President’s Message

Dear CT COLT colleagues,

Here we are, another year almost over. I hope that it has been a rewarding year for all of you and that you have wonderful plans for the summer break.

It certainly has been a busy year for CT COLT. On the advocacy front, we continue to remain mindful of the situation in our state and beyond with respect to cuts in funding that impact language learning. We have worked to keep policy makers aware of the centrality of language learning and to keep you informed of what is happening. As for professional development, CT COLT held a technology academy in Southington on May 7. Sessions included free websites, Jin, Vimeo and mobile apps for language learning. We continue to work on our membership campaign, knowing that there is strength in numbers, and we hope that you will encourage any non-members that you may know to join and become involved. Finally, we continue to sponsor COFLIC, the state organization for WL language supervisors.

We have also had several wonderful student centered events since our last newsletter. The Poetry Recitation Contest was held on 4/26 at Choate Rosemary Hall in Wallingford. The day was beautiful and so was the campus. Our committee members and the team at Choate had done an amazing job organizing everything and a good time was had by all. We have chosen winners in both our Essay Contest and our Poster Contest. You will find the winning essay and the names of the poster winners on our website. In both contests, students competed to create pieces that reflect the excitement and the purpose they find in language learning. We also have our annual Excellence Awards that individual teachers present to their most deserving students.

Over the summer, we on the CT COLT board will meet to keep the organization moving forward, even during the summer break. Some of you might be attending SITS at CCSU or an AP training session at Taft. On our website you will information about the NNELL summer institute on July 12, and the CARLA summer institute for Less Commonly Taught Languages (LCTL) July 15-19. Do keep checking in with our website as we are always making additions and changes to the content.

The upcoming academic year will also be rich in events. Our Annual Fall Conference is planned for October 21, once again at the CoCoKey in Waterbury. The keynote speaker, called Thomas Sauer, is highlighted with a biography on our website. We are still accepting proposals for sessions and we encourage everyone to think about what they might be able to share for the good of all. Sessions can be quite general (how to stay in the target language) or quite specific (how to use Don Quixote with beginning Spanish students). This event is always a great chance to see old friends, learn some new strategies and see what the vendors have to refresh your practice.

With all the changes coming along, from CCSS to SEED to RCD, we all need a little help in staying on top of everything. CT COLT is where Connecticut’s language teachers can come together to share resources and ideas, to support and recognize each other. We are grateful for the hard work our board members and committee members do for us. Our work is important, relevant and can transform kids’ lives, and we do a better job when we work together.

Michaela
CT Council of Language Teachers (CT COLT)
MANY LANGUAGES - ONE VOICE

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

Here is how YOU can get involved:

JOIN a committee:

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

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

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

- **Rhyme Celebration**:

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

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

VOLUNTEER:

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

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

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

For more information contact: Linda Dalpe
lindald001@aol.com or ldalpe@enfieldschools.org
Home: 860-289-8101 or Work: 860-253-5556
In Memoriam

A Tribute to Mari Haas

Mari Haas was a NNELL President and a national force for early language learning. She inspired countless language teachers around the world to make learning come alive for students by incorporating folk art and the rich stories of Latin American cultures into the classroom. On Tuesday, April 16, 2013 she lost her battle with early onset Alzheimer’s disease. She was 60 years old.

Mari was a graduate of the University of Colorado at Boulder, earned a Master’s Degree in Curriculum and Instruction from the University of Northern Colorado, and a Doctorate from Teachers College, Columbia University in Language Methods. Seeing a need for early language instruction, she created the Teaching Foreign Languages to Young Students course at Teachers College. In 1996 she wrote The Language of Folk Art and went on to win the ACTFL Nelson-Brooks award for Excellence in the Teaching of Culture in 2000. In 2002, Mari got plenty of use out of her Magic Bag when she co-taught an Immersion and Methods course in Puebla, Mexico with Janet Glass. Her National Endowment for the Humanities (NEH) grants took teachers to Mexico and New Mexico and included training in thematic unit design. One of the participants in these projects, Lori Langer de Ramirez of Dalton, said this:

Not a day goes by that I don’t think about or feel the effects of Mari. I feel her in my work with teachers and students, in the friends that I have made through her NEH grants, her work at TC, her workshops... I think of her when I see folk art of ANY kind, when I wear Dansko clogs, when I hear mariachi music or see papel picado. I feel her when we read El Dia de Miranda Para Bailar with students, and when I see the word "NNELL" or "thematic unit" or "FLES." Her legacy lives on in all of us, and I am so grateful to have called her my mentor and friend.

Mari’s reach was wide and deep. She was fun to work with and attracted many collaborators. In addition to colleagues in the U.S. she worked with artisans and writers from Mexico. One of her frequent partners was the poet and musician from Mexico City, Jorge Lujan. He reflects:

Our dear mentor, teacher and friend Mari Haas is gone. Her name and her wonderful and inspirational projects on education and intercultural encounters will always live within us and in the hearts of so many children and teachers who had the benefit of her warm presence and generous actions. We love you Mari!

Mari’s inventive leadership also extended to Summer Institutes for the National Foreign Language Resource Center (NFLRC) at Iowa State University. Marcia Rosenbusch of Iowa State University said of her:

Mari Haas was the most creative person I have ever met. It was such a pleasure to work with her! Her summer institutes were innovative and exciting and helped the participants discover new and culturally rich ways of teaching languages. She contributed so much to our profession.

Mari is survived by her loving children. She leaves a daughter, Alexis Haas Rubin, son-in-law, Evan Woolley, son, Zachary Rubin and husband, Mark Gelber. She also leaves a community of teachers and students who have been touched by her magic and changed forever. Her legacy will long endure: Dream big. Accomplish much. Take everybody with you.

Janet Glass is currently a teacher at Dwight-Englewood School in Englewood, New Jersey and a professor at Rutgers World Language Institute. She has taught Spanish and ESL at the Lower, Middle and Upper School divisions and Teaching Methods at three universities. Janet has made numerous contributions to professional journals and has been a frequent
presenter at state and national conferences. She received a fellowship and two grants from the National Endowment for the Humanities. In 2008 she became the American Council for the Teaching of Foreign Languages’ National Teacher of the Year.

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Advocacy

Granby After School Language Program
By Michelle Degagne

Having children excited to learn is a prerequisite for anything you are trying to teach. A second language is no different. For a student to enter a classroom with enthusiasm takes a little motivation sometimes. When the instructor is excited to teach, the enthusiasm will very likely transfer to their students. How do you do that with no set curriculum and no real budget? Well… it can be tricky.

