President’s Message

By Lea Graner Kennedy

The fall was filled with many celebrations for our organization and our members. Starting with the 50th Anniversary of CT COLT, members came together to recognize Past Presidents who flew back to Connecticut for the honorary reception. The conference committee planned interactive workshops for the evening, dance lessons and time for networking to bring colleagues together prior to a full day of rich learning in the sessions, and of course the Keynote with Greg Duncan. Tackling ways to engage and motivate students to develop proficiency in another language, Greg shared countless strategies and resources to bring back to our students. Greg’s passion for empowering educators and providing research-based professional development greatly enriched our conference. Knowing that we will continue this learning at the Summer Proficiency Institute for two days with Greg in June, members shared their excitement about continuing to improve their programs with his teaching and guidance.

At the conference we heard an inspirational speech and workshop from the CT COLT Teacher of the Year, Rebecca Aubrey. Her advocacy work for early language learning for ALL has served her district and our state over the past years. Now, we can celebrate with her as she tours the country spreading the message about the importance of language learning as the ACTFL Teacher of the Year! Rebecca’s composure and inspirational message was applauded by the 7000 educators at the Opening Ceremony for ACTFL’s conference in New Orleans.

The CT COLT Teacher of the Year initiative continues to grow in its 3rd year with many teachers being nominated. Finalists have been chosen for their interviews and the winner will be selected soon. It is exciting to see more districts participating, sending letters of recommendations from supervisors and superintendents sharing how the language program has been vital to students in the district thanks to the commitment and dedication of these dynamic teachers.

CT COLT continues to serve teachers, students, and the profession, coming together to represent many languages and advocating for them with one voice. We hope you will join us in more student and teacher activities this year so that we can better advocate with a strong, united voice.
Rebecca Aubrey: National Language Teacher of the Year
By Matthew Mangino

On Friday, November 16, 2018, Rebecca Aubrey was named ACTFL’s National Language Teacher of the Year for 2019. Rebecca is an early language teacher of Spanish in Grades K-8 in Ashford, Connecticut. She was CT COLT’s Teacher of the Year in 2017-2018, and then Rebecca earned NECTFL’s top teaching award in 2018. She was also recently named Ashford School’s Teacher of the Year and was named a semifinalist for Connecticut’s State Teacher of the Year program.

Rebecca shares her passion for teaching languages with her colleagues. If you have gone to recent conferences at CT COLT, NECTFL, or NNELL, you might have seen her present on topics that benefit teachers at various levels. Maestra Aubrey designs presentations based on conversations that she has with her professional learning network. She then thinks about what implications those ideas have for teaching in general, and language teaching specifically. And then she designs presentation activities that really have an impact on teachers and ultimately students of languages.

Having spent much time in the Spanish-speaking world, Ms. Aubrey has many experiences about her own language learning journey that are really beneficial to students. She talked at the CT COLT conference about an experience when she first arrived in Latin America. She told the crowd that she was nervous about getting on the bus to travel to different places in the city because she felt her language abilities were at the novice level, and she didn’t want to get lost in a foreign city with limited communication skills. Needless to say, she overcame those fears, and literally and figuratively, she was able to see a whole new world because of her language abilities. She aims to share this with her students. Rebecca has a gift for storytelling, and wealth of personal experiences. She is truly a joy to be around!

In Rebecca’s acceptance speech at the ACTFL conference, she talked about the importance of advocating for all students to take languages in school. She believes that all students should be studying languages, regardless of their academic abilities. She knows that by studying other languages, students will absorb the cultures of the people who speak the language, but also they will more fully develop an understanding of their own cultures. Further, she advocates for the study of languages because she knows that a student who studies a world language will develop reading skills that can transfer to their first language. She knows that studying languages is a valuable experience for all students. I’m sure that Rebecca will use her platform as a national leader in our field to continue to advocate for all students in world language and culture classes. For more information, please see ACTFL’s press release at https://www.actfl.org/news/press-releases/actfl-names-2019-national-language-teacher-the-year

Teacher Spotlight

Abir Zenait, New Haven Public Schools

Hi! What is your name and what do you teach and/or what position do you have? School and grade level?

My name is Abir Zenait. I have taught Arabic in the New Haven Public Schools since 2009. I started the Arabic program on a part time basis between Career High School & Mauro Sheridan Middle school. This year, we have 6 schools that offer Arabic for middle and high school within the district.

In what town do you teach? In what town do you live?

Now I teach Arabic (4 levels) in Engineering Science University Magnet School for high school level, grades 9-12. My school is one of the New Haven public schools, but is located in West Haven. I also live in West Haven since I came to the United States in 1992.

What influenced you to become a World Language educator?

When I came to the United States, I had just graduated from Alexandria University in Egypt with a major in business administration. Then I became full time mother of three boys.
During that time, I used to volunteer in my children’s school, translate for parents who did not speak English at that time, as I have TESOL Certification as well. Also, I used to work with people in the community for teaching Arabic and Islamic study for non-native speakers. I would say that what influenced me to become language teacher are my children, their school community and my community. All together that made me find another talent inside me besides being a business major graduate.

**Your favorite travel destination?**

I was born and raised in Alexandria, Egypt. So that makes my best destination for traveling. I go there to visit my siblings.

**What is your favorite ethnic food?**

My favorite ethnic food is “grilled fish & shrimp” prepared in the Egyptian style.

**What are some of your hobbies and things you do in your free time?**

I enjoy playing with my 3 year old grandson. I also love reading and cooking for my family and friends.

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**Advocacy**

**ACTFL Teacher of the Year, Rebecca Aubrey, Makes Her Mark at the National Conference Starting her Advocacy Tour Through the U.S.**

By Lea Graner Kennedy, President, CT COLT

CT COLT was honored to send its 2018 TOY, Rebecca Aubrey, to the NECTFL conference last February. We knew that the work that she has done with elementary through college students over the past two decades and her passion would set her apart at the national level. CT COLT was thrilled to see her chosen on the stage in front of 7000 educators in New Orleans to represent the importance of language programs at the national level as ACTFL’s TOY. Rebecca is passionate about advocacy and used the Opening Ceremony to share her belief that languages are a right for all children. Her poise and conviction make her an incredible spokeswoman as many were able to see at our state conference as well.

