since I made the 6 year commitment to join the executive board of CT COLT, I have been so stimulated by other professionals who are as equally passionate as I am about the work that we do. Their talent, enthusiasm, and commitment to our organization and to the study of world languages feed my own thirst to learn more, to become still better at my craft, and to stimulate my own students to become excited about the acquisition of another language.

Yet, as I continue to work on our membership campaign I wonder what more can we do to make a difference, to speak as one voice, to be the organization that those in decision making positions come to for advice? What does it take for language professionals to realize the importance of uniting as one voice?
Over the years I have seen the repetition of history with budget cuts, programs implemented and eliminated, language consultants first put in place at the state department, and then the position cut. I shake my head in amazement, as I witness how fast our technological world is changing and how necessary it is to educate our students to be linguistically and culturally prepared to take their place in that new world. But I am still optimistic enough to believe that with a strong voice, the decision makers will hear us and will act to be sure our young people are fully prepared to take their place in this small world.

While I realize that in every organization there are the people who are super involved and those for whom that timing is not right to give time to the organization yet understand the importance of being a member, I urge you to continue to spread the word about our mission. I challenge you to talk to members in your department about becoming more vocal about language advocacy, to join CT COLT so that we do indeed represent and can truly speak as one powerful body. I challenge you to get involved in one of the many committees that CT COLT has to offer. Some tasks are not time consuming, but very important to the organization. Others require a more substantial commitment, and often the time spent to make an event run smoothly has countless unseen yet very rewarding hours behind it. Finally, I invite you to visit our brand new website often, and to give board members your feedback to help make our organization stronger and better. I’d love to hear from you.

Linda

From Mrs. Kenneth A. Lester

Dear President Linda Dalpe and Connecticut COLT Executive Board Members:

It is with great appreciation for all that you have done in memory of my husband, Ken Lester, that I write this thank you letter. I have been moved by your gestures of recognition and appreciation for his life and for what he brought to the organization. I so appreciate receiving the copy of the News Exchange. What an outstanding issue it is!!

Thank you all for:

- Your extremely generous memorial contribution to the Andover Congregational Church.
- Your sympathy card from the Executive Board with its caring notes to our family and Linda’s presence at his memorial service. (I hope that I have not missed noting anyone else who might have been there or at the calling hours the night before.)
- The meeting with you, Linda, at the Andover Church for a Sunday service and for the opportunity to hand over the materials that I could find from Ken’s CT COLT files. He had so looked forward to meeting with you, to renewing your friendship and to catching up with news of the organization.
- Your wonderful decision to name the student immersion scholarship in his honor - the Ken Lester Student Immersion Scholarship. He would be humbled and pleased.
- Your thoughtful “Note from the President” regarding Ken in the Winter Issue of the News Exchange and the “In Memoriam” recognition of his being the Founding Father and First President of CT COLT, along with the sharing of his obituary. What impressive tributes! His article, “In the Beginning,” reminded me of all that he’d told me about the beginnings of CT COLT. He was so proud of the organization and loved working with everyone throughout his career (and afterwards). Our home is filled with Pegasus/CT COLT items which I find very comforting now.

Ken was committed to the purposes of CT COLT and found his work with the organization and with its teachers to be his most satisfying and enjoyable experience within his State Department of Education responsibilities. The beautiful Honorary Lifetime Membership plaque which you bestowed on him in 1991 will go with me to my new apartment home at Covenant Village in Cromwell (which we planned for together as his health became less stable). There was always a sparkle in his eye when he spoke of CT COLT and that I hold in my mind’s eye. As I read the News Exchange, I wished that I had read more of your issues in the past! What outstanding articles and categories of news you have. Ken would have been pleased with the reaction of your first Student Summer Scholarship recipient (now named in his honor) about her immersion experience in Greece. He so believed in that way of learning.

I joined the State Department of Education in 1974 as the Kindergarten/Primary Education Consultant and experienced a similar development of the CT Early Childhood Education Council. I was always so pleased when Ken spoke at some of our early childhood education conferences on the importance of teaching foreign languages in the elementary grades!

With gratitude and great appreciation,

Carolyn Lester
Advocacy

Senator Akaka: Hawaii

On Education: "Long before coming to Congress, I began my career as an educator in Hawaii's classrooms. I believe that a sound education is a cornerstone for a successful and prosperous society. Throughout my time in Washington, I have fought to protect the rights of our keiki and educators alike. In these difficult times, we have seen budget shortfalls across our nation and local and state governments. It is important that we do not let this burden fall upon our students."

As a former teacher, vice principal, and principal, Senator Akaka has worked to improve public education, expand literacy programs, reduce class size, improve teacher training, and provide safe and drug-free schools.

- He saved over 700 education-related jobs in the state of Hawaii by cosponsoring and supporting the “Keep Our Educators Working Act,” from which Hawaii received $39 million under the Education Jobs Fund.

- Senator Akaka has co-sponsored bills that allow students to learn in a safe environment, such as the Student Nondiscrimination Act and the Tyler Clementi Higher Education Anti-Harassment Act, which protect students from discrimination based on actual or perceived sexual orientation.

- He introduced a bill in 2011 to improve the education of Native people, the Native Culture, and Language and Access to build the success of Native students in U.S. schools.

On Foreign Language:

"We cannot afford to seek out foreign language skills after an event like 9/11 occurs. The failures of communication and understanding have already done their damage. We must provide an ongoing commitment to language education and encourage knowledge of foreign languages and cultures," said Senator Akaka.

"Foreign language skills are necessary to provide vital services to people with limited English abilities. Because of the rich cultural and linguistic diversity in my home state of Hawaii, I understand well the need to communicate about disaster relief, social services and other government programs in a variety of languages," said Akaka during a 2010 hearing which explored how Congress and agencies can improve government foreign language capabilities.

- Believes that students need to be prepared for the educational challenges of the future and seeks to increase educational opportunities in many subject areas including foreign language.

- Senator Akaka has held several hearings focused on improving the coordination of foreign language education programs in the federal government.

- In 2007, he held a hearing that examined the government’s strategy for improving the shortage of Americans with skills in a foreign language.

- In 2010, he held hearings regarding language efforts in the Departments of State, Defense, and Homeland Security, which emphasized the importance of learning languages at an early age to address the shortage of language speakers in this country.

- During the 111th Congress (2009-2010), Senator Akaka reintroduced the National Foreign Language Coordination Act with Senators Cochran, Dodd, Durbin, and Feingold.

- Under this act, a presidentially-appointed National Foreign Language Coordination Council and National Language Advisor would develop and implement a national foreign language strategy.

- The Council would identify priorities, increase public awareness of the importance and need for foreign language skills, and monitor foreign language activities within the federal government.

- Senator Akaka continues to work on this issue during the present 112th Congress (2011-2012), at the end of which he will be retiring.

- Educational programs and tools in foreign languages and cultures will be strengthened.

- Language training will be integrated into career fields and the number of language professionals will be increased.

- Senator Akaka believes that increased proficiency in foreign languages and cultures is vital to our homeland security and it is estimated that American companies lose $2 billion per year due to inadequate cross-cultural skills.

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American Council on the Teaching of Foreign Languages
Communicating with the World: Why Language Matters

by Humphrey Tonkin

Keynote address

CCSU Conference for Language Teachers

Central Connecticut State University, New Britain

March 9, 2012

Language and subversion

“Language Connections: Trespassing Across Borders,” the title of this conference, suggests a certain ambivalence about the status of foreign languages in America. The first half of the title, “Language Connections,” reminds us that knowledge of other languages connects us with peoples and cultures in other parts of the world, that language can be not so much a barrier as a bridge. Languages are like paths into others’ territories. Ideally, they are two-way paths, in which native speakers learn about the world through links with non-native speakers, and non-native speakers learn from native speakers. These paths go in many directions, forming a vast pattern of interconnected linguistic pathways conveying intellectual and cultural goods in many directions. Such “language connections” matter: they allow us to stay in touch with the world.

At the same time, those of us old enough to remember may recall the 1971 film *The French Connection*, with Gene Hackman and Roy Scheider, about the smuggling of drugs between France and the United States. Here, the word *connection* implies illegal activity, undercover operations. Hence the second half of the title, “Trespassing Across Borders,” which implies that language is a form of subversion. It conjures up visions of movements under the radar, illegal entry, undocumented residency, fading into the woodwork, as though language learning is a clandestine activity.

Sometimes language learning feels that way. Speaking another language seems to be viewed by many Americans as a slightly suspect activity. We are, in spite of everything, a young nation, a nation of newcomers, in which our loyalty to the national cause is not ours by right but has to be demonstrated. So speaking English becomes a badge of loyalty, and speaking other languages a sign of incomplete attachment. According to this scenario, we can have only one identity – an American, English-speaking identity – and will be judged accordingly. Speaking a second language allows us to assume another identity, to assume a protective coloring, from which to form an alternative way of looking at the world. Here at home, such practices may seem vaguely un-American. Are new immigrants from non-native English-speaking backgrounds really Americans, or just pretending to be? By the same token, if we are American and use another language, are we fully American, really one of us?