I was thrilled to be asked to teach an after school French language program through our town’s Parks and Recreation department. The class meets twice a week for a short fifty minutes after school and is open to all students’ grades 3-6.

Learning French as an adult while living in northern Quebec, I was all too familiar with some of the apprehensive feelings the students may have in learning another language. Wow, was I ever surprised! The class came in eager and happy to try out their new skills. Would I be able to keep them motivated through the next 25 sessions? I certainly hoped so. We played twister, hangman, duck-duck-goose, sang songs, watched videos and listened to music! When the weather became warmer we spent time outside on the playground discussing the seasons and looking at nature, as well as running around and playing “Simon says” en français. The students shared personal experiences of their travel abroad by bringing in pictures and items they had found while in markets in France. We learned about French artists and watched a power point presentation about our French neighbors to the north; we even learned how to fold napkins resembling the “fleur de lis”. We read books, had a guest speaker and ended the year with a “French picnic” that was attended by the students’ families.

When I asked the class if they had fun, it was a unanimous yes! Would they be back next year? Absolutely. The only thing one student told me they were missing was how to say “monkey” in French. I would say enthusiasm wasn’t a problem.
We have all heard the hackneyed yet hollow expressions that “those who can’t do, teach” or that “Latin is nothing but a worthless, dead language.” Given this stigma, many expressed surprise and dismay when I, as a young 18-year-old, announced that my plan after graduating from high school was to become not just a teacher, but a Latin teacher. Fortunately for me, while the world sometimes disagreed, my family has always been a strong proponent and advocate of education. My grandmother and her sisters were public school teachers in Idaho. My mother followed in their footsteps, initially as a public school teacher and later as the director of one of the largest home school consortiums in New York State. As the mother of nine children, five of whom are adopted from different countries with disabilities ranging from a daughter with Bipolar Disorder to a son who is missing most of the fingers on his dominant right hand, my mother has encountered many challenging educational issues on a uniquely personal level. Whether it was finding a way for my brother to be included in athletics despite his right hand or helping my Chinese sisters find ways to interact with their culture, my mother always rose to the challenge by finding solutions that not only helped our family but that helped her students to better empathize with and appreciate people from a wide array of backgrounds.

As the eldest child in such a family, I was constantly reminded both by my younger siblings and by my mother that the fight for equality of education is not over yet. Rather than intimidating me, this inspired me. I talked my siblings through their good days and bad and taught them the lessons of an older sister—how to tie your shoes so that you don’t trip over the laces, how to cross multiply fractions without wanting to throw your pencil at the wall, how to look on the bright side of
life even when it’s raining on the 4th of July. What I learned from these experiences was just that: the value of learning, the value of sharing and imparting knowledge. Whether it was helping to coach my mother’s adopted children’s Girl Scout troop or giving cello lessons to struggling students, I knew by my sophomore year of high school that for me, teaching was not just a passing passion; it was a career.

I remained unsure about what precisely I wanted to teach until my junior year of high school when the light bulb went off during my first ever Latin class. If you ask my mother to show you the stola she helped me sew from an old tablecloth or the battered notebooks with my attempts at copying the hieroglyphic alphabet, then you’ll know what I mean when I say that it was as if I had been waiting my whole life for that Latin class. What initially impressed me about Latin was its ability to coalesce and connect everything that I loved about ancient history and languages into a single subject. What continued to impress me about Latin was its ability to coalesce and connect so many other subjects. It was this flexibility and relevance of Latin that convinced me that I had found the subject that I wanted to teach. To that end, I majored in Classics at Middlebury College and then went on to the M.A.T in Latin and Classical Humanities program at UMass Amherst.

I graduated from the program this May, and this Fall I will be teaching Latin at Simsbury High School in Connecticut.

During my last week of teaching Latin at UMass Amherst, I asked my students to write a few sentences about why they did or did not consider Latin a valuable language in the modern world. It was telling that not a single student considered Latin to be “a worthless, dead language.” On the contrary, one student wrote: “Latin is a very valuable language in the modern world. Over seven languages are derived from it, which makes Latin the basis for many of the globe’s languages. When I was in Montreal, I was surprised at how much French I could understand just by knowing Latin. Knowing Latin in my own experience also helped me greatly on the SAT’s and ACT’s because I was able to figure out what some English words meant because I knew Latin. It is very valuable.” Another student wrote: “Latin is still extremely valuable today. Not only is it a way of understanding our past, but it has not died anyway. Latin has just evolved into new languages, so Latin is a fine way to understand these languages in far greater detail. Plus, due to its use as a Lingua Franca, it is incredibly useful in many other fields, such as the sciences and the medical field, among others.” These are all excellent explanations for why Latin is valuable and represent some of the most common explanations for the value of Latin that are offered by experts in the field.

Despite the stigma that teachers cannot do anything, I clearly did do something if I managed to teach my students to appreciate so many levels of value in a single language. This versatility and universality of Latin is something that was recognized by the ancients themselves. The Greek historian Polybius, who lived circa 200–118 BC, posed these questions:

Can anyone be so indifferent or idle as not to care to know by what means, and under what kind of polity, almost the whole inhabited world was conquered and brought under the dominion of the single city of Rome, and that too within a period of not quite 53 years? Or who again can be so completely absorbed in other subjects of contemplation or study, as to think any of them so superior in importance as to exclude an accurate understanding of an event for which the past affords no precedent? (Polybius, Histories, 1.1-1.2).

Polybius explains how Latin influenced most of the inhabited world in an unprecedented manner. We are still feeling these resonances of the Latin world today in our art, architecture, music, literature, politics, philosophy, mathematics, sciences, and languages. Polybius reminds us of what I learned as a student of Latin and of what I now strive to show my own students: the connection that Latin gives us to so many other subjects, events, and people. I feel that this reminder is
particular apt in light of the misconception that Latin is an elite subject. I disagree. I believe that Latin can be for everyone. As Polybius reminds us in his histories, the Latin-speaking world encompassed a plethora of different subjects, events, and people. You might even go so far as to say that the story of Latin is the story of the human experience. Thus, I see every reason for any student who desires to cache in upon this Latin legacy that affects one student just as much as the next.