Rebecca will meet with a variety of legislators to ask for funding appropriations and share the importance of studying languages. As an advocate on her local Board of Education, speaking at the statewide CABE conferences, AATSP and on Capitol Hill Rebecca will explain the crucial work we do each day. She shares that “In the World Language classroom, we guide students through all academic content areas, spark curiosity about the world, and empower them to engage with diverse cultures. When World Languages are cut, reduced, or limited to certain students, it eliminates what best prepares them for the world that we live in”. Rebecca will meet with a variety of influential leaders, including Senator Murphy, Senator Blumenthal as well as Connecticut Representatives in February for the JNCL-NCLIS National Language Advocacy Day. We are so thankful that she is able to start off 2019 lobbying for language programs in Washington D.C. and then continuing on to the present at the NECTFL conference, the Central States Regional conference, the Southwest Conference for Language Teachers and the Southern Conference on Language Teaching. This year will be a whirlwind of activity for Rebecca and a wonderful opportunity to highlight the success stories of students and programs in and around our state. We wish her
a success and thank her for this gift to our profession and our students. Follow her travels and adventures on Twitter @MaestraAubreyCT.

Is There Still A Place for Latin?

By Barbara Joliat
Bristol Eastern High School

Most educators, especially World Language teachers, have heard the discussion about the disappearance of Latin in our public schools. Latin is now classified as an endangered language and, in an era of tight school budgets, at risk for being cut from curricula across the country. Considering that Latin is already taught in far fewer schools than even a few decades ago, we face the possibility of the ancient language disappearing altogether.

Is this a problem? Is Latin just a superfluous course of study that doesn’t serve students facing the challenges of the Twenty-first Century? One often hears the question directed at Classics majors or Latin teachers, “What can you do with that degree?” or “How does that help students compete in the contemporary marketplace?” Very often the entire topic is reduced to the monetary value of a given subject or course of study.

I believe that it is imperative for all educators, regardless of their subject matter or department, to reassess what is the fundamental meaning of education. Is it merely for career training and to pursue a ‘good job’? Or is it, as it has always been, through the centuries, a means to teach the students to think and then express their thoughts and ideas through writing and argumentation. Classical education is not directed at memorizing facts or figures, but at studying those facts and figures, particularly from the past three thousand years or so, and extrapolating a way forward into the future. And, the best way to study those facts is to hear them spoken by real people, in their own words; to hear these people express their own thoughts in the very language they used when they lived and breathed and walked the earth.

Despite the fact that human beings haven’t essentially changed over the millennia, our personal and societal environments have changed. The demand for the younger generation is how to take ancient wisdom, analyze it, and then apply it to the contemporary world. If, as the Roman playwright Terence said, “There is nothing new under the sun,” then we need to study the mistakes and successes of past cultures in order to see the repeating patterns in our own.

In a class discussion today, we reviewed why the president of our country also functions as the commander-in-chief of the army. The founders of our nation were very familiar with the excesses of the Roman Republic and how many generals, such as Julius Caesar, had made themselves dictators because they controlled private armies. Those armies were loyal to their general, not the Roman Senate. Our founders hoped to avoid that trap by placing a civilian administration over the army. This is just one example of how peoples and governments can study past mistakes and work to prevent them in the future.

Studies have also found that Latin, just like mathematics, needs to be ‘decoded’ while translating, just like a puzzle. This process trains the mind to think logically and systematically through deciphering the patterns and rules of the Latin language. Of course, the fact that sixty to seventy percent of the English language is made up of Latin derivatives is critical as well. Latin expands the student’s English vocabulary, thereby enabling them to express themselves more eloquently and clearly in their own language while learning a new one.
Another valuable side effect to learning Latin is the fact that all the modern Romance languages spring from it; Spanish, French, Italian, and Romanian. Once a student learns Latin, the other languages are much easier to understand. It is the taproot of many of our European languages.

In recent years, a group of Latin teachers and classicists have been working hard to revive Latin as a spoken language in order to make it more vital and an integral part of a ‘language’ course. For decades this focus was ignored because there was simply no community of people to actually speak Latin with one another. With the support and encouragement of a number of groups, such as the Paideia Institute of New York City and the University of Kentucky, spoken Latin is being revived and taught to students just as they would learn French and Italian. This a key piece of the puzzle to revivifying Latin in our schools and connecting students and teachers to a worldwide network of Latin speakers.

The Paideia Institute combines travel and study of the Latin language with a large conversational Latin component. It’s a true use of the world as a classroom because students of all ages read and study the great Latin authors on the sites where they wrote and lived. The Institute has been very successfully in inspiring new generations of Latin and Classics enthusiasts.

The University of Kentucky works the spoken Latin tradition into their classrooms. Classes are often taught entirely in Latin and prepare those who are planning to teach in high schools and colleges to immediately introduce their own students to a living language.

There are also various groups in the US who are providing opportunities to bring Latin alive. The North American Institute of Living Latin Studies, located in West Virginia, will be offering a weekend of 24/7 Latin conversation from February 22-24, 2019. And Fordham University will be hosting their own Living Latin meeting over the weekend of February 16-17, 2019, in New York City, in conjunction with the Paideia Institute. For further information on both of these groups and meetings, here are the links:

https://www.paideiainstitute.org/living_latin_in_new_york_city


In conclusion, those who are in love with the Latin language and Classical culture have numerous comrades in arms who are enthusiastic about helping bring the living language back into the classroom and into the hearts and minds of a new generation. Eamus!

Sealing a Biliterate Future

By Rita A. Oleksak | Published: November 20, 2018

To the student sitting in circle time for Spanish in the early first days of class in Glastonbury, Connecticut, the idea of second-language mastery may seem farfetched. To others who daydream of speaking Russian or Chinese, this mastery may seem even farther off. But real life proficiency is possible—and achievable—for students in language programs throughout the United States, and these students are starting to be recognized for their achievement.

It all began with Californians Together, an education-advocacy coalition “of organizations from all segments of the education community,” which developed the concept of a Seal of Biliteracy in 2008. Their objectives were twofold: to emphasize “that mastery of two or more languages is important” and to provide an external symbol—a seal—to both honor students and serve as evidence of skills that are attractive to future employers and college admissions offices.

The idea quickly gained traction on the local level and through activism and lobbying; legislation creating a California State Seal of Biliteracy was passed in 2011, and it became the first in the nation to establish a state standard for a Seal of Biliteracy. Now more than 33 others (and Washington, D.C.) currently grant a seal based on this model, with other states following suit.