These are old-fashioned views, and seldom fully articulated today. But they do cause the foreign language teacher a certain amount of intellectual and psychic pain. Recently, they seem to have received rather more play than usual.

We do not have to look far to find such views in today’s political environment, and I, at least, am unhappy giving them house room with the use of terms like “trespassing.” We should remember that belief that each nation should have one language is an idea of relatively short history, born primarily in Europe two centuries ago. For centuries it was commonly believed that the primary language of a given state was the language of its ruler: “Cuius regio, eius lingua.” It was Johan Gottlieb Fichte who, in his essay “To the German Nation” of 1806, most clearly formulated the idea that nationality and language were bound together: a nation was best recognized by the existence of a common language. The thinking of Fichte and his contemporary Johan Gottfried Herder played an important part in Noah Webster’s efforts to give American English a national flavor, distinct from the British English of Samuel Johnson. Today, the nationalist heirs of Fichte and Herder are the English-only movement, aiming to make English the official language of the United States. Such an idea in itself may be inoffensive enough, even desirable, but it tends to legitimize isolationism, anti-immigration sentiments, and even rank xenophobia.

There can surely be no doubt that some on the right identify knowledge of foreign languages with a kind of betrayal of U.S. identity. Many of us will not forget the attacks on John Kerry for the simple reason that he spoke French. “Hi,” Tom DeLay was fond of saying, “or, as John Kerry would say, ‘bonjour’” – a line guaranteed to produce a laugh. That was in 2004, when you could still buy freedom fries in the cafeteria at the U. S. Capitol. This canard (or, as Tom DeLay might say, “This duck”) has resurfaced in the current Republican primary. An attack ad put out by the Gingrich campaign, titled (significantly) “The French Connection,” declares of Mitt
Romney that “just like John Kerry, he speaks French.” The ad also includes a clip of Romney saying “Bonjour, je m’appelle Mitt Romney,” taken from a promotional video for the 2002 Winter Olympics. It adds that “he’ll say anything to win.”

It requires no particularly sophisticated discourse analysis to conclude that the implication of the ad is that speaking a foreign language is abasing oneself before the foreigner (red-blooded Americans speak to foreigners by raising their decibel levels, not by changing their language), that it is a sign of moral slipperiness, and that it implies a lack of commitment to American values. Critics have pointed out that Mr. Gingrich’s Ph.D. dissertation was on Belgian education policy in the Congo, hardly a topic that could be tackled without a knowledge of French. Evidently one can be opposed to foreign languages and speak them at the same time.

Certainly, speaking another language (in this case fluent Chinese) did not help John Huntsman. And poor Barack Obama was pilloried back in 2008 for declaring his embarrassment about not speaking a foreign language. One widely-read blog described this statement as “unpatriotic,” as though speaking a foreign language was un-American. It described Obama as a “prevaricator” because he didn’t admit to speaking a language that many people “have not even heard of” namely something that the blogger called “Bahasa Indonesian.” The language Bahasa Indonesia is one of the most widely-spoken languages in the world, with over 200 million speakers, but, no matter. What matters here is that Barack Obama, far from being able to point to his knowledge of another language, feels the need to hide it from the world – as, in his way, does Mitt Romney, and as, when it comes down to it, does Newt Gingrich. I don’t know whether Rick Santorum speaks a foreign language. So far, to my knowledge, no one has pointed out that the name Santorum chimes perfectly with the genitive plural of the Latin second declension. Woe betide him if it turns up in an attack ad: “Rick Santorum may look American, but he’s actually an ancient Roman….”

In this context, the use of a foreign language is indeed construed as a sign of subversion, an attack on what it means to be an American. Such an attitude betrays a lack of comfort with the notion that a person may adopt several identities: to set aside one’s identity as an American is to commit trespass. As for those who dare to speak a language other than English here in our midst, their motives are suspect. If we don’t know what they are saying, how do we know that they are not saying something subversive?

Identity and freedom

So is language learning an opportunity to open ourselves up to the world, or, in a nation constantly brash yet constantly uneasy with itself, a sign of dissatisfaction with America, a hint that American exceptionalism is a mirage in a cosmopolitan world?

Those who speak other languages at all fluently know that speaking a different language allows one to shape one’s identity in a different way. Many would argue that the very essence of freedom today is our freedom to adopt and hold many identities: totalitarianism and conflict force us to choose one identity and stick to it. Knowledge of other languages allows us to look at other societies from the inside, to pass among the speakers of those languages as natives, or at least as tolerated guests, to learn their secrets, and in the process to bring home knowledge inaccessible to our fellow citizens.

We no longer close down German programs because we are at war with Germany, or stop teaching Spanish because we are opposed to immigration, though sometimes it seems as though we might. In fact, we often argue for the teaching of foreign languages by maintaining that we need to understand the competition: languages like Arabic and Chinese are currently flourishing in comparison with those of countries we are no longer in competition with – like German or Russian.

I am reminded of Francis Bacon’s utopian work The New Atlantis, published in 1627, as it were on the cusp of the scientific revolution of the seventeenth century. Bacon describes an island in the South Seas, remote from and
forgotten by the rest of the world, but dedicated to knowledge and learning. Among the New Atlantans are a small group of people, known as Merchants of Light, whose task, according to Bacon’s narrator, is to “sail into foreign countries under the names of other nations (for our own we conceal)” and “bring us the books and abstracts, and patterns of experiments of other parts.” Bacon’s Merchants of Light, dedicated to creating a new and rational society in which verifiable knowledge is privileged, learn other languages and study the customs of others essentially in order to advance the interests of their own country, but to do so in a rational way.

Similar sentiments have been used in our own day to advance the study of languages as part of the national interest. The National Defense Education Act of 1958, the foundation of U. S. government support for languages, sprang out of a need to advance the interests of the United States in its competition with the Soviet Union. Even the creation of the Fulbright Program in 1946 under the leadership of Senator J. William Fulbright, while it was based on the premise that mutual understanding promotes peace, was presented to Congress as a way of confirming U.S. leadership in world affairs and benefiting this country by creating an invisible network of colleagues throughout the world. The Fulbright Program was to prove the most successful international exchange program of all time: today, some 8000 awards are given through the Fulbright program annually.

So we can see foreign languages as an integral part of learning about the world, and knowledge of foreign languages as one of the guarantees of American engagement with the world. Or we can see foreign languages as a threat.

Make no mistake about it: American monolingualism has been successful. The Belgian philosopher Philippe Van Parijs has pointed out that in a conversation among speakers of different languages, the person with the least number of languages tends to win out: people switch to his or her language because it allows maximum communication within the group. Van Parijs calls this “maximin” communication: maximum communication takes place by accommodating to the person with minimum language.

But of course this only holds when the person in question matters in the conversation. The United States matters because of its economic and military power, its scientific leadership, and its cultural significance. It also benefits from the fact that several leading nations use the English language. And, as I suggested earlier, it can always raise its voice. As long as America dominates the discourse, English will serve.

**English as world language**

We cannot deny, nor should we, that English is increasingly seen as a world lingua franca. In the rarified atmosphere of international commerce, and in the academic community, more and more people are turning to English as a means of communication. This shift has had a highly damaging effect on second-tier languages. The countries of western Europe, for example, are increasingly concentrating on English as the predominant foreign language in their schools, to the detriment of French or German or Italian – with the result that countries like the Netherlands or Germany, which once offered a multiplicity of languages in their schools, and where it was common to find, say, speakers of French or Italian, are increasingly becoming bilingual. Their own languages may still be secure, but English is gradually occupying new domains (for example in business and education) where previously their own languages dominated. And on the other side of the world, in Korea, a recent proposal to make English the second official language of Korea produced a national controversy that still goes on. Similar suggestions have been made about English in Japan.

Although obviously there are numerous benefits to us in this widespread adoption of the English language, two aspects of the rise of English strike me as particularly distressing. One is the loss of a multilingual approach to international affairs and the resulting two-directional interpenetration of languages. A second is the fact that increasingly languages are seen simply as a means to an end: knowledge of English is seen primarily as a benefit to those who have learned to speak it; in the United States the best defense of language learning appears to be that we need languages to protect us against terrorism, or to sell more of our goods abroad. The idea that language brings reciprocity may be alive in social networking (an important international phenomenon nonetheless) but in other ways seems to be receding in importance. We need to think again. We are, after all, citizens of the world; and the best gift that we can give to our young people is the capability of managing the world’s affairs in an equitable and peaceful manner.