It is important to let students from different backgrounds take Latin because the more students who take Latin, the more students who learn that at the heart of every perceived difference is a shared commonality. I have siblings from the steppes of Russia, the Pearl River in China, and the mountains of Idaho. One thing that unites us all is the the way the Latin-speaking world influenced each of our homelands. The Russians nominated Moscow as the new capital of the Roman empire after the fall of Constantinople in 1453 A.D. The Romans interacted with China via the Silk Road, trading glassware and other goods for Chinese silks and spices. Even in the mountains of Idaho, every school child learns the Latin phrase that is their state’s motto: Esto Perpetua. My siblings and I come very different backgrounds, but we can all agree that the history of Latin is something we share. Thus, when people ask me why I want to teach at all let alone teach Latin, I simply tell them that I think we all have a right to learn about our past, especially if it is a past that can bring us all closer together as citizens and as a community. Thus, my goal as a new teacher is to give all my future students the chance to continue a powerful legacy, the legacy of a language that exemplifies the commonality in our differences: Latin.

**Supermarkets, Technology and Pedagogy: How do we make choices together?**

by Stephanie Duchesneau

These days, supermarkets are all about “choice”. We have aisle after aisle of decisions to make every time we walk in to buy our weekly groceries. Recent studies show that this plethora of decision making is becoming overwhelming. There are rows of snacks foods—Do I want potato chips with flavor, salted/lightly salted, tortilla chips with salsa or maybe just pretzels? Popcorn or nuts would be healthier ….. Hmmmm. Should I buy in bulk, have them delivered by Peapod or support the organic movement and pay more to support the smaller businesses? These seemingly unlimited choices and questions extend into every facet of our lives—health insurance, retirement investments, cable, phone plans and of course, technology.

As a new committee member of the CT COLT Tech Academy, there is no doubt that a “technology” gap exists between the new generation of teachers and the veteran educators. I recently attended another session and was able to see the depth and breadth of technology know-how from the younger teachers. I also see that those of us who have been around for eons, have teaching strategies to offer these enthusiastic newbies. There are some flashy sites but why use them if they have no ultimate goal but entertainment and fun? During one presentation, a veteran teacher asked a question of a beginning teacher that has been on my mind for several years, “How do you find out about all these new technologies—wikis, flipped classroom, schoology and learn how to use them? “ I have often queried the tech people in my district, “How do I implement innovative technologies if I don’t even know that they exist?” The apps and devices that continue to emerge for educators seem to be multiplying exponentially. How can one keep up with it? The answer is that you don’t” keep up” but rather we must learn to differentiate and select what best fits our students and teaching style. Just as we choose the “classic” snacks that we know everyone will like, we must also be open
to trying something new—Chicken and waffle flavored chips or Chocolate Mint Pretzels. We will never taste every type of snack available to us because frankly, some of them are just not that appealing, but some are downright intriguing.

It is also important for the new tech savvy teachers to open their taste buds for the classics flavors and not always go for the “new” tastes. Sometimes those comfort foods are what get you through the day! So, perhaps it is time to work together and combine the talents of the new breed of teachers with those of us who can offer strategies that are tried and true. Don’t get me wrong, I believe that all teachers should be using technology and continue to learn new ways to communicate. I also know that real time social interaction between students is important in the classroom. So perhaps, the younger generation should learn to pick up the phone and call parents instead of email or learn to stay calm when the computers are not working (hint: write on the board). Beginning teachers need to understand 504 plans, PLC collaboration, benchmarks assessments and data, Common Core Curriculum and grading with analytic or holistic rubrics, and SMART goals. Remember—all these terms to us are like wikis, apps, dojo, wordl and IPADS to the new generation. It’s time we reach out to each other, ask questions, share what we know and stop worrying what someone may think. It is time to plan a party and go down the snack aisle together—take a risk—it might be an instant “classic” or a great new combination of flavors that please the palate and make for a memorable get together.

**About the CT COLT Technology Academy**

by Martha Ventor, Hopkins School (New Haven), French Teacher & Assoc, Director of Admissions

World language teachers traveled from around the state to attend the CT COLT Tech Academy in Southington on May 7. The three hour conference provided the right amount of instruction and hands on learning (not to mention nutritious snacks!). Although I was feeling out of my league as far as technology was concerned, all of the presenters patiently answered my questions. I returned to school the next day fired up to teach my colleagues about the many FREE apps available to teachers and students. I suggested that our Department Head invite one of the presenters to our professional development day in the fall. Our school librarian is very interested in the types of Mobile Apps we learned about; she will publish a list for the entire faculty, as well as provide training in several the programs.

Neil Holt from Amity Middle School, Orange CT guided us through the many uses of mobile devices in the world language classroom.

Amanda Robustelli-Price, from Bristol High School, Bristol, CT, showed us free websites that can be used on hand-held devices and computers both in and outside of the classroom to encourage the creative use of the target language.

Amy Schlette of Simbury High School, Simsbury, CT taught us how to create Screencasts with audio using Jing and how to convert these videos to upload into YouTube and Vimeo.

I highly recommend attending future conferences by any of these presenters; it will be well worth your time!

**Technology**

**Dispelling the Fear of the Flipped Classroom**

by Matthew Bavone

Whenever I talk to fellow educators who are dubious of the flipped classroom model, it seems that there are always two driving forces behind their doubts. The first is what I find most are outwardly interested in..."How can a video ever take the place of a classroom experience?" They fear that students will not grasp the concepts well, that the youth of America will fall behind and that the country will decline into inevitable ruin. Alright, that last part...
might be a bit of hyperbole, but you get the idea. The second is a far more personal and therefore insidious fear..."if the flipped classroom gains traction and students learn from videos, then what need will there be for teachers? We'll all be out of a job!"

I'd like to address both questions with a story from my formative years. My Algebra 2 teacher, who shall remain nameless (not merely out of kindness but because her name has failed to persist in my memory), was an example of the aforementioned fears. I know not how she was ever deemed qualified to teach Algebra 2, but I clearly remember when we got to the chapter on logarithms, she, being inept at this concept herself, popped in a VHS (that's right, old school flipped classroom) of a college professor teaching the lesson. This took up the better part of a 90 minute block and the only thing that has stuck with me through the years was how amazed I was that this guy in the video could write neatly on a chalk board with what appeared to be fat, sidewalk-style chalk. If you asked me to do a logarithm, to this day, I'd stare at you blankly.