Beginning in 2015, the Connecticut Council of Language Teachers (CT COLT) pursued a similar model to California’s. It outlined its state-specific purposes and rationale and formed a working group to bring its cause to the state legislature. According to the national Seal of Biliteracy website, “It is important that a governing body(90,939),(903,989) create the award through policy. This is what gives it the weight of a statement by the schooling system that the skills of bilingualism have value. It is this process that provides the opportunity for a community to articulate how and why language diversity is important.”
The CT COLT solicited input from individual districts—many of which had different goals and capacities for the Seal of Biliteracy—and began general outreach to spread the word. It established evaluation and application standards, designed an award, and sought out endorsements in the form of formal resolutions (as in individual districts) or letters of support from the School Boards Association, chambers of commerce and teachers’ unions. After two years, Governor Dannel P. Malloy signed HB 7159/PA 17-29, An Act Concerning Connecticut’s Seal of Biliteracy, on June 6, 2017, officially making Connecticut the 27th state in the country with a Seal of Biliteracy.

This past school year (2017–2018), the Glastonbury Public Schools graduated 182 students with the official Seal of Biliteracy. To attain the seal, students take an external test that demonstrates actual use of their target language rather than simply possessing a passive knowledge of it. It’s this practical command of language that makes these 182 students so extraordinary; students awarded the seal not only know how to speak, but also write, read and otherwise live in the language according to school district standards as validated by external measures.

The Seal is a tremendous honor with an exacting standard that provides recognition of superior excellence. Part of a wider movement towards leading and changing the world through language, the Seal of Biliteracy has—in the words of Lead with Languages—“evolved from a grassroots movement to a national phenomenon.”

These first 182 Glastonbury students qualified mainly in the more common languages available (Latin, French and Spanish), but also others in Russian, Chinese and Arabic. Seventeen students qualified for seals in two languages other than English, and one student even qualified for seals in three languages other than English.

That’s a bright light to aim for.

About the Author

Rita Oleksak is the Director of Foreign Languages/ELL in the Glastonbury Public Schools. She is the past president of ACTFL, MaFLA, NADSFL and NNELL. She is president-elect for JNCL-NCLIS and serves on the Committee on K–16 Alliances for the Modern Language Association.

Links to videos that accompany this article:

https://youtu.be/rO4BkJ1LRwS (Russian Video)
https://youtu.be/o2Z8ua_R_kQ (French Video)
https://youtu.be/j83dCIFN7Uo (Latin Video)

All Students Deserve to be Prepared for the World They Live in

By Rebecca Aubrey
Spanish Teacher, Ashford School
2019 ACTFL Teacher of the Year
2018 CT COLT and NECTFL Teacher of the Year

Some of the best lessons come from my students. This August, two of my students, Nate and Lexie, taught me an important lesson: we need to better educate stakeholders about the value of providing all students, from an early age, with access to quality World Language learning.

In the first week of school, I heard that a Nate, student who had studied Spanish for several years, was going to be pulled from Spanish class for reading intervention; state standardized tests had identified him as an underperforming student. I was told “If he can’t read English, we can’t expect him to learn another language!”

There seems to be a misconception that there is a trade-off between learning a language, and learning everything else. However, we don’t simply teach a language in the World Language classroom. We support student’s academic, cognitive, and social development in all areas, and prepare them to live in a globalized society. In the early language classroom, we lay a foundation for lifelong language learning and cultural competency.

We empower them to look for context clues and draw on background knowledge when they are confused. When we notice differences in sentence structures and grammar patterns in the target language, they become more reflective readers and writers in English. When we show them currencies from other countries, or plan imaginary trips to places around the world, we reinforce math skills and budgeting skills. When we compare natural habitats around the world, we reinforce learning in Science. When we ask our students to present their learning to the class and community, they become better communicators.
The world our students will live in is constantly being redefined. Many of the careers they will have have not even been invented yet. There is no doubt, however, that it will be a globalized world. In the World Language classroom, we prepare them for this world by exploring diverse cultures; this in turn helps students become comfortable with and accepting of the diverse cultures in their own communities. Our students learn to communicate with people in another language, and when they become tongue-tied, they learn to empathize with English language learners around them.

That same day that I heard that Nate was going to be pulled from Spanish, I took my daughter to the local mall for some last minute back to school shopping. As we were searching through a gutted rack of jeans, I suddenly heard, from across the store: “Maestra! Hola Maestra! Mommy, look, that’s my Spanish teacher!” Lexie, a second-grader, ran over and after hugs and introductions, the parent raved about how thankful she was that her daughter had had the opportunity to begin studying Spanish as a first grader. Throughout the year, Lexie came home sharing things like “hace frio en Ashford, hace calor in Puerto Rico”. When the Spring peepers began to sing, Lexie made connections to the coqui frog in Puerto Rico. Lexie wanted to sign up for recreational baseball, because that is what they play in Puerto Rico. Furthermore, the parent told me that in her homeroom, Lexie was a reluctant writer and reader, yet was excited at the end of the year to read to the family the book that she had written herself in Spanish about Puerto Rico.

As a member of the Board of Education in my hometown, I know very well the pressure districts feel to allocate limited financial resources, particularly in times of state and local budget crises. We constantly hear of districts cutting language programs or cutting contact time with students in response to low standardized test scores or to save money. However, research shows that students with early access to learning a second language perform better on standardized tests and show improved cognitive abilities across disciplines. As Lexie’s story shows, we guide students through all academic content areas, spark curiosity about the world, and empower them to engage with diverse cultures. When World Languages are cut, reduced, or limited to certain students, you are cutting what best prepares them for the world that we live in.

On a final note, I successfully advocated on behalf of Nate, he stayed in Spanish class, and he has an A. Ha! The other day I overheard him telling another student “In Spanish its Argentina, not Argentina”. So, not only is he successfully engaging with the content, but he is helping others! This student, who struggles in some of his other classes, has found in Spanish class a place where he can shine, be confident, and lead. So, a struggling reader in English CAN learn another language, and all of our students deserve to be fully prepared for the globalized world they live in.

ACTFL 2018 in NOLA

By Judy Scinto

The ACTFL 2018 convention in New Orleans last month was a fantastic conference of more than 8,000 language educators worldwide that did not disappoint! Not only did a milder climate give us teachers from CT COLT the opportunity to walk to the convention center without our parkas, but also we had the backdrop of the “Big Easy,” where the rich culture, history and rhythm of Bourbon Street lends itself to connecting with others, which is at the core of language learning. While it’s impossible to attend all of the hundreds of sessions each day, I would like to share my key takeaways from the conference.
that have already influenced my classroom teaching and pedagogical outlook.