In a widely touted article in the New York Times, former President of Harvard and Secretary of the Treasury Lawrence Summers, recently (January 20, 2012) outlined the six major elements that the undergraduate education of the future should contain.
· The abundant flow of information means that undergraduates must learn how to process this information;

· Changes in communication and the pursuit of knowledge put a premium on the ability to collaborate;

· Technologies for the conveying of knowledge are changing rapidly; undergraduates must be familiar with these technologies;

· Active learning is replacing passive learning;

· The world is more cosmopolitan; our undergraduates must become more cosmopolitan;

· Our undergraduates must learn to analyze data.

These six desiderata may be regarded by many as unexceptionable – in fact so unexceptionable that they echo what some of us have been saying for the past forty years. From our vantage point, one stands out particularly: the need for openness to events abroad. It is essential, says Summers, “that students have international experiences, and classes in the social sciences draw on examples from around the world.” Thirty years ago, in 1982, Jane Edwards and I published a book on that subject, and we were hardly the first.

But, here comes the surprise. “It seems logical, too, that more in the way of language study be expected of students,” writes Summers, but, he adds, “I am not so sure.” “English’s emergence as the global language,” Summers goes on to write, “along with the rapid progress in machine translation and the fragmentation of languages spoken around the world, make it less clear that the substantial investment necessary to speak a foreign language is universally worthwhile.”

Summers is certainly right that recent years have seen huge upheavals in the configuration of languages across the world. English is now spoken as a second language by considerably more people than it is as a first language, to such an extent that there are linguists who maintain that we can no longer look exclusively to native speakers in order to establish linguistic norms in English. But, at the other end of the scale, English, which rapidly established itself as the language of the Internet, no longer enjoys a monopoly, either in numbers of websites or in numbers of users of the Internet. According to the website Internet World Stats, English-language users of the Internet number 565 million (26.8% of the total), while Chinese-language users number 510 million (24.2%). While English-language users show an increase of 301% over the past decade, Chinese-language users have increased by 1,478% — and, for example, Arabic-language users by 2,501%. Of course these statistics do not tell us what languages these users actually use, but the trend is pretty clear. It has been reinforced by Microsoft’s longstanding efforts to localize its software, enabling more and more languages and more and more writing systems access to the Internet. Furthermore, the cheapness of Internet communication has tended to favor small languages whose access to print is limited and whose lack of population density makes dispersal of materials difficult.

These various developments do not, I think, presage the decline of English, but they do suggest a rising awareness of the virtues of multilingualism, the desirability of giving individual languages the chance to flourish, and the virtue of developing for ourselves more than one linguistic identity. Globalization has brought both the need to communicate (increasingly, through English, but through other languages as well) and the need to cling to our differences as expressions of
our individuality. Summers is right that we are seeing increasing linguistic fragmentation. What is less clear is why this is an argument against learning other languages.

But more significant is Summers’s reference to machine translation. Yes, such translation has shown impressive advances as the ability of machines to process huge amounts of data has made it less necessary to proceed with automatic translation based purely on linguistic analysis – a process that has proved painfully difficult. With Google Translate now available in 64 languages, rough, unedited translations are easier to obtain than ever. But machine translation does little to advance the unmediated communication, person-to-person communication, that lies at the heart of two-directional discourse.

Summers wants undergraduates to have “international experiences,” but are these to be limited to an English-language envelope? His conception of cosmopolitanism, indeed his entire conception of undergraduate education, appears to rely on the assumption that the skills that undergraduates acquire are needed in order to preserve America’s standing in the world. The world is not a classroom, not an appendage of the United States put there for our further instruction. Tell that to the over one billion illiterates in the world (most of them women, by the way); tell that to the 72 percent of the inhabitants of Afghanistan who are illiterate, or the 74 percent in Mali. Tell that to the millions of people living on less than a dollar a day, to the people who have never used a telephone, to those who lack decent drinking water, or those who lack adequate nutrition. Yes, the skills that Summers lists do indeed matter, but the very heart of undergraduate education should by rights be cosmopolitanism defined differently, as a sympathetic awareness of human diversity, including the humility to learn from, and to live with, others. The single biggest challenge facing us today is the peaceful management of diversity. One way in which we can contribute is by learning others’ languages as well as using our own.

It is in this context that we should see study abroad, for example. The international experiences that Lawrence Summers refers to should be approached with the right frame of mind – one based on reciprocity and on a desire to make contact with the world as we find it. Often, study abroad programs are relatively isolated from the local population: Americans stick together, sometimes returning to the United States with as many prejudices as they had when they left. Personally, I am a strong advocate of well-designed international service-learning programs because they bring students into direct contact with the population of the host country. They are also particularly good settings for language learning. As long as service-learning is not construed as the dispensing of charity, it can help students understand the host country as it really is, in all its diversity. Well designed study-abroad programs in general can do the same.

Understanding the world in the world’s terms

The sentiment that should lie at the heart of language learning is the need to understand the world not in our terms, but in the world’s terms. My earlier references to American politics could lead one to the conclusion that the purpose of voting is to ensure that America remains strong and the rest of the world remains weak. I don’t know about you, but when I vote, I vote for the prosperity and peace of the planet as a whole, not for American exceptionalism. If that is subversion, so be it.

Now you may argue that most language learning hardly emancipates the illiterate, or the hungry, or the diseased. That is true. But it opens us to new ways of thinking about the world, and it makes us aware of difference – and perhaps it helps us communicate with others different from ourselves. These are not sentiments universally expressed by language teachers, nor by the parents who, indirectly, pay their salaries. Over the years, I have written many articles advocating foreign language learning, and delivered many speeches. In one such article a few years ago, I decried the phenomenon of what I called dual chauvinism. It is a phenomenon that we have all of us encountered: the language teacher or language learner who believes that his or her culture is better than all the others; the French teacher who looks down on the Spanish teacher; the student of Italian who cannot understand why someone would learn Russian – to say nothing of Chinese, or Arabic, or (heaven forfend) Bahasa Indonesia. Sometimes one gets the impression that language teachers are united only by their difference of language. I believe very strongly that language well taught opens young minds not just to an individual foreign country, but to the world.

In fact, Summers’s lack of confidence in the need to learn foreign languages is not shared by the population as whole. Surveys and polls consistently indicate that parents want their children to learn foreign languages and regret not having learned them themselves. The most frequently cited reason to have children learn foreign languages is because the world is becoming more cosmopolitan, because people who speak more than one language enjoy advantages over the rest, because
foreign languages help one to acquire a job. We have some educating to do if we want parents to embrace the notion that foreign language broadens intellectual horizons as well as economic ones. We are still haunted by the frequent American view that having a foreign language from childhood (for example because one is an immigrant) is regarded as a handicap; acquiring a foreign language is regarded as an advantage.

The state of foreign language education

That paradox aside, the educational need for foreign languages seems well established. But foreign languages do not enjoy the place in the curriculum enjoyed by the basic, tested skills. No Child Left Behind and similar legislation at the state level has tended to push funding away from foreign languages and into mathematics and language arts. A recent survey of foreign language teaching in U.S. schools conducted by the Center for Applied Linguistics reveals a sharp drop in the number of elementary and middle schools offering foreign languages, with high schools about holding their own. These are 2009 statistics; those for 2012 are almost certainly worse. While the Modern Language Association reports growing enrollments in foreign languages at the college level, it is not clear that these increases outpace the overall increase in the number of students in higher education, or the number of students with inadequate language skills. It may simply be that students, having no opportunity to study a foreign language earlier on, end up in first-year languages later, primarily because of college language requirements. Thus, the improvement in MLA numbers masks an overall decline.

The Center for Applied Linguistics does these surveys every ten years or so. They reveal interesting increases and declines in some of the less commonly taught languages. Japanese rose and fell. Chinese and Arabic are now rising. At the opposite end of the scale, Russian, after rising some years back, has fallen away almost completely; German has declined sharply; French is on the decline. The one language that is holding its own is Spanish – appropriately enough, given the large Spanish-speaking population in the United States.

The purpose of foreign language study

Most students, having passed through our language classes, do not become competent speakers of the language in question. We may argue that that is not the intention, but it is certainly the way in which our critics judge us. Should we perhaps rethink our enterprise and deal more directly with the question of the purpose of foreign language instruction in the schools?

I would argue that far more important than the particular language studied is the fact of language study. Dual chauvinism is not our purpose. Learning a second language teaches the student the relativity of his or her own language, introduces the student to a different way of thinking. Furthermore, learning a foreign language ought to teach the student about the nature of language itself. Language is not, after all, something contained in a textbook: it is a mode of behavior, constantly changing, constantly evolving, flowing into the corners of a community in a thousand different ways. It is a tool to be used; a social institution that shapes public policy and stratifies society. We teach our students standard language, but that standard language is but one dialect among many.