So what is the point of my story, you may ask? It is a maxim if you will; a rebuttal against what I perceive are the two greatest doubts of the flipped classroom. The first is that a video simply cannot take the place of the classroom experience or a good teacher. Sure Professor Fat-Chalk went through the concept of logarithms, but my actual teacher could not answer any questions the class was left with after the video, nor did she organize useful activities to reinforce the concept. She also didn't pre-empt the class in any way; she merely hit play. And there in my story underscores the threat (or lack thereof) from Fear #2. As teachers, we are in the business of showing students how to learn. This can't be done through a video. So yes, in my class I assign MOST of my grammar lessons as videos for homework. Which ones don't become homework assignments? The first two videos of the year. These I make the students watch in class with me. We go over the importance and methodology of taking notes, pausing the video when they are confused so that they can write down questions. I teach them to re-watch the video and see if they can answer their own questions, and if not to bring those questions into class the next day where I can help them through it.

When they arrive in class having watched a new video for homework, the five-minute question and answer begins. Once everyone has a chance to air out the questions which they came prepared for class with, I lead them through activities that pertain directly to that concept. I prefer group work and in this way I can traverse from group to group, targeting students who
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Please join us at

ORLANDO 2013
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NOVEMBER 22-24

New Spaces New Realities
LEARNING ANY TIME, ANY PLACE

MARK THESE IMPORTANT DATES ON YOUR CALENDAR:

JULY 10
Deadline for Early Bird Registration

OCTOBER 24
Deadline to Make Housing Reservations

OCTOBER 30
Deadline for Advance Registration

PRE-CONVENTION WORKSHOPS
ON THURSDAY, NOVEMBER 21

The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, where learning comes alive, features over 600 educational sessions covering a wide spectrum of the language profession addressing the theme New Spaces, New Realities: Learning Any Time, Any Place. More than 250 exhibiting companies will be showcasing the latest products and services for you and your students. The ACTFL Convention is an international event bringing together over 6,000 language educators from all languages, levels and assignments within the profession.

ANNOUNCING OUR KEYNOTE SPEAKER:
TONY WAGNER
Harvard’s innovation education fellow at the technology and entrepreneurship center

Visit www.actfl.org for all Convention information and program updates!
need a little more help. It makes a large classroom seem that much smaller to the students and I am able to guide them through the concept instead of sending them home with an assignment that they may not grasp and thus struggle through with little benefit to their overall understanding.

Let's face it, the world is constantly changing and media is becoming increasingly digitalized. Instructional videos are used for a range of audiences and purposes, from showing the consumer how to put together a new IKEA bed to large companies that use videos for in-house professional development.

We shouldn't fear adding this type of media into our classes because now, thanks to the very technology that will inevitably dominate the future, we have the unique opportunity to be exponentially more helpful to our students. Via the flipped classroom, we can not only better teach our students material relevant to our subject area but also teach them HOW to learn from this new type of media. And as a teacher of what many consider a dead language, I am heartened by the fact that though in ten years my students may not remember when the Roman Republic began or how to decline agricola, they will be armed with the methodology needed to learn from both traditional methods and modern media.

If you would like to know more about how I integrate the flipped classroom into my teaching or would like to discuss technology in general, my personal email address is matthew.bavone@gmail.com.

Adina’s Technology Corner

by Dr. Adina Alexandru

I always considered myself very fortunate to have worked in districts that embraced and encouraged the use of technology in the daily instruction. This work framework, in its turn, prompted me to seek continuously various venues offered by local or national organizations in which new technology applications were shared by foreign language colleagues for classroom use. I am willing and eager to try every application that comes my way to see if it really matches the learning needs of my students. My rule of thumb is the following: try 5 new things every year and see if I can teach a lesson/unit using at least one of them!

This past school year, Southington High school hosted two technology workshops and participants were exposed to cutting edge, innovative and practical new use of technology in the foreign language class. I love my colleagues and I want to thank them all because they share the same passion for learning new things as I do! Below I will outline some of the workshops presented by my tech colleagues at these two workshops:

“Using Free Websites to Engage Students in the Target Language”. Amanda Robustelli-Price from Bristol High School presented a dynamic hands-on workshop that explored free websites. Some were really new and some were already established in the field. They all shared one thing in common: their versatility to be used on hand-held devices or computers both in and outside of the classroom to encourage the creative use of the target language. These were tools to poll students in real time, take interest surveys, design pre-reading activities, respond to literature, share learning, or assign oral presentations. The participants used the following websites: PollEverywhere, Tagxedo, SurveyMonkey, VOKI, Glogster, Animoto, Wellwisher, and VoiceThread. Amanda was very generous and shared homework assignments and classroom activities. My favorite was “Padlet”. Learn about it here by using this tutorial. It is an excellent virtual, real time bulletin board: www.padlet.com.

“Mobile Apps for Language Learning”. Neil Holt from Amity Middle School in Orange, CT, exposed the participants to a plethora of uses of mobile devices in the world language classroom. These applications included both apps specific to language learning and apps which are useful across multiple disciplines. Neil, used his iPad to share favorite apps that were cross-referenced with iPod, iPad & iPhone. Here is a list of his applications:

- eClicker Presenter/Audience
  Students answer multiple choice questions on their devices and results appear on teacher’s device. Great formative assessment!
- Quizlet
  Students study flashcards created by their teacher or from a huge database of pre-made flashcards. Students may hear pronunciation of vocabulary words.
Voice packs (to hear pronunciation)

Google Voice

Teacher signs up for a free Google Voice telephone number. Students then call and record a voice message in response to a prompt. Teacher listens to student messages and provides feedback.

Notability (iPad only) Versatile note-taking app.

Organize notes into subjects/topics, include photos & audio recordings, Import documents, and easily send pages as PDF to teacher via email.

VoiceThread Companion app to the web site, with limited features.

Allows for easy Import of photos to VoiceThread and adding voice/video/text comments.

Learn Spanish/French/Italian/German/Portuguese (search “online language help”)

Practice games in many categories of vocabulary. Students hear pronunciation.

Verb Trainer

Students choose the tense and type of verbs, then do multiple choice practice using those verbs. Students hear pronunciation.

Word Lens

Gimmicky, but fun! Point the device’s camera at printed text and the app instantly translates it to the desired language.

Evernote

Teacher tool for organizing notes, to-do lists, and anything else in your life.

Free Dropbox

Cloud storage for your files.

Apps Gone Free

Daily notification of apps available free for limited time.