Have you heard of a personal “moai”? If not, we all should and endeavor to cultivate one. A Japanese term, “moai” refers to an informal social group where people are committed to supporting each other’s emotional, social, and work-life well-being. Distinct from family, your “moai” is effectively your group of “go-tos” throughout life where you can be vulnerable and draw strength. In his research, “The Blue Zone Solution,” the keynote speaker, Dan Beutner, shared that this type of social cohesion, found in Okinawa, Japan, is one of the keys to longevity and happiness in the region. Beutner also touted the importance of speaking a 2nd language as one of the key criteria found in those who tend to have a longer life expectancy in other regions known for its centenarians. Of course, we all know the importance of healthy diet and exercise, but his research now proves that in essence “connectedness” and “interculturality” are at the core of living a long and happy life. As language teachers, we know that the essence of language acquisition involves opening new pathways of understanding, but it is a terrific affirmation to know that our profession is actually modeling healthy living for our students!

In terms of practical takeaways in technology and lesson planning, I wanted to share some technology ideas that were mentioned in multiple sessions I attended and can be used in any language. The most compelling is FlipGrid, which is open architecture, secure, and free! This video reflection platform is perfect for language learning, but can be used across disciplines. As a high school Spanish teacher at Sacred Heart Greenwich, I’ve already used it in my classes to prepare for the upcoming 2019 COLT Poetry recitation contest. Very user-friendly, and it is streamlined for G-suite, FlipGrid allows you to invite students join a “grid” where you give prompts, which students can respond to with a short video reflection (can be from a phone, I-pad, laptop, etc). I had my students practice reciting the poem, then submit. Partners then had to “listen” and “comment” on each others’ work to refine their skills, within a private class community. All the while, I was monitoring and giving individual feedback to each student in target language. In effect, students were able to extend their oral proficiency practice and interpretive skills outside of the classroom as part of the scaffolding for the final assessment, which is reciting the poem from memory with expression in class. ¡Fenomenal! This was a game-changer in terms of transforming solitary memory work into an interactive group experience, where students learned from each other and had fun. Some other great ideas that I will try to incorporate into my teaching that provide an opportunity to enhance language learning (as opposed to merely embellishing it) included: Adobe Spark, a free platform that students can use for small presentations with graphics, video, or animation in target language; Book Creator, a web-based platform which students can be use to create content for original stories (free and fee-based); and, finally Breakout Edu, which is a company that provides materials and a digital platform to create a very involved and interactive “Escape the Room” type of challenge, perhaps school-wide (yet all fee-based, and very time-intensive!).

Please feel free to reach out to me directly if I can answer any questions or you’d like to share ideas on the above!

- Judy Scinto, scintoj@cshct.org
Summer Study Abroad
by Shelley Gonzalez
Recipient of the Kenneth A. Lester Student Summer Immersion Scholarship

This past summer I had an amazing opportunity to study in Salamanca, Spain. My situation is not as common as others applying for the Ken Lester scholarship. Working three jobs to help support myself and my ten year old daughter, and attending community college, money has been a constant challenge. After learning about a summer study abroad program in Spain, I knew that this would be a life changing opportunity if somehow I could go. With the help of the shared scholarship, and an incredibly generous woman in my Spanish class, I was able to put together enough money for my daughter and I to spend a month at Colegio Delibes.

Salamanca is like no other city I have known. It is a city rich in culture, tranquility, and love???. It is a city filled with students from all over the world. I also learned that it was declared a UNESCO World Heritage Site in 1988. They are huge on Universities, some specifically meant for teaching the Spanish language. It is full of life and the radiant culture shines through each person you pass on the street. They are hospitable, and eager for others to learn their culture and way of life. The streets are almost paved in gold, and the sound of Spanish music fills the air. The school could not have been more welcoming. We were not allowed to speak English in class, and the teachers were very dedicated to helping us learn their language. They challenged us, and motivated us along the way. They welcomed people from all walks of life. There were people from China, Australia, France, Brazil, Ireland to name a few. There was no discrimination to anyone or ridicule for saying something wrong. It was all about our learning processes and growth within the Spanish language. Miguel, the owner of the school along with his wife Sonia were the most amiable people I have met. They made sure we were well taken care of and if there were any issues, they were on top of them right away.

Not only did I get to experience Colegio Delibes and Spain, but I took away so much more from this trip. Being able to say “I was in school in the summer……in Spain,” is pretty incredible. I learned to see things from a different perspective. America is so different when compared to Spain. I think we could learn a few things from them. There is little pollution, the city is clean, and the atmosphere is relaxed. It’s atmosphere is stress free. They actually close down stores to go home and eat with their families. They then take a “Siesta” or a nap while returning later. They seem to know how to live in the moment, and realize there’s more to life than just making money and working all the time. I have a whole new outlook on life, and I am now trying to look at the world through a different lens. I have grown tremendously because of this trip. I appreciate life a lot more. I tried to take the attitude of the city home with me. In the United States we are so drawn to working and money. There is so much more to life than that, and the people of Salamanca have taught me to relax and take time to enjoy the little things. I have grown and matured as an individual. I try to live in the moment than worrying about all the things I cannot control. I have also learned that being in a foreign country is the best way to learn their language. I was engulfed in the Spanish culture and in complete awe of this country. We live in a little bubble, and I would’ve never got to see outside of this bubble without the help of the scholarship and the kindness of some individuals.

I believe that my daughter has also grown from this experience. While I attended school, she attended a sports camp with students who did not speak English. I was initially very worried about her being able to handle the stress of not speaking Spanish. Each day she would come home and tell me how much fun she was having along with the new friends she was making. She got to take a field trip to Madrid to see the museums and learn about the history of the city. She actually loved the camp and all the activities they had for the kids. The first day she actually pushed me away as she was not nervous after meeting everyone from the camp. They welcomed her with open arms, and the language barrier was not a problem at all. She fit right in like she lived in Salamanca.

Our host family consisted of a woman named Yolanda. She lived alone in a nice apartment not far from the school. She did not speak a word of English which I thought would be hard, but she helped me every day to get better at understanding and speaking the language. She was so welcoming and kind and loved my daughter like she was her own. I did not want to leave, and my daughter was very comfortable with her. She did everything for us and made it so we were as reposeful as we could be. I still keep in contact with her today, and I hope to get together with her someday when I can return to Salamanca.
I have now been able to transfer to Bay Path University on a scholarship. I will graduate with a Bachelor’s degree in Forensic Psychology and a minor in Spanish, something I had not considered before going on this trip. The study abroad experience has been an unforgettable month in my life, one I hope to repeat in the future to continue to become bilingual. I would like to thank CT COLT for this opportunity through the Ken Lester Scholarship. Salamanca, Spain will always hold a special place in my heart.