Every couple of springs, I teach a course for our language department called “Language and Society.” I am constantly surprised by how little even our language majors know about the world language system, about the institutional role of language, or even about what constitutes a language. They have thought little, if at all, about register, about linguistic domains, about the interaction of languages, about bilingualism, about diglossia. Such language awareness should be an essential part of any course of instruction in any language, but it seldom is. It is also one of the most powerful arguments that I know for language learning. We should learn about language and linguistic diversity because of the sheer institutional importance of language and because of its complexity. If we understand these things, our specialization in a particular language becomes contextualized, and such specialization can also serve as a stepping stone to perhaps a third language, or a fourth. And, while achieving fluency is certainly an admirable goal, the student who understands about language may be better equipped to learn a language later, and in a less artificial setting than a classroom. Personally, I am a strong advocate of learning Esperanto as an introduction to language study and as a stepping-stone to other languages.

So in my view the main reason to teach language is to make the student aware of other ways of thinking and of the sheer importance of language, in all its diversity, in the world today. To neglect the phenomenon of language is to neglect what makes us human.

Should we see language learning as trespassing? I’m not sure that we should concede the high ground to those who oppose
us, slinking around on the low ground as though we are subverters of the status quo. The status quo in the world is one in which language is crucially important. We should support its place in the curriculum on those grounds alone. To enter other language communities without learning the language, or without an understanding of one’s linguistic limitations – that is to trespass. It is not the speakers of foreign languages who subvert, but those who refuse to learn other languages, the glottoclasts as it were, who yearn for linguistic dominance on their own terms.

None of this started with Newt Gingrich or the detractors of John Kerry. In Shakespeare’s Henry VI, Part 2, in a particularly entertaining but chilling exchange, the Lord Say is brought before the rebel Jack Cade, who accuses him of having taught people to read and write, of having men about him “that usually talk of a noun and a verb” and of negotiating with the French. But what finally upsets Cade and sends Lord Say to his execution is the fact that Say knows Latin. “Away with him, away with him!” declares Cade, “He speaks Latin.” Things may not be perfect, but they have improved since Henry VI’s day. No one cuts off the heads of Latin speakers. These days, they just cut the budget instead.

But the endeavor that foreign language teachers are embarked on, to the extent that it promotes multilingualism in the world and promotes understanding at one and the same time, is crucially important for our future. I admire the work of language teachers, and I can only wish you well as you seek to raise the public’s awareness of the importance of language in all that we do. To know languages is to know the world; not to know them risks failing to notice that world, perhaps fatally.

As Francis Bacon puts it, “They are ill discoverers that think there is no land, when they can see nothing but sea.” Languages help us to look beyond the sea and discover the land.

Gray Matter
Why Bilinguals Are Smarter?
by Yudhijit Bhattacharjee

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child’s academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual’s brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn’t so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain’s so-called executive function — a command system that directs the
attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. “Bilinguals have to switch languages quite often — you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompea Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory gaze in the new direction while the other babies did not.

Bilingualism’s effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the onset of dementia and other symptoms of Alzheimer’s disease: the higher the degree of bilingualism, the later the age of onset.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?
Can you tell me what the word “circumspect” means? If you take Latin than you most definitely should. The word comes from two compounds of Latin origin. The Prefix “circum” comes from Latin meaning, “circle” or “round”. Then the suffix comes from the Latin word “spectare” meaning to watch. So the English word basically comes from the decoded Latin meaning, “Looking around”. With a little bit of analytical thinking; someone can draw a conclusion of what “looking around” would probably mean, that is as the dictionary definition of it puts it, “watchful, cautious, and prudent.” Needless to say I was excited when I learned that my Latin education was relevant while taking the PSATs and the subsequent SATs. In all, Latin is good for helping ones analytical thinking and improving their test scores.

The next is the sense of worldliness that learning Latin can bring to. As said before there are five languages in the world that have their roots in Latin. Many of the words in the Romance languages are very much alike to their Latin counterpart. Latin verbs like cantare (to sing) and natare (to swim) are similar to their Spanish and Italian counterparts that are cantar and nadar in Spanish, and cantare and nuotare in Italian.

However it isn’t just the vocabulary that makes the educated in Latin, but also the grammatical and syntactical similarities between Latin and other language branches that makes the sense of worldliness. English belongs to the Germanic language branch, and its grammar and syntax is reliant on location to make a proper sentence. In these languages, the subject comes first, followed by the verb, and then the direct object. Latin is famous for being known that word order doesn’t particularly matter, so long as every word is in the proper case (Though there is a preferred word order it is not grammatically incorrect if it is out of order). The same goes for at least two other languages. They are the Greek language in the Hellenic branch and Russian in the Slavic branch. Greek has nominative, genitive, and accusative cases just as Latin. An example would be the genitive of my name which is “Papadopoulo” meaning “of Papadopoulos” and the accusative of my name, “Papadopoulo”. It is again similar in Russian where “yabloko” means “apple” however in the accusative “yablokam” means apple (i.e. He eats the apple). Another similarity is the transformation of a verb to make them plural like in Romance languages. “Eimai” in Greek is “I am” whereas “Eimaste” is “we are”. Russian again is similar where “yest” is singular meaning “eats” and “yedyat” is plural for “eats”. The irony is that the Romance languages share more vocabulary with Latin while there other languages with almost the exact same syntax and grammar as Latin exist.

In all Latin is probably the best language to study. The way it helps you learn your native language as 60% of all English is derived from Latin and the fact that it helps you on tests and analytical thinking is reason enough. But the fact that there are so many linguistic and cultural similarities and connections to other parts of the world is the even greater worldliness. And in this day and age, worldliness is a key to success.

Select Quotes – CT COLT Student Essay Contest

The following are some interesting quotes related to world language study extracted from some of the student essays that we received for the 2012 CT COLT Student Essay Contest.

It is a door to an entirely different world, one that makes me a better person, a better student, a better employee in my future, and a better citizen of an immensely diverse world.

Although knowing your native language helps you identify with yourself and your national peers, learning a different language can help you identify with people worldwide, and opens a door to a diversity of knowledge and wisdom that could enrich and change your life completely.

With social networking more prevalent, the computer age’s global village is becoming increasingly interactive, evidenced by Facebook’s explosion from 1 to 100 languages in its first year.

Because you never know, one of us foreign language learners could save your life one day.

Language education is a necessity to intercultural communication and acceptance of other cultures. Who knows? Maybe learning other languages and learning to talk things out before we fight can help us achieve world peace.

I have taken French for four years and it deepened not only my understanding but also my compassion for others around me.

Because our culture is filled with many different cultures all mixed together learning a foreign language is a good way to maybe understand some of the people living in this country.

Board of Ed, if the topic of the importance of foreign language ever comes into question, I hope you all resoundingly have the same answer: tout à fait, adverbio, vollkommen, or absolutely!

Learning a foreign language gives students an enhanced way to learn throughout their entire lives.

Understanding that “all but two countries (Ireland and Scotland) in the European Union mandate the study of a foreign language” (NEA), we must continue to push our schooling to be as open and sensitive to other countries as others have. In doing so, our next generation will greatly thank us in the future.
Learning a world language encourages me to interact with my community and society through a perspective that is different from my own.

Personal Perspectives

Foreign Languages in South Africa:
A Personal Experience

by Paloma Lapuerta, Ph.D.
Central Connecticut State University
Department of Modern Languages

In 1995 I was hired as a Lecturer (British system equivalent to Assistant Professor) to teach Spanish Language and Literature at the University of Natal, today the University of Kwazulu-Natal, in Durban, South Africa.

My position was hosted in the Department of Europe Studies that also hosted other foreign languages: French, Italian and German. The Spanish Section had only 3 lecturers, and some temporary adjuncts that we managed to hire through the Spanish Embassy in Pretoria. French, being also a language of Africa, was the most popular language, followed by Italian and German. In contrast to the status that it has in foreign language departments in the United States, Spanish was a minor language, a “language at risk”. In the university there were also departments of Zulu, English, and Afrikaans, the main languages of the region. In spite of the large Indian population, I don’t recall any Indian languages being taught at the time. But I do recall that most of our students spoke several languages.

South Africa is a country three times the size of Spain with a population of nearly 50 million people and a great linguistic diversity (25 different languages). The South African Constitution, which took effect in February 1997, recognizes eleven official languages at national level. This Constitution, which is considered one of the most progressive among democratic countries, assumes two basic principles with respect to languages: that the use of one’s own language is a human right, and that multilingualism is a source of wealth that must be pursued. Considering the historical proximity of the apartheid system, it was revolutionary to grant official status to nine indigenous languages, along with the traditional official languages Afrikaans and English. Official recommendations had insisted on the need to eliminate past discrimination and to establish and implement a language policy that would promote and financially support the use of all South African languages equally.