“Flipping the Classroom with Jing & TED-Ed”. Amy Schlett from Simsbury High School, Simsbury, CT presented an interesting workshop on how to create Screencasts with audio using Jing and how to convert these videos to upload into Youtube and Vimeo. Participants also learned how to create TED-Ed lessons using the newly created screencasts. She concluded the workshop with a Socrative poll to learn how to keep your students accountable for their work home. Amy, generously shared tutorials that she created herself for all these applications.

Socrative is my favorite poll/quiz application (www.socrative.com) as it has multiple benefits: It can be accessed on any device (tablets, smartphones, laptops, iPod Touches, etc.) with a web browser and can measure individual student scores. Here is a Quick Overview

- Teachers login at t.socrative.com by entering their email and password.
- Students login at m.socrative.com by entering the "virtual room number" provided by the teacher. Students will then see "Waiting for teacher to start an activity...".
- Teachers initiate an activity by selecting it on their main screen (e.g. Multiple Choice, T/F, Quick Quiz).
- Students respond on their devices.
- Students' results are visible on the Teacher's screen or sent in an email.

I have said this before and I continue to underscore the importance of using these applications in the classroom. Not only that they will immediately engage our students in the learning process but they are developed to fit almost all requirements for implementing the common core standards!!!

If you do not use them already, here is a list of the most important 10 technology tools in the foreign language class:

- Diigo

Free online research, note taking and annotation tool. Students can read articles online, insert post-it notes to annotate the text, bookmark, highlight and easily share their notes with others.
Diigo makes it possible to teach students how to effectively manage digital resources and meet reading standards.

2. Collaborize Classroom

Structured online discussion platform with question types that make it easy to teach argument writing, which is prioritized in the standards. With Collaborize Classroom, teachers report 100% participation rates, reduced grading time, high homework completion rates and collaboration both in and out of the classroom.

3. Google “Advanced Search”

Teach students how to refine their online searches to find more relevant and reliable information. Google Advanced Search is a great tool for research reports and projects for students of all grade levels.

4. Study Blue

A free online tool for making flashcards with video and audio elements, taking notes, and preparing for exams. Study Blue is both an online flashcard tool and a mobile app. Teachers can make flashcards for their students to study. Students can quiz themselves and track their learning progress or make flashcards of their own.

5. Google Docs and Forms

Shared documents are perfect for group collaboration on a piece of writing and for brainstorming ideas. Students can work together simultaneously editing papers, projects, etc. Forms can be used to create specific forms and rubrics to help students provide each other with quality feedback. Teachers can use Google Forms to send out surveys or questionnaires to parents.

6. Survey Monkey

Free online survey tool. Teach students how to design a survey, collect information, analyze data, and draw conclusions. Teachers can use Survey Monkey to create quizzes and tests. Great tool for teaching about basic research. This tool allows students to make real world connections to abstract concepts.

7. Creately

Online tool that makes it easy to create, share, and collaborate with infographics. With Creately, students can easily collaborate on projects. You can browse through templates specifically designed for K-12 education. The following formats are compatible: storyboards, Fishbone diagrams, T Charts, Y Charts, and Venn Diagrams.

8. Gliffy

Design, collaborate and share floor plans (great for geometry but also for teaching virtual visits in museums or any other cultural spaces with flowcharts, drawings and diagrams. Teachers can create a school or a class account and invite their students to contribute to a project.

9. YouTube.com/Teachers

Created to help teachers use YouTube videos to educate, engage and inspire their students. YouTube.com/Teachers is a part of YouTube’s larger educational initiative where teachers share ideas and best practices through videos that are aligned with the Common Core and are a great resource for students of all grade levels.

This is all for this edition of the newsletter and as always I am open for suggestions, ideas and mostly new technology! Please send me your comments, suggestions, questions to aalexand@baypath.edu.

CT COLT News

Thomas Sauer, the 2013 Fall Conference Keynote Speaker

Thomas Sauer is currently the World Language Content Specialist for Fayette County Public Schools (Lexington, KY), having held a similar position in the Jefferson County Public Schools for the previous seven years. Other experiences include teaching German face-to-face at the University of Kentucky and Georgetown College and through distance learning at Kentucky Educational Television.

Always looking for new ways to learn with and from teachers, Thomas has worked for the Kentucky Department of
Education Foreign Language Teachers Academies, directed the Kentucky World Language Teacher Network, and presents frequently at state, regional, and national conferences. He has directed a variety of state and federal grants, most recently as program consultant for several successful STARTALK programs. Thomas has served as President of the Kentucky World Language Association as well as on the Board of the National Association of District Supervisors of Foreign Languages and the Central States Conference on the Teaching of Foreign Languages. Most recently Thomas was one of the authors of two national framework publications impacting today’s world language classrooms: the P21 World Languages Skills Map and the Teacher Effectiveness in Foreign Languages Project.

Named a “Global Visionary” by the World Affairs Council of Kentucky & Southern Indiana in 2010, he has turned his attention to using a global professional learning network (PLN) to work on his new passions: making the shift from teaching to learning, 21st Century skills and literacies, effective use of technology to advance learning, and bringing transparency to educational institutions. Through a district-wide network of Teaching & Learning Cohorts, a growing series of local (un)conferences, frequent participation in the weekly #langchat sessions, and sharing of resources through social networks such as Twitter and Facebook, Thomas is helping teachers around the world take charge of their own professional learning.

**Essay Contest Winner Announced**

This year CT COLT conducted the second CT COLT WORLD LANGUAGE STUDENT ESSAY CONTEST. Again, students were invited to write essays explaining why they chose to study world languages, incorporating into their piece both personal and objective, research-based reasons. The main goals were to offer students a voice and to recognize their excellence. A committee of five CT COLT members had the challenging task of reviewing the well over 80 essays submitted by world language students from a variety of high schools in Connecticut.

At this point we would like to take the opportunity to thank all authors and their teachers for participating in the contest, for sharing their points of view and for being such wonderful advocates of world language study. I am also grateful to my fellow CT COLT members on the committee for taking time out of their busy school year to read and evaluate the essays.

The essays offered insight into the many reasons why world language study is necessary in today’s globalized world while also pointing to the diverse personal advantages of world language study. It is clear that world language study touches our students’ lives deeply. The contestants’ powerful voices in support of languages and cultures emphasize the importance of CT COLT’s work in language and culture advocacy.