Methods, Materials, & Resources

Use it or Lose it! Introducing Vocabulary in Authentic Contexts
By Jill Griswold, South Windsor High School

Jill’s workshop was selected as “Best of Conference” for the 2018 Fall Conference. She will represent CT COLT at the NECTFL Conference in February.

How do YOU introduce new vocabulary to your students on Day 1 of a unit? The goal of my workshop from the 2018 Fall Conference was to encourage participants to break away from the traditional use of the textbook and feel more confident in planning lessons that utilize only authentic resources to teach vocabulary and also how to find resources that are appropriate for novice level learners.

What do I like to do on Day 1?

1. First, activate prior knowledge and get the students speaking: Get them speaking at the start of class by incorporating the new unit theme into one or two questions, recycling “old” grammar and to see what they know! This gives you an opportunity to see what vocabulary they already know related to the new topic and also primes them for the authentic resource that you are about to use in the next learning activity.

2. Next, facilitate an interpretive task with an authentic resource that incorporates some of the new vocab: Immerse the students right away with an example of something real—a Youtube video, tweet, infographic, short article, TripAdvisor review, a website—and see what they can interpret on their own. While authentic resources might seem daunting and more challenging for novice learners because they are not nicely packaged and tidy like a reading from the textbook, it is up to you as the teacher to scaffold the activity and make the resource manageable for the students. They do not need to understand the entire thing either! Encourage them to find cognates and differentiate the materials when possible too so that struggling students are reached and the superstars of your class are challenged.

3. After, discuss the new theme and the main objectives of the unit: Based on the interpretive task, we want the students to be able to determine the theme of the unit and maybe even come up with the unit’s objectives on their own.

4. Finally, get them speaking...again!: Before they leave your class, get the students speaking again. You could even pose similar questions to the ones that you did during the initiation of the lesson! However, the expectation is that the students will begin to
incorporate some of the NEW vocabulary. Remember, if our focus is on the new vocabulary and not grammar, we can provide them with scripts, sentence starters, and whatever other scaffolds they may need to get them comfortable speaking and using the new vocabulary.

The prescribed list of vocabulary should NOT be the students’ first learning experience in a new unit! I would encourage you to wait until after you have facilitated a meaningful, immersive activity utilizing the sequence outlined above before giving your class any sort of vocabulary list. Giving them a list of new terms after the last unit test, before providing them with a context, will do nothing for their long-term proficiency with the language. Have I done away with the vocabulary list completely? Absolutely not! I do believe it is still an important tool for students, but we want them to be familiar with some of it before it even arrives in their hands. It is also important that we allow them to personalize it so that it is more relevant to them and becomes a working list.

So how does one find these authentic resources to use? For starters, if authentic resources are made BY native speakers, FOR native speakers, then we need to make sure that we are searching “like” native speakers--not world language teachers. Some strategies I have learned over the past few years:

- Search your unit theme + “infographic” on Google or Pinterest and you will find tons of great infographics to use in class. I like to use infographics because there are images that help students infer meaning and shorter, manageable chunks of text

- Search “visit” + your country of choice and you will find a variety of tourism and travel agency websites that have videos, articles and advertisements to use

- Create a Twitter account and follow lots of accounts--stores, restaurants, companies, sports teams! I go on every once in a while and save tweets that I know I will be able to use in upcoming units. They make for a great do-now or exit slip!

- Youtube has a plethora of great tutorials and how-to videos from vloggers, commercials and other promotional videos

- TripAdvisor is another great site to use. Make sure you change the settings on this website to a country where your target language is spoken before doing any searching!

We have to be willing to let a little go the more we incorporate authentic resources into our lessons. They may not always fit into our vocabulary or theme perfectly, but they are what students will encounter in real life, outside of the four walls of your classroom. Once we find them, it is our job to figure out how we are going to then use them inside of the classroom for educational purposes. Already this year, I have used tweets from @AeroMéxico to introduce my travel unit, a Youtube video from a vlogger in Colombia to introduce the daily routine unit, websites from a variety of Spanish clothing companies to introduce the clothing unit, and more! The options are endless once you discover how much is out there for us to use!

I want to give a huge shout out and thank you to COLT for nominating me as Best of Conference and I look forward to presenting my workshop again at NECTFL in February. Please follow me on Twitter, @srtagriswold23. I like to share out different authentic resources that I have used in my classroom and activities that have worked well with them.

Technology

Pinterest 101

By Lisa Urso
CT COLT, Student Events Coordinator
Twitter: @milestaurso

Thanks to the Internet, it is easier than ever to find authentic resources for the world language classroom. But what happens when you find so many online, but have trouble finding or archiving them?

I have a simple solution.

Pinterest.

Pinterest is a social media app that lets you save photos, articles, GIFs, and other Internet sources. I liken it to the corkboard my mother kept in the kitchen growing up. Whenever she had something important to save, or do, she would pin it to the board. That is exactly what Pinterest does,
except you’re “pinning” to virtual corkboards.

**Why use Pinterest?**

Pinterest is free to use, and free to sign up. It has sponsors pay for the site, and you will see sponsored posts every now and then, but not so many that it will discourage you to give up using it.

**Where can I access Pinterest?**

You can access Pinterest online at pinterest.com, or download the app, which is free!

**How do I get started?**

You will need to sign up with your E-mail address. I have two separate Pinterest accounts, one for professional use, and one for personal use. Check with your school’s network technician to see if you can access Pinterest when you’re in the building; you want to make sure it is not on a blocked list of sites.

**How do I find “pins”?**

To get started, I suggest that you follow these amazing educators, who have very comprehensive, thorough, and detailed Pinterest boards. I have provided their Pinterest usernames so they’re easier to find:

- **Martina Bex (martinabex):** If you’re new to comprehensible input, or are looking to sharpen your skills, visit Martina’s Pinterest boards! She has a terrific mix of boards devoted to proficiency-based instruction and assessment, free voluntary reading, and TPRS.
- **Leslie Grahn (grahnforlang):** This is one of the best sources for authentic resources I’ve come across. There are many infographics on a wide variety of topics aligned to the AP themes. Those who teach at the Novice level can also find great materials for their classes. Leslie also has several boards devoted to world language pedagogy and philosophy.
- **Nathan Lutz (mrlutz):** Nathan Lutz is an elementary French teacher based in New Jersey. His boards focus on French language and culture, authentic resources, and elementary language pedagogy. There aren’t that many places to find French authentic resources for elementary students, but this is a worthy find.
- **El Mundo de Pepita (mundodepepita):** An excellent resource for those who teach at the elementary level, especially Spanish. Julie Speno is the creator and founder of this wonderful blog, and she designs and sells her own materials. She is starting to produce materials in French, German, and Russian, so this is a user worth revisiting.
- **Laura Terrill (lterrillindy):** Laura has theme boards for mostly Spanish and French, but has a few for Chinese, German, and Italian. Some examples of her themes include: Ecotourism, Identity, Immigration, and Racism. If you teach AP, this is an excellent resource.