The languages that the Constitution recognizes as official of South Africa or “major languages” are divided into three groups or families: the Bantu group of languages, the Sotho languages and the Germanic languages, which are English and Afrikaans. The non-official spoken languages are those whose origin is related to immigration, that is, five Indian and six European languages.

With such a complex linguistic situation and with the major challenges of integration and redistribution of resources that the country faced, the study of foreign languages at the university level was, at the time when I arrived in 1995, threatened by a very aggressive economic rationalization and tremendous budget cuts with two main objectives: 1. To direct government funding traditionally allocated to tertiary education to the primary and secondary, and 2. Cutting university budgets traditionally dedicated to white students in favor of universities that traditionally served black students. These two objectives, irrefutable in theory, contributed nonetheless to the disappearance of the “languages at risk”.

Last semester I had the opportunity to return to Durban during my sabbatical. The country that I found is quite different from the one I left 13 years ago. There is a new middle class that has emerged from the democratic experience of the last decade. Racial integration is taking place at every level, and a new empowered youth is keen to get an education and access the political and economic spheres. Like many other things in South Africa, the linguistic situation has evolved. English has established itself quite firmly as lingua franca, while the vernacular languages have gained prestige, and are not only widely spoken, but also used in the literature and the arts, in news, in films and as a medium of instruction. The situation of the foreign languages, however, at least in Durban, is less optimistic and seems a bit stagnant. Endless restructuring and redistribution of funds has undermined the teaching of the traditionally European languages, while no other foreign language programs have been established for the moment, in spite of the demand for the Indian languages.

The reality outside the university, however, is different. The economic development of South Africa, which does not seem to be as affected by the global crisis as other countries, is in need of translators, interpreters, programs for tourism, industry and commerce. There are more and more foreign companies that are investing in South Africa. Language services are
Methods, Materials & Motivation

Connecticut World Language Educators Leading The Way

by Stephanie Duchesneau

Central Connecticut State University has a vibrant language program, and a recent project by two of its professors and graduate students is yet another testament to the talented faculty and hardworking teachers continuing their education. Spanish professors, Paloma LaPuerta and Lourdes Casas along with Jan Ferrier Sands and Lisa Berliner, teachers at Simsbury high school have authored the level 2 and 3 textbooks for the recently published Spanish series from publisher Santillana USA. The company is also introducing an elementary and junior high (first year book) as part of the sequential series.

Completely new editions of textbooks are not easily found these days and these tomes are arriving with online options and a plethora of audio and video resources. We are proud that our Connecticut educators have helped in creating this new series. As a high school teacher who has taught many courses both with and without a textbook as a learning tool in the classroom there are many questions that interested me. I attended the presentation of the series at the recent conference at CCSU where I met Professors LaPuerta and Casas. The presentation of the series was standard but I was intrigued by the process of writing a textbook. Spanish teachers Jan Ferrier Sands and Lisa Berliner sat with me to answer some of my questions.

Generally there are many authors, editors, reviewers and advisors who create a series. How were you chosen to write the book?

There were five writers of the level 2 and 3 books. Paloma has written many textbooks for the college level and she was the coordinator for the work that we did. The company wanted her to work with three other instructors. We were chosen because we teach in a high school and the company wanted input from secondary teachers. We teach students at all levels and abilities every day in a high school setting and recognize good strategies for reaching our learners. We were also able to talk to each other daily as we see each other every day. The fifth writer, María Pérez, worked independently from us on the chapter readings.

What part of the textbooks were the four Connecticut writers responsible for?

We basically wrote all of the chapters and created the vocabulary, grammar, and communicative activities which were integrated with the culture. The listening exercises were also created by our group. We researched our topics integrating the four skills every two pages as required. We were given a scope and sequence from Santillana and provided them feedback. From there, the company gave us guidelines for the challenges, vocabulary and grammar. We were responsible for the activities and layout of the chapter introduction, vocabulary, grammar and communication pages. Since there were four of us working as a team, we each took a chapter of each unit. The company set deadlines for the units, and Paloma worked to edit and unify the unit prior to sending the draft to the publishing company.

What were some of the challenges that you discovered as you went through the writing process?

When we began writing the exercises we thought of the learners that we teach every day in our classroom in Simsbury but as we received feedback, we realized that this textbook was for the entire country. We had to adjust our perceptions of
what reaching all learners meant. The activities had to be varied for every student and district who would use the book. At times, it was difficult to create exercises for all of the grammar points with the cultural theme. How do you make interesting activities for students to understand masculine versus feminine nouns? Or create a dialogue that will appeal to the students? It was also important to continue to spiral and include the vocabulary and grammar from past units in order to build the language skills and recycle them in. Since this was our first time working on a textbook, it also never occurred to us that we would be asked to do the basic graphic layout of the pages. We had to provide appropriate spacing, allow room for pictures in the recommended sizes and design the layout of the vocabulary presentation. We assumed that there would be someone in the publishing company for this. Initially that was a challenge, but as we continued it became easier. It was a great learning experience.

Were there any surprises?

The company asked us to be part of the selection process of the actors that appear in the text and videos for the Spanish 3 book. The Spanish 1 and 2 books used the same actors, but the company decided to incorporate some new characters for Spanish 3. That was fun and we did not anticipate having a vote. Later we found out that it was difficult to keep the actors together to finish all of the filming. As you can imagine they had other projects and commitments and could not be on hold to play the roles for extended periods of time. The pictures of the actors in the book in various places use the green screen so they are not actually in the locations they visit even though they appear to be there. It is amazing what technology can do.

How did you manage to meet all of the deadlines while teaching full time?

We basically worked nonstop. It was important for us to continue to give the energy and planning to our own students in the classroom every day. This book was not going to take away from our high standards and dedication so there were nights in hotels to get away from the daily distractions and focus on the task at hand. The house got messy and we ate out more frequently. We knew that this would not last forever and so we let some holiday details slide or let family pick up the slack. We wrote all summer and during school vacations. We worked through the October snowstorm without power. The deadlines did not change because of our lack of electricity. We went to Starbucks or other places and kept on working. The company had to get the textbooks to print and complete the editing and publishing by the target dates in order to market the book. We all were abroad at different parts of the experience and communication via e-mail was essential. We find it hard to believe that we did this for 2 years straight, but it feels like such an accomplishment to see it in print!

As language teachers we know that there can be a learning curve for some of the culture that we must include in our units. How did you research the topics that you were unfamiliar with?

There were countless hours on the internet, checking sources and researching and verifying information. Initially each cultural topic took 24 hours to research. We later got it down to 20 hours. When working on certain units, we would eat, sleep and dream about it. For example, surfing was something that was new to us as well as mole blanco. We also learned about the migration of the monarch butterfly and its life cycle.

What did you learn from this experience?

It is important to accept criticism and not take it personally. There was simply no time to get angry and hold onto it. If
some of our ideas were not accepted we just kept moving forward. We kept our sense of humor as best we could especially when the deadlines seemed to come faster and faster in the end. Paloma really helped us in the process. Although we made many sacrifices to write the book now that we see the final product we are happy that we took on the challenge.

I would like to thank the writers for taking the time to answer my questions. They also want to let the readers know that they do not receive any royalties for the textbook. As educators, we know that a textbook can never meet the needs of all the schools and their students. Teachers must insert relevant material to supplement the text and use it as a guide. They have not yet seen the workbooks and assessment guides nor have they heard the audio or watched all of the videos. As for me, I am excited to see the culture integrated in the text as well as the online options and the large number of choices for students to find success. I certainly have a new appreciation for the work that goes into putting the book together. While looking at the new text, I was able to identify the creative activities and ideas that these two teachers use in their classrooms in our school and the teaching styles of each. I feel fortunate to have the opportunity to work with them every day.

### Technology

#### Technology Thoughts for 2012

Adina C. Alexandru, Ed. D.
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Another year has passed by and it is time to do an inventory of how many of the new technologies that I experimented with this past year have stood the passing of time despite being major successes at the time when they were introduced. How many of them are still going on strong in my classroom? While I am not sure of the answer yet, I would certainly like to have an accurate account before I invest in new ones.

In the last few years, we have all witnessed undoubtedly the appearance of many new applications, widgets and tech ideas that came and then discreetly went away. Each of them claimed at the time, to be better vehicles that could carry out the herculean task of delivering quality instruction; a customized instruction that was not going to bury our students under piles of memorization tasks and was not going to provide disengaging activities completely unrelated to their daily lives. With this being said, I know that we all have our tech likes and dislikes and we state that they fall into these categories simply because they seem to have the legitimate right (or not) of being “regulars” in the FL classroom due to their versatility and adaptability to today’s foreign language teaching and learning.