The winner of the CT COLT WORLD LANGUAGE STUDENT ESSAY CONTEST 2013 is Hanna Kahlert from the Academy of Information Technology & Engineering in Stamford. The committee was impressed with the many well-documented facts and Hannah’s overall persuasive voice. We are pleased to present Hanna’s teacher, Ms. Kelly Angileri, with a $50 Carlex voucher to show our appreciation for her work.

Please Read the Winning Essay by Hanna Kahlert Beginning on Page 13!
To whom it may concern:

It is striking how small our world has become. As a student attending high school, more than any other stage of life, one might expect the outside world to feel small and insignificant compared to the everyday dramas of a fast-approaching larger world outside of the security of home; I can assure you, however, that this is not the case. America is not the isolationist power it once was, reluctant to insert itself into the foreign affairs taking place on other continents. America is a leading international power, with a prominent place in the United Nations and significant involvement in the affairs of other parts of the world. The people of America have history here, but have roots elsewhere; our nation is a nation of immigrants, composed of people who picked up all of their belongings and moved to a new land of glimmering opportunity. So why is it, then, that our education ignores so crucial of a part of our cultural heritage, and in doing so robs us of a future?

This cultural heritage is not some distant part of our nations past, but an active part of the present. In 2010, there were 39.9 million foreign born people living in the United States (American Progress). That is approximately 13% of the 308.7 million living in the U.S in 2010; 13% of our country is made up of people who were not born here. Their children, their families, and their friends are all connected through them to a world outside of the United States, a world that seems increasingly more tangible. Beyond just a population of people who already have such cultural awareness, though, is the understanding that with these people comes economic opportunity: jobs present themselves that deal internationally, as does the potential for life outside the U.S. According to the National Research Council in 2007, “Studying a foreign language helps students understand English grammar better and improves their overall communication and problem-solving skills. Beyond the intellectual benefits, knowledge of a foreign language facilitates travel, enhances career opportunities, and enables one to learn more about different peoples and cultures (CT state dept...)”. That is where learning a foreign language comes in: by learning a foreign language in school, a location where students are expected to learn the key skills they will depend on for the remainder of their lives, students are being better equipped to compete in the increasingly competitive world of employment. To deprive them of these skills would be comparable to negligence on behalf of those in charge of the school curriculum; learning a foreign language is less a matter of recreation and more of necessity.

This necessity is highlighted all the more by the fact that all countries within the European Union, with the exception of Ireland and Scotland, mandate that all students must study a foreign language. All but two of those, Italy and Wales, require the learning of a foreign language throughout the entirety of a students’ compulsory education, typically starting in Primary School (CT state dept...). The benefits of being multilingual have convinced some of the most advanced countries in the world to mandate the learning of a second language in school; is that not proof enough of the realities of those benefits?

And those benefits are not relegated to giving potential employees a competitive edge. Studies have shown that students reading, writing, and mathematical abilities are all enhanced by learning a foreign language, performing better on tests and in class in their respective subjects and meeting, if not exceeding, national norms—not just a few students, but disproportionately large groups of them (Peckham). Students even perform on average better on the Mathematics and English portions of the ACT than their non-foreign-language-learning counterparts (Olsen, “Relationship between…”). The facts are impossible to ignore: the academic performance of students is increased when they take a foreign language, the benefits surprising but real. The education of the upcoming generation has always been of utmost importance, and now it seems that the learning of a foreign language, with such huge and measureable benefits, should become a part of that education.

There is, essentially, a huge case for foreign languages being taught in schools. The world at large is drawing inevitably closer, the necessity of learning a foreign language growing in an inversely proportionate manner. The United States as a nation must count the rest of the world as both a past and present part of its character, even as its people learn about and interact with the people and cultures of other places in the world, be that through the internet or through family members. This latter is actually very relevant to me, personally; my father, recently made an American Citizen, was born and raised in Bavaria, Germany, where his family still lives. Although we visit them often, it is to my greatest regret that I do not speak the language. Now more than ever this is becoming a hindrance, as I consider colleges outside of the United States and am confronted with the bleak reality of a language barrier that will make getting a good education in many parts of Europe extremely arduous. This is a stress that I hardly want to load on to the already challenging prospect of college. The ability to learn French in school is, in a sense, a saving grace.

Learning a foreign language is an acceptance of heritage. It is an enormous aid in the competitive nature of the employment world, as well as the world of higher education, as well as in the compulsory education system, where it boosts student scores on tests as well as performance in and understanding of subjects, primarily mathematics and Language Arts. The ability to functionally use a foreign language is an incredibly
important skill in today’s world, and that, over everything else, is why I choose to study one.

-Hanna Kahlert -Junior, Academy of Information Technology and Engineering

Sources:


For CT COLT’s 32nd Annual World Language Poetry Recitation Contest, 113 judges volunteered their time at Choate Rosemary Hall on April 26, 2013 to assess 603 students registered from 59 schools. Thanks to all of our participants, we enjoyed a fabulous contest on a gorgeous and historic campus! CT COLT cannot begin to thank co-chairs Charlie Long and Anne Armour of Choate Rosemary Hall for hosting this year’s competition. Indeed, the judges’ surveys returned so far all applaud the lovely venue, exceptional receptions, and overall superb organization of the day’s events.

The surveys also underscore the high quality of this year’s recitations. Many judges remark that they were “the strongest,
by far!” and mention that it was particularly difficult to decide on the winners. Hats off to our COLT teachers for preparing their students so well!

Now, I have been examining our judges' score sheets and surveys, and have gleaned a wealth of information. Specifically, judges wrestled with penalizing or disqualifying students, for errors were not the students' fault:

Penalties were charged for
1) Improper scansion of Latin texts
2) Poems of incorrect length for MS1-HS1 and HS2+
3) Incorrect words / missing text of Arabic poems
4) Incompletely copied texts

Disqualifications resulted from
1) Substitutions of students from those registered
2) Substitutions of poems from those registered
3) Recitations of poems from a different level of the accepted slates
4) Recitations of poems not found on any level of an accepted slate
5) Reading or singing poems -- not the definition of a recitation
   o Recitation repeated from a previous year
   o Heritage speakers in non-heritage-level contests

Other glitches
   o Judge-chaperones could not get their materials from the judges’ reception from across the campus
   o Some of my emails were never received
   o Many judges made addition errors, which may have affected medal outcome.