**So I am now following these amazing teachers. How do I curate my pins?**

Consider the following when creating your boards: What language do you teach, and what levels? What kinds of resources do you use in the classroom? Do you focus on videos, audio, or reading materials? What topics do you include in your curriculum?

I’ve organized my Pinterest boards around topics and themes. For instance, I have French boards dedicated to le bac, le café, and la rentrée. For Spanish, I have boards for education, restaurants, and shopping. I also plan to have boards devoted to various topics in world language pedagogy; it’s always a work in progress.
**What else should I know about Pinterest?**

I need to caution you: Pinterest can be addictive! I have been known to peruse pins on my phone while waiting in line at the grocery store. It’s very easy to do!

Do you have any favorite Pinterest boards? Who else is a good educator to follow? Tweet me your thoughts at @milesrtourso. I hope to hear from you!

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**CT COLT News**

**CT COLT Announces Language Teacher of the Year**

by Matthew Mangino

Richard de Meij has been chosen as the Connecticut Council of Language Teachers’ Language Teacher of the Year for 2018-2019! Mr. de Meij is a Spanish and French teacher at Hartford Public High School’s Academy of Nursing and Health Sciences in Hartford, Connecticut. Our Teacher of the Year Committee was impressed by the passion and energy that Mr. de Meij brings to the profession. It was clear to us that his high energy approach is very effective in engaging the students in his classes. In fact, Mr. de Meij is an inspiration to his students to positively impact their own communities, as Richard has done in his own communities.

Richard de Meij is an outstanding advocate for students in his classes, and for language and culture education in general. He is committed to social justice in his classes and school, and he has worked to become a specialist in equity education. He thinks about how decisions about learning will impact all students, and how to reach all students in terms of their unique paths to proficiency. He strategizes ways to make all voices heard, especially those that have been traditionally left out of the conversation.

Richard’s leadership path is extensive. He has presented and coordinated workshops at CT COLT’s conference spanning many years. He has shared his numerous skills at NECTFL’s conference. He has even served in a leadership capacity for ACTFL’s Special Interest Group dedicated to the Teaching of African American Students. Currently, he is working to organize the Greater Hartford Festival of Languages to take place in the near future. Another area of leadership that can’t be overlooked is his commitment to languages in the community. He has worked to bring his students into the community to interact with Haitian families in Hartford churches. He worked to find speakers of French in the community and has committed to bringing students to work with the families to practice their language skills, and in service to the families. It’s hard to think of a better example of “Communities” in terms of ACTFL’s World Readiness Standards than the work that Richard is already doing for his students.

Richard de Meij is an exemplary world language teacher. He speaks eight languages with differing levels of proficiency. He is also learning two other languages! He teaches both French and Spanish with an energy and passion that is contagious to his students. He understands and implements high leverage teaching practices in order to effectively promote language proficiency and reach the World Readiness Standards for his students. He is a demonstrated leader at the school, district, regional, and national levels. CT COLT is pleased to nominate Richard de Meij for NECTFL’s Teacher of the Year.

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**Have you ever had your students participate in the annual CT COLT Poetry Contest? This year we celebrate the 28th contest at Rockville High School in Vernon on April 3rd, 2019**

By Beth Lapman
Director of World Languages/ELL, Hamden Public Schools

If you have participated in previous contests... don’t forget to register your students for this year’s contest!

If you have not participated in previous contests... I hope this brief article will inspire you to do so!
HOW CAN YOU INCORPORATE POETRY AS A TEACHING TOOL?

1. Choose a poem from the slates posted at www.ctcolt.org. The slates are categorized by language and level. Include your students in the decision-making!

2. Design a lesson and consider one of the activities at this link for novice, intermediate or advanced learners: https://www.speakinglatino.com/national-poetry-month/

3. As you design your lesson, incorporate these Can-Do Statements:

I CAN...

- make connections between language and emotion which will lead me to learning about people and places
- look more closely at language and develop my analytical skills
- build my intercultural competence and better understand products and perspectives
- hear syllables and sounds more clearly because of their cadence and rhythm (like songs do!)
- build a wider variety of vocabulary than that I use in everyday speech

For more information about this year’s contest, please visit www.ctcolt.org where you will find the rules, guidelines, and slates of poems for this year’s contest.

The contest will begin promptly at 3:45 p.m. and will end by 6:30 p.m. We take great pleasure in inviting your school and its world language students to participate in this event. Last year’s contest received over 500 students from over 43 schools. We hope that your school will choose to participate in this year’s contest. The cost is $35.00 per school and $9.00 for each student registration. Feel free to contact me at elapman@hamden.org with any questions or John Rook at rookj@glastonburyus.org.

The 2019 Teaching for Proficiency Institute

By Kathleen Archibald
Bristol Central High School

CT COLT and RIFLA are pleased to announce the details for the 2019 Teaching for Proficiency Institute. The 2 day conference will be held at Stonington High School on Wednesday, 6/26 and Thursday, 6/27. The institute will feature Mr. Greg Duncan who was the keynote speaker at the CT COLT Fall Conference in 2018. Greg is a nationally and internationally recognized expert on language acquisition and proficiency. His topics will include curriculum and proficiency. The Teaching for Proficiency Institute has been well received in the past and we hope you will consider joining us this year. The price of the conference includes breakfast and lunch each day. Registration costs: Early Bird Registration: By 5/1 $155 member/$185 non-member. For more information, please contact Kathleen Archibald at archibaldk@ctcolt.org.
CT COLT: Then and Now - Still One Voice! Our 50th Anniversary Celebration - October 21-22 in Cromwell, CT

The Connecticut Council of Language Teachers 2018 Fall Conference was an overwhelming success. The CT COLT conference was held on Oct 21 and 22 in Cromwell. This was also the 50th Anniversary of the CT COLT organization and the first time the conference was a 2 day event. There were over 400 attendees from across CT and surrounding states. The keynote speaker was Mr. Greg Duncan, a nationally and internationally recognized expert on language acquisition and proficiency. Mr. Duncan spoke about the importance of student engagement, the difference between engagement and compliance and to always work toward proficiency with students. His message was well received by the attendees and his reputation preceded him as evidenced by the standing room only crowd that came to listen to his keynote address. CT COLT was honored to have Mr. Duncan be a part of the 50th Anniversary celebration.