In this column I want to focus on some past technology successes and some new and promising ones. In either case, I want to emphasize that we, as foreign language teachers, need to use technology not simply to provide technical skills to our students. These skills are by no means substitutes for language skills. Foreign language students are empowered only when teachers harness new technology in ways that promote language learning. In case you have not yet examined the draft document ACTFL has posted on its website in order to align the National Standards for Learning Languages with the Common Core State Standards, I offer below some highlights. They are so appropriate to what we do on a daily basis in the classroom. Finally, as we prepare to revamp and equip our classes with new and promising technologies, we can bear in mind that these common cores were adopted by 47 states across USA!

You are probably aware by now that the new Common Core Standards divide into four major categories: reading, speaking, writing and listening!! What a coincidence with acquiring foreign language skills.

· **Under READING** skills in order to “Integrate Knowledge and Ideas” students should interpret, integrate and evaluate content from authentic diverse multimedia. In our field, this is already in place especially if you examine the new and comprehensive AP exams in almost all languages. However, not only AP students get to demonstrate that they have acquired advanced critical reading skills. Students, at almost all 3 levels of language learning (novice, intermediate and advanced) are challenged on a daily basis by foreign language teachers to develop these skills whether you are using a new textbook, a new technology application or simply bring to life virtual learning experiences in any field.

· **Under SPEAKING and LISTENING** in order to “Present knowledge and ideas” students need to make strategic use of digital media and visual display of data to express information and enhance understanding. This is again in place in our classes when most of us like to encourage the development of speaking and listening skills by having the students use Prezi instead on PowerPoint or Voki instead of a simple recording.
Under **WRITING** students should use a variety of media including print and digital tools. Here the sky is the limit since blogging has made it really easy to develop free writing and get instant feedback on one’s ideas.

Consequently, it seems that being versed in more and more technologies really helps us get closer and closer to the goal of providing students with the 21st Century Skills. But in order for this to happen successfully **TEACHERS** must be proficient in these skills and must be able to model them. These skills include finding and managing resources, publishing on the web, as well as teaching students to design and develop digital-age learning experiences and assessments. Looking back retroactively over the last year of experiences in online technology I was able to gather a few of the most popular technology tools that were used by fellow teachers.

- **Thinglink** - a neat service that allows you to make any image on your blog an interactive image!! To do this you have to install the **Thinglink** plug-in (available for Blogger, WordPress, and Tumblr). Once you have Thinglink installed, you can tag and label anything in the images on your blog. Your tags appear as simple dots on your images. Whenever someone places the cursor over a dot in the image, the information in the label appears. You can include descriptions and/or links. **Thinglink** can be a good way to have students take group blogging to a new level. They can upload images then work together to add more information to the blog post in the form of image tags. One way that I used this in my French classes is to have students upload pictures/images descriptive of new vocab, expressions or concepts and then ask them to tag different parts of the image to further explanations and examples that can enhance understanding.

- **Smore** - a new service for creating great-looking webpages; it helps you also create online flyers. Smore's flyers are dynamic and changeable; they're not single-use PDFs. Your Smore flyers can include many types of media including videos. Deleting or adding elements to your Smore flyer is as simple as dragging and dropping them on or off your page.

- According to the “Free Technology for Teachers” website (my all-time favorite), if you want to consider yourself a techy of the 21st century, you need to have mastery of at least half on the 11 BASIC technology skills listed below.

### I – You should be able to CREATE

1. A blog
2. A wiki
3. A website
4. A podcast
5. Videos
6. Google maps
7. A backchannel

You have probably already tried blogging to communicate information to parents and students or keep an account of your lesson plans or simply to have students keep a public reflection of their learning in the form of journaling. Although there are many free platforms for classroom blogging, my favorite is “Edublog” ([http://edublogs.org/10-ways-to-use-your-edublog-to-teach/](http://edublogs.org/10-ways-to-use-your-edublog-to-teach/)). And if you have not yet created a blog yet, not to worry! You can start with a wiki on “Wikispaces” ([http://www.wikispaces.com/](http://www.wikispaces.com/)). You might be pleasantly surprised how easy it is to allow students to interact and cooperate virtually to record and share their knowledge about topics that they have researched. Don’t forget that this is an excellent opportunity for students to be assessed on their writing skills, as wikis give a page history documenting who did what. The University of Wisconsin developed a Wiki rubric to assess individual and group Wiki contributions: [http://www2.uwstout.edu/content/profdev/rubrics/wiki rubric.html](http://www2.uwstout.edu/content/profdev/rubrics/wiki rubric.html). Another useful rubric that I like to use online is the Reflection Journal Rubric that you can use to grade a journal entry ([http://www.uwstout.edu/soe/profdev/upload/Reflection-Journal-Rubric.doc](http://www.uwstout.edu/soe/profdev/upload/Reflection-Journal-Rubric.doc)) on any blog where students do journaling.

Do you have a website? If not, you should also create a website. A website allows you to REALLY personalize the content to your teaching style or your students’ learning style. This is very easy to do with “Google sites” located at [http://www.google.com/sites/help/intl/en/overview.html](http://www.google.com/sites/help/intl/en/overview.html) or with “Weebly” ([http://www.weebly.com](http://www.weebly.com)).

How about “backchanneling”? I am sure that you have in your classroom some students who are reluctant to verbally share
their thoughts while others simply blurt-out every thought or question they have as soon as they have it. Well, with “Today’s Meet” you can create a chat room in which your students type their questions and comments whenever they have them, and you, in your turn, in real time, you can address them as you consider fit. If you do not like “Today’s Meet” you can use “Edmodo” which is even more user friendly.

II – You should be able to TRY

8. Twitter

Twitter is the fastest growing social network that can be used for more than just sharing pictures of your friends or finding out what celebrities had for dinner. Twitter is a great way to connect with fellow teachers around the world to share ideas and improve lesson plans. Join Twitter today and you may be pleasantly surprised on the professional benefits it brings. Likewise, you can create your own social network (even though at a small cost) with “Ning”. You can do this with your own classroom/s or join with other teachers in your school as you present common content to students.

III – You should be able to SAVE and SHARE

9. Bookmarks online

With “Diigo” or “Delicious” you can use online services to save websites that you can bookmark and share later with other people/students in your network. This becomes very convenient when at the end of the year all computers in your school are reimaged. Now you will not lose your bookmarks anymore since they can be safely stored on “Diigo” (www.diigo.com). This online service is mostly used for annotating, bookmarking, archiving and sharing webpages.

IV – You should be able to CONDUCT

10. Quizzes online

You can now conduct quizzes online using Google Document Forms. You just sign into Google Documents Account, create a new form, give it a title, make questions and most of all you can post this link to your own website. Needless to say the results of the quizzes will now be stored into your Google account and all you have to do is just transfer the scores in the grade book.

V – You should be able to BUILD

11. Your own search engine

You can do this with “Google Custom Search” to limit the search to one or more websites, you can create a search box, and you can customize the look of the results to match your website.

Although this is the beginning of a new year and it is appropriate to do this inventory now, (maybe even include it in your New Year resolution) , I think that we are in the habit of double checking the efficiency and validity of these technologies whenever we are in contract with any foreign language colleague. For me, the best way to run it by my fellow colleagues is when I attend conferences. Whether I am the presenter or the attendee, my favorite thing about technology is when I ask the audience: “So, is anyone familiar with ……” Inevitably several hands will go up and then I ask them how they use it specifically in their classroom. That is the part that I love the most because I get so many new ideas and they are all great! Instead of providing a session where I am the only one sharing my experience of what I know about new educational technologies, I like to turn it into a two-way street where I learn new things and others get to learn or try what I know. Make the most of this technology era! Try as many new applications as you can, evaluate their use and efficiency regularly and
most of all connect with your colleagues and students to see what works BEST! Good luck!

**Thinking of you all. Hope you stay safe.**

M. Silvia Bettega, Ed.D.
Farmington Public Schools

Since the beginning of the school year French eighth graders have been in contact via Skype with the Collège Bellevue in Toulouse.

It happened one Monday morning. My students came in to school all worked up because they had heard the news. A gunman had killed one adult and three small children in a Jewish school in Toulouse. How could this have happened and were our Skype pals safe?

Very soon we had a direct confirmation of the events. Laurence Aygalenq, the French teacher, wrote an email confirming that Toulouse was under siege. An unidentified gunman was on the loose, members of the French Special Forces were swarming the streets, and President Sarkozy was rushing to the scene.

The level of anxiety was high in Toulouse because it soon had become evident that the tragic events were connected with the previous shooting of three soldiers in the streets of Montauban, another nearby city.

We immediately considered sending a card. Two students from my homeroom volunteered to design one. That’s how the bumping fists came to be.