Solutions
1) Offer slates for Latin and Arabic poetry: volunteers have already been contacted!
2) Update judging rubric. (Please see proposed draft in this newsletter)

Suggestions: Can CT COLT...

o Divide HS Heritage contests into Fresh/Soph and Jr/Sr levels to be more “developmentally” fair?

o Subdivide HS French & Spanish 5/6 categories into 5 and 6+? In this way, kids beginning language in middle- and high school could more fairly compete with those beginning in elementary school.

o Offer a new category for multiple language-learners (esp. Latin-based)? It’s unfair to lump first-year learners & those beginning their 4th language, who already have a skill-set for language learning.

o Have kids recite poetry at ceremony? Could be part of the entertainment while waiting for scores. Or encourage teachers to have students recite at their own schools' awards assemblies.

o Updates slates for Spanish and French? And possibly offer them for ESOL, too?

Please know that CT COLT will be considering all suggestions over the summer. Our slates should be finalized by AUGUST 15, so stay tuned to http://coltpoetryjudges.weebly.com/ for updates!

An update of particular interest will be our venue for next year. COLT has NEW INCENTIVES for host schools, such as

- Free CT COLT membership OR Fall Conference fee for chairs
- Recognition of you and your school at Fall Conference
- Trophy or Plaque (your choice) presented at Fall Conference
- $100 gift certificate to Carlex or...
Judges, please familiarize yourself with this rubric!

You will receive a print-out of the poems to help you score. You may check slates of poems ahead of time at [http://coltpoetryjudges.weebly.com](http://coltpoetryjudges.weebly.com)

- How well did the student recite? Judge from Perfect (5) to Poor (1)
- Check off the columns as the student recites.
- DO NOT ADD the columns after each student: wait until they leave
- Once students are dismissed, choose tally sheets with the most scores in the left-hand columns: add these. Check your math!

### Penalties:

- Make sure that the poem length is correct:
  - Middle School and High School 1: 10-20 lines
  - High School 2 and above: 14-30 lines
- -5 points if the poem is not of the correct length.
- -5 points if a classical text has improper scansion.
- -5 points if the student uses excessive dramatization

### Disqualifications:

- The student recites a different poem that is not in your packet
- A different student recites a poem that is in your packet
- The poem is not of the correct level (if your language has a slate)
- A classical text is not scanned at all.
- A text is not recited, but read, sung or acted with props
- A Heritage Speaker is in a Non-Heritage contest. CT COLT defines a Heritage Speaker as one who
  - speaks the target language at home
  - within 5 years, has lived where the language is spoken
- Sign & fill out the questionnaire on the YELLOW Summary Sheet

For possible Heritage Speaker violations...

- Let the students recite their poem before interviewing them
- Speak to them ALONE, after the other students have left
- Ask about their background and fill out YELLOW Summary Sheet

YOU MUST NOTIFY THE CHAIR OF JUDGES ABOUT DISQUALIFICATIONS

- Please come in person to ________________________.

### Determining the winners:

- 1st place: must receive at least 36 points of 40 (before tie-breaker)
- 2nd place: must receive at least 32 points
- 3rd place: must receive at least 28 points
- There should be at least one winner per contest. If no student earns the minimum for 3rd place, then the one with the highest number of points becomes the 3rd place winner
- NO TIES FOR ANY LEVEL. Use tie-breaker rule to find one winner
- Please double-check your addition!

PLEASE SIGN ALL SHEETS and return them to ________________________;
Questions? Email mli.ennis@aya.yale.edu for a prompt reply!

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### 2014 Poetry Contest Rubric - Draft 2

<table>
<thead>
<tr>
<th>Student</th>
<th>Poem</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language/Level Room</td>
<td>Judges: Please mark students from 5 (Perfect) to 1 (Poor)</td>
<td></td>
</tr>
<tr>
<td>Memorization</td>
<td>5 pts possible</td>
<td></td>
</tr>
<tr>
<td>- Accurate: no errors or glaring pauses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diction</td>
<td>15 pts possible</td>
<td></td>
</tr>
<tr>
<td>- Projection &amp; Clarity: poem is easily heard with clear words (not mumbled)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Correct pronunciation / not anglicized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rhythm / stress / meter / tonality are observed for the language spoken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation</td>
<td>15 pts possible</td>
<td></td>
</tr>
<tr>
<td>- Shows understanding thru phrasing, intonation, and appropriate expressions of emotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Enthusiastic, easy delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Displays rehearsal and preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Language</td>
<td>5 pts possible</td>
<td></td>
</tr>
<tr>
<td>- Student is confident, relaxed, makes eye contact, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLUMN TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tie-breaker: Difficulty Level</td>
<td>How challenging is the student’s poem?</td>
<td></td>
</tr>
<tr>
<td>- Add 1 to 3 pts, according to the difficulty level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADDED POINTS</td>
<td>FINAL TOTAL</td>
<td></td>
</tr>
<tr>
<td>Judge’s signature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RETURN YOUR SIGNED TALLY SHEET BY ____ pm. Thanks!
CT COLT Newsletter article showcasing your school

If your school would be interested in hosting, please send an email to president@ctcolt.org.

We hope to hear from you! I am looking forward to next year’s contest!

Organizational News

NNELL Summer Institute in Glastonbury, CT

By Kate Krotzer

From Friday, July 12, to Sunday, July 14, 2013, the National Network for Early Language Learning (NNELL) is having a Summer Institute in Glastonbury, CT, in partnership with the American Council on the Teaching of Foreign Languages (ACTFL) and Glastonbury Public Schools.

NNELL is an organization dedicated to promoting early language learning across the country and is a valuable resource to parents, teachers, and policy makers as they strive to create, maintain, advocate for successful early world language programs.

NNELL is pleased to welcome the presenters for the Summer Institute who will speak on a variety of topics in different sessions timely to foreign language learning in the 21st century. On Friday morning, there is an optional visit to the STARTALK summer program at Glastonbury High School.

Institute attendees will have the opportunity to visit the program’s different languages and levels, which include Chinese, Arabic, and Russian for grades K-12. They can see firsthand how the students work very hard at each level in a complete immersion environment. STARTALK also has a program for teacher trainees in Russian and Chinese.

Friday afternoon, participants will attend an advocacy workshop led by Tammy Dann, NNELL Early Language Learning Advocate, and Marcela Summerville, National Networking Coordinator for NNELL. This will be a great opportunity for networking and for sharing ideas, resources and tools for world language advocacy. Collaboration with colleagues and experts in world language instruction will allow for attendees to tailor the advocacy workshop to their own needs, as teachers, organizational leaders, policy makers, or program directors.