Sunday’s activities included four cultural workshops, a President’s reception and very fun salsa and bachata dance lessons. There was a gathering of the CT COLT Past Presidents who flew in from around the country, the west coast and Florida. It was great to have so many of the leaders who brought us to where we stand today. They were recognized by the current president Ms. Lea Graner Kennedy, President-Elect Ms. Amanda Robustelli-Price and Past President Mr. James Wildman. The Past Presidents in attendance were James Wildman, Mrs. Kenneth Lester, Ingrid Petty, Bert Neumeier, Nancy Hernandez, Mary Touhy, Carol Kearns, Jaya Vijayasekar, Linda Dalpe and Michaela Volovsek. Also, the 2018 CT COLT and NECTFL Teacher of the Year, Mrs. Rebecca Aubrey accepted her award and gave an impactful speech.

Monday’s activities included the inaugural meeting of World Language mentors and mentees through the Mead Fellowship Program, a wide variety of hands on workshops for World Language teachers and student teachers, an opportunity to hear the keynote speaker and an exhibitor’s hall for attendees and a delicious lunch. Attendees had the opportunity to network in a highly collegial atmosphere and sought opportunities to grow as educators by attending workshops.

CT COLT Fall Conference Committee would like to thank all those who helped out in any way, volunteered at the booths, donated items for swag bags or gift baskets and the Red Lion Inn. A special thanks to all the attendees who continue to seek professional development opportunities and grow our...
profession. We thank you for all you do for you are the biggest proponents of lifelong language learners and educators. We are all in this together! Then and Now - Still One Voice!

*A reminder that the CT COLT Teaching for Proficiency Institute is coming! It will be held June 26-27, 2019 in Stonington and features Mr. Greg Duncan. The focus this year is curriculum and proficiency. If you have not attended this summer program before or missed the keynote address this year then please consider attending. You will not regret it!

The CT Networking Fellowship of World Language Teachers

by Gina Gallo and Amanda Robustelli-Price

The MEAD Fellows are especially proud of the following mentees for their passion and motivation to maintain the teaching of world languages for generations to come.

The CT Networking Fellowship of
World Language Teachers

by Gina Gallo and Amanda Robustelli-Price

Inspiring, connecting, supporting and sharing were just a few of the many great things that happened during the first meeting of the 2018-2019 cohort of the CT Networking Fellowship for World Language Teachers, during the Pre-Conference Celebration of the 2018 Fall Conference of the Connecticut Council of Language Teachers. On October 21, the first members of this initiative met to begin their year-long partnership. The goal of this program is to offer a multi-tiered support system to connect veteran and novice teachers, and is supported by the MEAD Fellowship, as well as the Connecticut Council of Language Teachers, the Northeast Conference on the Teaching of Foreign Languages, and Connecticut Italian Teachers Association. Throughout the coming year, the group will collaborate and connect in a variety of ways, such as through online platforms, text message, a closed Facebook group, and face-to-face meetings. Amanda Robustelli-Price and Gina Gallo would like to recognize the following mentors for their dedicated service to the world language profession and for their participation in the first year of this initiative.

| Tara Smith     | Lisa Urso   | Omar Espinosa |
| Suria Sanchez  | Luis Rivera |              |
| Matthew Mangino| Lorena Snell| Maureen Lamb  |
| Teresa Garrity | Karen E. Murano |          |

Want to Learn More, Have Ideas, or Want to Become Involved?

Look for information via CT COLT or you can reach out to: Gina Gallo ginagallo@bristolk12.org, Amanda Robustelli-Price arobusstelliprice@enfieldschools.org

Edcamp CT COLT at CCSU Scheduled for 5/4/19

By Matthew Mangino

For the last three years, Connecticut World Language teachers have designed, led, and participated in a FREE professional development experience known as Edcamp. Edcamp is all about the participants; there are no vendors, no keynotes, just time and space for teachers to collaborate with one another on topics that are important and interesting to them as participants.

If you have participated in Edcamps before, you know them to be engaging and dynamic. If you haven’t been to an edcamp in the past, here’s why you should attend this event at CCSU.
on May 4th. First, it’s free. Free parking, Free PD! Second, It’s a great way to learn new things. We have time to learn from other leaders in our field, and there’s no pressure of reading the book, or preparing a presentation, or sitting through someone else’s presentation. You’re actively engaged in a dynamic conversation with other educators in the same field. Third, it’s specific to World Language Educators. This is not school-wide PD that doesn’t really have anything to do with us. This is a great opportunity to learn with other great WL teachers. Fourth, you don’t have to be an expert to lead a session. You simply say, “this is an exploratory session.” And, you will draw others who are interested in the same topic, and they will know more, or perhaps less, but together we call all learn more! Exploratory sessions are a great way to learn more about a topic. Fifth, you get to see old friends, and make new language best buddies So much fun!

So, as you can see, Edcamp CT COLT is going to be a fantastic experience. If you want to learn more about TCI or TPRS or TL90 or anything else that is language related, please join us on 5/4 at CCSU. More details will be coming throughout the spring. For more information, contact me at mmangino@wethersfield.me.

“Tour of Italy” Wine Tasting Class
Held at Total Wine in Norwalk
Raises Money for Scholarship Fund
by Allyson Power

On Thursday evening, November 29th, CT COLT members and friends from Southwestern CT gathered for great conversation and camaraderie. They participated in the “Tour of Italy” Wine Tasting class at Total Wine in Norwalk, Connecticut where they sampled eight delicious sparkling, white, and red wines from Italy in a private class taught by a wine expert. All of the proceeds benefit the Kenneth A. Lester Student Summer Immersion Scholarship Fund. This fund was created in memory of the organization’s founding father and its first president and helps to defray the cost of summer language study in a summer language experience program. If you know of an interested student, please recommend they apply here: http://www.ctcolt.org/pdfs/AWLesterSummerScholarship.pdf. We look forward to another great event soon!

Organizational News

Alliance Française de Hartford –
Coming Events

The following events will take place at our Alliance Française Office at 75 Charter Oak Avenue, Suite 1-202, in Hartford.