Stacie Nevadomski Berdan, International Careers Expert & Award-Winning Author To Give the Keynote Address at the CT COLT Fall Conference on October 29, 2012 at the CoCo Key Water Resort, Hotel & Conference Center in Waterbury

Stacie Nevadomski Berdan is a marketing and communications consultant, an engaging speaker and an award-winning author. Focusing on the elements of globalization, she provides practical and relevant advice to succeed in the global marketplace, including the value of understanding cross-cultural environments, the benefits of feminine leadership, and the changing role of managers within the context of an increasingly global and virtual workplace. Stacie has served as coach, counselor, strategist and adviser to CEOs, politicians and senior executives around the world. Her cross-cultural consulting experiences enable her to work well with a diverse mixture of professionals across industry and sector, seniority level, nationality and gender. As a business leader, international careers expert and mother, Stacie bridges the divide between corporate and education, and serves as an important advocate for preparing our children to succeed in the global marketplace.

Stacie’s numerous broadcast appearances include NBC “Weekend Today”, NPR’s “Marketplace,” ABC News “Money Matters” and “America This Morning”, CNN International, numerous FOX appearances, and her work has been featured in *The New York Times*, *Wall Street Journal*, *USA Today*, *Forbes*, *Fortune*, *Time*, *The Language Educator* and many others.

Stacie blogs regularly for the Huffington Post and on her site www.stacieberdan.com about the need to prepare American students for the global marketplace. Her first book, *Get Ahead By Going Abroad*, won two business-career awards, and identified a fast-tracking career trend in women working internationally. Her most recent book, *GO GLOBAL! Launching an International Career Here or Abroad* has received rave reviews. She speaks on campuses across the country about this hot topic, and has learned firsthand how many of our graduates are not prepared to work.
Stacie spent the majority of her career at Burson-Marsteller, one of the world’s leading global communications firms, rising from entry level to senior management. She then went to Unilever, one of the world’s largest consumer products companies, where she led the successful roll-out of the new global brand and was responsible for the internal and external communications strategy for the $11 billion business reorganization in North America. Throughout her career, she has counseled dozens of senior executives at the world’s leading companies, internationally-acclaimed non-profit organizations and several foreign governments in the area of strategic business communication. She is equally comfortable advising business leaders, campus counselors, teachers and students on the ins and outs of going global. Her professional responsibilities have spanned more than 50 countries in Asia-Pacific, Europe and South America.

Stacie received a Bachelor of Arts degree from Florida Atlantic University in 1988 and completed graduate course there in 1991. Stacie lives in a 1750 historic home in Glastonbury, CT, with her husband, twin daughters and a Vizsla named Cody.

2012 CT COLT Rhyme Celebration

The 2012 CT COLT Rhyme Celebration was held on Wednesday, March 14, at The Morgan School in Clinton, CT. The Rhyme Celebration is an annual event sponsored by the Connecticut Council for Language Teachers (CT COLT) for elementary foreign language students in grades K-6 from across the state. Students come from various school districts and recite poems and rhymes in many different languages. It is a great opportunity for students to celebrate their language learning skills and share their enthusiasm with their peers, teachers, and parents.

This year, over 270 students from 15 towns, 11 school districts, and 34 schools participated in the celebration. These students were joined by over 30 world language teachers and administrators. The languages represented this year included: Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Polish, Portuguese, Nepali, Vietnamese, Russian, Spanish, and Tulu. The rhymes and poems were all centered on this year’s theme “In the Garden” chosen by the Clinton Public School co-hosts, Jessica Godburn, Maria Moran and Anna Rita Recine.

The celebration began by Linda Dalpe, CT COLT President, who welcomed the participants and congratulated the Clinton hosts for their enormous efforts in coordinating this year’s event. Linda noted the importance of supporting early world language programs and specifically thanked parents, students, and teachers for such support by attending this event. Master
of Ceremonies, Anna Rita Recine, presided over the event, introducing the districts and inviting their eager rhymers to the stage. The diversity of languages as well as students’ enthusiasm and fluency were evident as the audience thoroughly enjoyed the recitations of rhymes, poems, songs, and even some dances.

Students from West Hartford elementary schools dressed up as flower buds and recited a poem in Spanish about many colored flowers. The German School had a group of students perform a poem about bees that go “summ summ summ” in German. Several heritage students shared their native languages and even wore some traditional clothing as they recited their poems. The audience was delighted by all of the performances and the children’s smiling faces as they brought to life the different languages with their props, rhymes, and costumes.

Co-chairs Kristen Vrabie and Kate Krotzer would like to thank all of the teachers, students, parents, and volunteers for making the 21st Rhyme Celebration a great success. We look forward to next year’s celebration and hope to see you there! Please contact the co-chairs for any questions or information at krotzerk@glastonburyus.org and kristenvrabie@yahoo.com.

**CT COLT Poster Contest Winners**

CT COLT is proud to announce the winners of the 2012 CT COLT Poster Contest. The theme for the contest was the same as the theme for this year’s fall conference, *World Languages: Gateway to the Global Marketplace*. James Wildman, CT COLT North Central Regional Director, was the chairperson for this contest.
Grand Prize Winner:
Haotian Wang
Southington High School
Teacher: Ms. Elizabeth Fancher

High School Division:
Christina Trovato
Southington High School
Teacher: Ms. Renate Ringstad

Middle School Division:
Danielle Flowers
Bolton Center School
Teacher: Mrs. Corey Percy

Upper Elementary School Division:
Grace Salvador
West CT AIS Elementary Magnet School
Teacher: Ms. Maria Sorrentino

Lower Elementary School Division:
Harlequin Sullivan
Washington Primary School
Teacher: Mrs. Virginia Staugaitis

The poster at the beginning of this article is the Grand Prize winning poster. If you would like to view the other posters, please visit the CT COLT website (www.ctcolt.org).

CT COLT Essay Contest

This year, CT COLT launched the first CT COLT WORLD LANGUAGE STUDENT ESSAY CONTEST. Students wrote essays explaining why they were committed to language study, incorporating into their piece both personal and objective, research-based reasons. We were offering a prize of $50 to the winning student and a $50 Carlex voucher to the CT COLT member teacher who submitted the student’s work. To our very great pleasure, the response was absolutely stunning—we expected to receive a couple dozen entries during this first year of the contest, and we got well over 100. A committee of four COLT board members read the evaluated the essays according to the rubric we had put online. Due to the number of entries, it took us slightly longer than predicted to complete the process. The evaluation committee agreed that reading the essays was a delight. All contestants in the first CT COLT WORLD LANGUAGE STUDENT ESSAY CONTEST shared wonderful personal reasons why they thought world language study is beneficial while also pointing to numerous studies that linked world language study to better academic outcomes in other subject areas and better intercultural skills that are so important in today’s globalized world. As language educators, who have been engaged in world language education advocacy for many years, we could not have been more impressed with the many insights high school world language students displayed in their essays. This also reflects the excellent work done by the contestants’ teachers.

For next year we hope to invite more COLT members to participate in the evaluation process and we hope to have even more students reflect on their study and articulate what it means to them. Our wish is that they will all feel rewarded by the process, even if their entry is not selected. Please do contact Michaela Volovsek or Manuela Wagner if you are interested in being on the committee for next year.

The Essay Contest committee is proud to announce the winner of the first CT COLT Essay Contest. She is Tara Palnitkar WANTED Photographer for CT COLT main events

Do you enjoy taking photos? Will you volunteer some of your time? CT COLT needs either one or more persons to take photos at our main events such as the fall conference and poetry contest. We need your help in acquiring quality photos for our new website and newsletter. Please contact Paul St. Louis (pmsaint@verizon.net), if interested.

This position could be shared by several people taking turns to attend CT COLT main events to take photos.
from Mercy High School in Middletown. She is a student in Mr. Robert Hunt’s AP French 5 class. Congratulations to Tara! A copy of her essay follows this article.

Please Read The Winning Essay

Dear Ms. Volovsek,

Of the 190 U.N. member countries in the world, only 57 of them cite English as the official language. For many Americans who exclusively speak English, this poses a serious problem. Not only does this language barrier inhibit travel, but it also leads to Americans having a lack of understanding of other cultures. It is nearly impossible to accurately study a country without understanding, or at least considering, the language of the peoples. Studying foreign languages not only opens the door for international travel, cultural comprehension, and mutual respect, it increases cognitive abilities, and improves academic success.

Too often, Americans are frustrated with immigrants and foreigners who don’t speak English, yet Americans themselves are frequently international tourists who don’t speak the language of the country they are visiting. As a nation, we are self-centered linguistically because we’ve been a bit spoiled. For decades, the common international language has been English, so Americans haven’t really had to learn foreign languages. When we do, however, we are opened up to an entirely new world.