On Saturday, Terry Caccavale, World Language Specialist in Holliston, MA Public Schools, will open with a keynote address on the theme, Our Global Identities. She is an expert in the field and has served as a leader with NNELL. Paul Sandrock, Director of Education for ACTFL, will present a workshop titled “In Common: Early Language Learning at the Core” that focuses on the alignment of the National Standards for Learning Languages with the Common Core State Standards (CCSS). Reading, Writing, Speaking, and Listening and Language are strands in the CCSS for English Language Arts, Literacy in History/Social Studies, and Science, each of which is represented in our foreign language classes as we strive towards proficiency. Paul Sandrock will guide attendees through this Common Core Crosswalk and provide ways for foreign language teachers to move forward in integrating these standards in the 21st century.

On Saturday afternoon, Barbara Lindsey, an independent technology consultant for world languages, will present a range of projects that offer means for students to engage in 21st century skills in the foreign language classroom. Her session “Global Show and Tell: Finding and Participating in International Language Projects.” Participants will have the opportunity to explore some of these projects online and learn ways to use them in their classrooms.

Helena Curtain, leader in early foreign language education, and author of Languages and Children: Making the Match, leads the session Sunday morning focusing on “What can we learn from the Common Core Standards in the Early Language Learning Classroom?” This session is another opportunity to engage participants in moving forward with the Common Core in our classrooms and to learn with each other and experts in the field to continually enhance, develop, and promote our foreign language programs.

Registration for this event is open at www.nnell.org for NNELL members and nonmembers. Housing information is also available on the NNELL website. Please contact Kate Krotzer, NNELL Northeast Regional representative with any questions at kate.krotzer@gmail.com.

CT Student Wins Top Prize in the Grand Concours

The French Embassy Academic Prize for the 2013 French National Exam was awarded to a Connecticut student!!!

Isabel Guigui, a student of Delphine Robinson, from Loomis Chaffee School in Windsor has been selected as the sole national winner!!
The prize includes:

- 1 roundtrip ticket (Washington, D.C. or New York to Perpignan)
- 2 week stay including housing and meals at the CUEF of the University of Perpignan – [www.cuef.fr/articles-4/10-13-camujunior-courlangumut activite/](http://www.cuef.fr/articles-4/10-13-camujunior-courlangumut activite/)
- 4 hours of French language instruction every morning and sport and cultural activities every afternoon (40 hours per week)
- Field trips to many cities and villages of Catalonia and Carcassonne

**News From the AATF CT**

This year the AATF CT chapter awarded two prizes for deserving seniors. Students are selected after they have demonstrated their proficiency in French. Students have to write an essay and are interviewed by the AATF committee. Here are the names of the winners of the two prizes for the AATF-Connecticut Chapter French Prizes. We have been awarding the prize as a chapter since 1987.

- Alison Brett, Convent of the Sacred Heart, Greenwich, CT Teacher: Marcia W. Josephson, Ph.D.

The AATF CT Chapter held a Spring Luncheon on May 28, 2013 in Milford, CT. The luncheon was preceded by the presentation of John Hegarty on the importance of the French language for the economy of Connecticut. His electrifying presence helped those in attendance to gain additional knowledge in order to defend the French language programs often threatened in Connecticut.

**McFarland Memorial Book Awards**

The Alliance Française de Hartford honored 3 middle school students and 15 high school students with the McFarland Book Award on Thursday, May 16th at Central Connecticut State University.

These awards are given each year in honor of our AFH past president and longtime Simsbury resident Mr. Robert McFarland as an outreach to the academic community. Mr. McFarland had a passion for the French language and for teaching. Students who demonstrate this same passion for the language and commitment to its study are nominated by their teachers. The purchase of book prizes is funded through donations from the McFarland family and other donors. For information about the McFarland Award, please contact Linda Zabor (zaborl@fpsct.org).
This past November, 13 Bristol Central students participated in a study abroad program at the Accademia Italiana in Salerno, Italy. During our travels we spent the early morning hours studying grammar, culture, and history and the afternoons exploring the Amalfi coast. During our week long study abroad experience we lived with Italian families and enjoyed *la dolce vita italiana*. Day trips were taken to Paestum, Amalfi, Vietri, Raito and local areas of interest. The Accademia Italiana is a language institute opened to any language student worldwide therefore this opportunity opened our eyes to a global community of learners. We studied with students from Germany, France, China, Austria and Brazil. This experience has made the students and teachers of Bristol Central High School more well-rounded global citizens and language students. If anyone is interested in starting a study abroad program at their school please do not hesitate to contact Gina Gallo Reinhard at Bristol Central High School ginagallo@ci.bristol.ct.us

**Please Join Us At The 2013 CT COLT Fall Conference**

**Theme**

*World Languages: Are You Connected?*

**Monday– October 21, 2013**

**CoCo Key Water Resort, Hotel & Convention Center in Waterbury**

**Keynote Address by Thomas Sauer**

World Language Content Specialist
Fayette County Public Schools
Lexington, Kentucky

**FREE Parking**

**Buffet Luncheon**

**A Wide Variety of Exhibits**
(exhibitors and organizations)

**A Wide Variety of Workshops**
(immersion and non-immersion)

Please visit the CT COLT web site for information on the rate structure and dates. The fall conference brochure will be mailed out during the month of August. At that time, all conference information and registration forms will be online. REGISTER EARLY, SAVE $$$!!!!
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URGENT!

WANTED

HOST SCHOOL for 2014 Poetry Recitation Contest

CT COLT is pleased to offer these New Incentives for Host Schools!

* Free COLT membership OR Fall Conference fee for chairs
* Recognition of you and your school at Fall Conference
* Trophy or Plaque (your choice) presented at Fall Conference
* $100 gift certificate to Carlex or Teachers’ Discovery
* COLT Newsletter article showcasing your school

Why not Host our 2014 Recitations?

Bring recognition to your school!
Promote diversity amongst your students!
Promote collaboration amongst your school staff!
Bring positive attention to your language department,
your administration & your entire school district!

Think about it.
(And remember that you wouldn’t need to rent buses...)

For more about this easy-to-run event, contact us today at president@ctcolt.org
Connecticut Council of Language Teachers

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

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