- **Sunday January 13 at 3PM: Troubadours and Trobairitz**
  - The songs of the Trobairitz, female troubadours of the 12th and 13th centuries from the Occitan region, offer us a glimpse into the identity of aristocratic medieval women as expressed in their own words through the genre of lyrical poetry. The discussion with be in English. Refreshments will follow. $10 Members $15 for non-members.

- **Sunday February 17 @ 3:00 – 5:00.**
  - Love Trivia? Especially any aspect of France or the Francophone world? This will be fun
and competitive. Conducted in French. Call 860-278-999 to reserve a spot. $10 for members, $15 for non-members.

- **Sunday, March 31 @3:00**
  - Join us for a discussion in French on a book that the entire Federation of the Alliance Francaise will be reading. La Délicatesse by David Foenkinos. (Can be purchased at MEP/Schoenhof’s Books for $9.50 including shipping.)
  - Go to the Alliance Website to download the complete study guide or visit the One Book One Federation Facebook page.

**News From CT Schools**

**Celebrating Latino Heritage Month with La Sociedad Hispánica Honoraria**

by Bryn Morgan  
Executive Board SHH, Pura Vida Chapter

This year Stonington High School’s National Spanish Honors Society decided that simply celebrating Hispanic culture during Latino Heritage Month would not be enough. The organization asserted that it was their responsibility to educate the student body and engage them with cultural activities to promote respect for Latino culture. To that end, the executive board worked with members to host a variety of activities. During the first week of the month, the hallways were filled with Latin music from different Spanish-speaking countries each morning, including artists such as Santana, Mark Anthony and Shakira. After each song finished, a Spanish Honor Society member briefly explained the artist’s background and influence they had in Latino culture. In the high school’s front office, an ofrenda was built as a tribute to famous Latinos and other famous figures who passed in honor of Mexican Día de los Muertos celebration. Another activity the Society organized to engage the entire school its celebration of Latin culture was a door decorating competition. Each classroom was given a stack of paper sugar skulls to decorate their door with in a creative way. The most creative door won a breakfast provided by the Society on the Day of the Dead. The Society also hosted a party with traditional foods from Latino culture and taught its members how to traditionally dance the salsa using professional dance videos.

The Spanish Honors Society found it of great importance to not only celebrate, but to educate Stonington High School collectively about Hispanic culture. Senior Max Wojtas, a member of the Society for the past two years, said when asked how this celebration compared to previous years “I really think we’ve improved on our celebration of this month from last year. It was great to be a part of because we learned a lot.” Junior Nicole Haberek enjoyed the awareness the Society brought about Latin culture to Stonington saying “I really enjoyed learning about Día de los Muertos. I think it is a really interesting tradition to learn about especially because we don’t celebrate things that that in the U.S.”

Junior Lily Anderson was also passionate about how the Society chose to celebrate this important month saying “This was my first time celebrating Latino Heritage Month and I had a fun time learning more about the food and culture! It was so easy to get involved, taking only a few minutes to learn about the language and culture. I’m glad we not only got to experience as a Society but as an entire school.”
The Modern Language Department at Central Connecticut State University will host its 13th Conference for Language Teachers on March 23, 2019, from 8:00 AM to 3:00 PM. The purpose of the conference is to bring together World Language teachers to share their experiences, ideas and resources. In keeping with the practical objectives of the event, our keynote speaker, Dr. Flavia Laviosa (Wellesley College) will be offering a workshop on strategies for assessing students' proficiency. We seek dynamic presentations that address theoretical, curricular, methodological, and technical aspects related but not limited to the following suggested topics:

- Assessment of learning outcomes
- Content-based teaching
- Oral Proficiency Interview
- Using Can Do Statements
- Teaching for Communication
- Developing Language Performance in the Classroom
- The communicative classroom
- Effective pedagogical resources
- Incorporating new technologies into language teaching
- Intercultural Communicative Competence
- New Approaches in Teaching World Languages
- Advocating for World Language education
- Flipping the language classroom
- Interdisciplinary approaches to language teaching
- Language needs for the professions
- Standard-Based Learning

Proposals for all languages are welcome!

Presentations: 20 minutes (plus 10 min. for Q&A) / Workshops: 45 minutes (plus 15 min. for Q&A)

Workshops should include a practical component involving participants.

Presentations and workshops should preferably be delivered in the target language. If dealing with general language topics, presenters may use English.

To propose a presentation or a workshop, please use the electronic submission form http://www.ccsu.edu/modlang/conference.html. Proposals will be accepted until January 14, 2019.

Complimentary breakfast, lunch, and refreshments!

Visit the 13th CCSU Conference for Language Teachers page at: http://www.ccsu.edu/modlang/conference.html

or contact Prof. Sam Zadi (Samuel.Zadi@ccsu.edu)
Northeast Conference on the Teaching of Foreign Languages

65th Annual Conference

Authentic Language, Authentic Learning

February 7 – 9, 2019
New York Hilton Midtown

Rosanne Zeppieri, Conference Chair
Central Connecticut State University Summer Institutes are completely online, for current and prospective language teachers who wish to enhance their language and pedagogical skills!

A key component of these programs is the preparation of lessons that integrate language and culture using technology to improve delivery and maximize learning.

Features of our online summer offerings:
- State of the arts technology to facilitate delivery of instruction and contact with students, no matter where they are
- More flexibility and less traveling time and expense
- Ability to review lectures and materials as often as needed for improved comprehension
- Strict deadlines, rigorous assessments and well defined academic standards
- Focus on practical application of materials learned to teaching

It is now possible to complete all course requirements for the Master of Arts in Spanish fully online, fully onsite, or by combining online and onsite courses.

Features of the MA in Spanish at Central Connecticut State University:
- Flexibility to match students’ preferences: Fully on ground, fully online or a combination of both
- Flexibility to match students’ interests: emphasis on Literature, Pedagogy or Culture
- Flexible capstone options: comprehensive exams, thesis, or classroom research
- Intensive online courses during the summer, when students in general, and teachers in particular, have more time to advance their studies
- Optional study abroad during the summer at the University of Salamanca

Please contact the Department of Modern Languages at Central Connecticut State University:
Dr. Lilián Uribe at uribe@ccsu.edu
Dr. Carmela Pesca at pescac@ccsu.edu
More information at http://www.modlang.ccsu.edu/
### Officers/Executive Committee

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Newsletter Submissions
Deadline for next newsletter: March 30, 2019.
Help us keep our membership records updated!
If you have moved or had a name change, please fill out the
Information update form at

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