Many languages commonly learned in U.S. schools (French and Spanish) are spoken in dozens of countries in the world, in multiple regions. Learning to speak a language creates so many opportunities for travel. French, for example, is spoken in Canada, Europe, the Caribbean, and Africa. For me, taking French in high school has meant that I will be able to travel easily and readily in the future. If I want to study abroad during college, I can study in any of a dozen countries and not be hindered by a language barrier. I will be able to fully embrace the culture of the country by understanding French, traveling and communicating will be easier, and I will be able to really appreciate the country for what it is, not what I see through English-colored glasses.

Another significant advantage of studying a language is intellectual advancement. Not only does learning a new language improve your understanding of your native language, but it also improves scores on math tests, and spatial reasoning tests. As a student, I have been able to form connections across different academic subjects because of studying French. It makes English grammar easier for me, helps me figure out the meanings of English words I don’t know, it helps me to understand the history of France and French colonies, and it also has made me more culturally aware.

Studying a foreign language helps students to remember that there are other cultures and peoples in the world, and it shows us the differences in viewpoints of different cultures. For instance, in French it is improper to say, “I cooked dinner,” because the stove really cooked the dinner, so instead you have to say, “I did the cooking.” In my opinion, these little linguistic quirks can spark deep questions about the way different cultures view the world.

There is no question that studying a foreign language is beneficial. It opens up possibilities for travel, furthers intercultural understanding, improves cognitive abilities, and allows us to see different opinions. Learning a language opens the door to so many new experiences, thoughts, and opportunities. I am so glad to have studied French throughout high school, and I believe that everyone should have the opportunity to study a foreign language.

Sincerely, Tara Palnitkar


News from CT Schools

A New Kind of Adventure

By Linda L. Dalpe

After an invitation from the Spanish government and the CT Dept of Education to form a partnership in Spain ten years ago, Enfield High School began a relationship with IES Ribera de Castilla in Valladolid, Spain. The commitment involved a minimum of a three week stay in Enfield High each fall when Spanish students would attend school, live in host families, travel to various nearby cultural sites, and on Saturdays, take longer excursions to Boston, NY, Newport, and other exciting places. Students were given their own schedules based on what they were studying in Spain, but would attend Spanish class with their host sibling. Teachers at EHS also gave seminars after school on such topics as the work of Mark Twain, followed by a trip to the Mark Twain House, American football and baseball followed by playing the games, demonstrations of working dogs, with visits from
the police department dogs and their handlers, as well as a trip to Fidelco to name just a few. Students were also required to complete a very detailed workbook type of journal, that was prepared specifically to aid them in assimilation, to help them observe cultural differences with a more astute eye and to document their learning.

In the spring, Enfield High students would travel to Valladolid, Spain, to attend school for 3 weeks, and duplicate the kinds of activities, trips, and seminars from a Spanish cultural perspective. The workbook/journal was written to reflect the observation and recording of the two cultures from a Spanish perspective. The major difference between the two public schools was that the Spanish government provided a scholarship for their students to come to America, and their teachers were given a stipend to be away from their families for 3 weeks. Whereby, Enfield High school students had no such funding from the American government. Thus began many profit-sharing fundraisers to establish the program, and maintain its low cost to travel and tour throughout the nine years.

In the fall of 2003, the first exchange began, with impact touching host families, neighbors, extended families, students sitting in the same classes, teachers, and administrators and the community at large. The exchanges were kept at the three week duration with the Enfield trip planned to encompass the April vacation so that students and their teachers only missed two weeks of school. Teachers gave them work to take with them, and also helped them make up the remaining missed work when they came home.

This year, the IES Ribera de Castilla and the EHS vacation calendars could not coincide. Thus began the evolution of a new component to the program. EHS students started their Spanish experience in host families in Salamanca, and attended Colegio Delibes, a private Spanish language school that teaches Spanish to students from around the world. The students had the opportunity to celebrate the end of Semana Santa in Salamanca, and attended school for one week with the entire concentration of their time in Spanish language and conversation classes followed by guided walking cultural excursions as well as dance and cooking seminars after school. They lived in host families and often shared their home with “siblings” from Belgium, France, and China who were also studying Spanish at the school.

Initially the EHS students were not happy to learn that they would be attending two schools with two different host families. The idea of attending a language school to study all day was somewhat daunting to them. However, from the teacher’s perspective, the combination of both experiences while yet to be assessed formally, made a tremendous difference in the ease of assimilation into their Vallisoletana family as well as into their academic classes taught in Spanish at IES Ribera de Castilla. To quote several students:

“The transition from Salamanca to Valladolid was easy. I think the (language) school definitely gave me more confidence in speaking and has taught me new words along the way.”

“I learned so much in so little time and still had so much fun. The learning experience was simply amazing and made my transition to my Valladolid family and classes so much easier.”

“I would definitely do this again the same way.”
With the economic crisis now a constant conversation item in Spain, there is almost a certainty that the Junta of Castilla y Leon will not be funding scholarships for IES Ribera de Castilla to return to Enfield in the fall. Without this aid, the teachers have said it would be impossible for their students to pay the money to travel to the U.S. However, they have invited the American students to come in the spring of 2013 to continue the partnership and to be able to celebrate the 10th year anniversary. While Enfield is going through some new initiatives, with many administrative retirements and new leadership taking the helm, it is still uncertain as to the direction of its international program. However, what is certain is that the combination of both programs gave Enfield High School students a distinct advantage in their comfort level to speak and understand Spanish, with much less culture shock. The “click” in their heads as they assimilated almost went unnoticed. It seemed as if four weeks of learning had been packed into three. The most telling of all was when the bus pulled into Enfield High School and parents greeted us with “thank you for this incredible experience for our children. They want to go back again next year.”

Glastonbury International Night

International Night, Glastonbury Public Schools’ celebration of K-12 language, culture, and community, was held at Smith Middle School in Glastonbury, Connecticut on Thursday, February 9, 2012. Highlighted at the event was Glastonbury’s Elementary Foreign Language Program, one of the oldest public school elementary language programs in the country, now in its 55th year. Over 40 displays highlighting student work and artifacts from Asia, Africa, Europe, and North and South America were showcased for all to see.

International Night featured exciting activities and performances representative of the wide variety of languages and cultures that are taught and celebrated within the schools and community. Children and adults alike joined in MarKaNusic’s interactive Family Fiesta featuring a Pan-Andean World Beat ensemble, learned something new from the array of language lessons offered, and watched as Glastonbury students provided a broad range of performances that varied from Kung Fu and singing in Russian to piano and guitar pieces in International Night’s Got Talent. Performers Ethan Wu, Cameron Rohan, and Iris and Jason Zhao placed first, second, and third place respectively in the International Night’s Got Talent Show. Members of the UConn Irish Step Dance Team also joined us for the event to contribute to the cultural richness of the evening. Guests enjoyed international food samples and took chances to win prizes as part of a silent auction, the proceeds of which benefitted scholarships and charities including Hilda’s Books.
Looking for a Way to Promote your World Language Program?

**HOST** a future CT Colt Poetry Contest!

This great event:

- Is easy to organize and run
- Promotes collaboration amongst host school staff
- Brings recognition to your school
- Promotes diversity in the school
- Brings positive attention to your language department, your administration and your entire school district

For more information contact your Regional Director or e-mail us at [pmsaint@verizon.net](mailto:pmsaint@verizon.net) or visit us at [http://www.ctcolt.org/](http://www.ctcolt.org/).
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
  - Sub committees: 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 lindald001@aol.com or ldalpe@enfieldschools.org

Home: 860-289-8101 or Work: 860-253-5556

Starting with THIS issue, a paper copy of the newsletter will only be sent to those members who request it. Email Paul at pmsaint@verizon.net to request a paper copy of the NEXT newsletter.

Save a lot of trees and some of CT COLT resources that can be better spent elsewhere by opting NOT to receive a paper copy of the newsletter.
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Fall Conference
World Languages: Gateway to the Global Marketplace
Monday – October 29, 2012
CoCo Key Water Resort, Hotel & Convention Center
Waterbury, CT
Keynote Address
by Stacie Berdan
International Careers Expert & Award-Winning Author
(You will receive .1 CEU for attendance at the keynote address)
Earn up to .5 CEUs
(if you attend the keynote address)
FREE Parking
Buffet Luncheon
A Wide Variety of Exhibits
A Wide Variety of Workshops
(immersion and non-immersion)

Newsletter Submissions
Please send documents in MSWORD (Times New Roman, 10 pt, single spaced) and please send photos as separate files (preferably jpeg or gif). Please do not embed photos in your articles.

Deadline for Submission of Articles for the Summer Issue of CT COLT World Language News Exchange is May 30.
Please send articles for the next newsletter to Silvia Bettega (bettega@comcast.net) and to Paul St. Louis (pmsaint@verizon.net) by May 30, 2012

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 “Membership” button. Then, click on the link to the “Information Update Form,” fill it out and submit it.