President's Message

Spring has returned and with it another blooming season of student performers at our annual events! Our youngest learners wooed us at the annual Rhyme Celebration with chants, riddles and rhymes in honor of Dr. Seuss. Our secondary students recited poems in 17 languages at our Poetry Contest and also submitted essays based on the topic “Lead with Languages: Building Proficiency in Today's Digital Natives”. It was a challenge to select the winners of our Poster Contest as many student artists submitted their “Picasso” drawings based on the same theme as the essay contest. Congratulations to all of our student participants and to their teachers! A special thanks to all of the individuals who worked so hard in organizing and hosting these rewarding events! As American college basketball coach Mike Krzyzewski said, “The thing I loved the most - and still love the most about teaching - is that you can connect with an individual or a group, and see that individual or group exceed their limits.” I am once again honored and humbled to be a part of this demonstration of a love and passion for language learning! Continue to plant the seeds of curiosity and a love for learning in our students so that every spring is as bountiful as this one!

We must nurture our own learning and professional growth in order to best prepare our next generation to be successful and competent global citizens, able to communicate, and able to navigate through cultural differences. On the CT COLT website and on the ACTFL website there are advocacy articles about the need to speak another language and understand another culture – with many citing statistics of the benefits of foreign language study. One of my preferred sources for quick and reliable professional development is the *Kim Marshall Memo. The Marshall Memo keeps principals, teachers, superintendents, and other educators well-informed on current research and best practices in the field. (*See my article of highlighted readings.) Lastly, communicate, collaborate, & contribute! Visit our website and follow us on twitter to:

- To access recent & pertinent information about our profession
- To read important announcements
- To seek job openings
- To engage in collegial discussions (The Column)
- To hear about targeted PD (such as our CT LILL Webinars, Langcamp, and our summer PD experience hosted by ACTFL & Glastonbury)
- To testify for our collective advocacy efforts: Seal of Biliteracy
- To learn about student-sponsored activities and award opportunities

Elizabeth K. Lapman

Advocacy

The Importance of Study Abroad

By Stacie Nevadomski Berdan

Byline bio: Stacie Nevadomski Berdan is a seasoned global executive and an expert on international careers. She is the author of six books on the intersection of globalization and careers, including the best-selling “A Parent Guide to Study Abroad” (IIE 2015) and award-winning “Raising Global Children” (ACTFL 2013).

Language teachers are one of the best channels to communicate the relevant value of studying abroad to students of all ages. No matter the level, you are living the language and culture in every class, teaching students that languages go beyond speaking to enable communication across cultures creating rich experiences. Teachers can show students, at any age or grade level, that an education abroad experience enhances not only the language learning experience but the ability to connect with people in different parts of the world. As language students, they have the benefit of being able to take this immersive experience deeper and reap the benefits.

More students should begin preparing themselves for an education abroad experience in high school, guided by counselors, teachers and parents to apply to institutions that
have serious study abroad programs that will enhance students’ education. The reality is, most students don’t think about studying abroad until they’re a first- or second-year student and run into the study abroad fair on campus touting travel, food and fun. This leads students to focus on the “abroad” part, a word that conjures up any number of romantic personal impressions based on movies, travel books and firsthand reports from friends and family members who have vacationed abroad. Eclipsed by the glamour and intrigue of it all is the “study” part.

Studying abroad is a serious undertaking. It challenges students on a personal level. It will have an impact on their college career. It costs money. Deciding whether to go, therefore, is a very big decision and one that should not be made lightly. If students have been discussing the value of studying abroad within context of language learning through primary and secondary school, they are more likely to think beyond France for studying French (more than 50 countries list French as a national language), consider more than Spain for studying Spanish (almost 400 million people speak Spanish around the world), and may be emboldened to pursue another language not only to study abroad, but to minor or even major in.

But the vast majority of U.S. students do not list language learning in their top reasons for going abroad. In research I conducted for my book, *A Student Guide to Study Abroad* (IIE 2013), students who had studied abroad in the past five years cited experience another culture/country, travel and personal growth.

Yet when I followed up with employers across a vast spectrum of industries and sectors, asking them what they liked most about potential applicants who had studied abroad, they cited very practical applications of the experience:

- Creative problem solving experience in unfamiliar situations
- Adaptability within culturally diverse environments
- Excellent listening and communication skills
- Practical knowledge of a specific culture and language

For students interested in reaping the rewards described above by employers, they’ll need to choose a program that has a solid reputation for academic rigor and cross-cultural outreach. Curricula-driven programs with local language coursework, regionally relevant content, diverse student bodies and locations beyond the traditional European destinations all signal an enhanced global awareness of the need to understand a complex world marketplace.

Teachers can help students and their parents prepare for a beneficial study abroad experience by encouraging students to pursue those programs that require intense language and academic preparation, research projects and presentations while abroad, and begin with significant cultural and intellectual preparation well before leaving campus. Programs should conclude with an involved reentry and reintegration course.

Beyond talking about the value of studying abroad in the classroom, how else can teachers and administrators expand awareness of study abroad? Here are a few ideas:

- Make a presentation to administrators or school board about the importance of preparing high school students to study abroad in college.
- Reach out to guidance counselors to make study abroad part of the common assumption for high school students—success is graduating from high school, going to college and studying abroad.
• Host an information session for parents/students/administrators on study abroad in college.
• Create a direct and ongoing links with alumni who have studied abroad.
• Share your own study abroad experience with other teachers and students through a video or photo montage, making the case for how it made a difference in your personal and professional life.

Studying abroad provides an opportunity for students to get outside their comfort zone and experience the world. Teachers can help prepare students to pursue the best type of program that will significantly enhance their overall education.

The Urgent Call To Replace Fear With Curiosity
By Maya Soetoro-Ng & Alison Milofsky

In an earlier installment of the blockbuster "Star Wars" film series, the Jedi master Yoda delivers another of his classic rhetorical gems that connect to the real-life strife darkening so much of our planet today. "Fear is the path to the dark side," Yoda reasons. "Fear leads to anger. Anger leads to hate. Hate leads to suffering."

It's a simple observation that captures a common and destructive phenomenon: the individual's fear of the unknown "other." In the name of cultural or physical survival, it can be manipulated to fuel tensions that can spiral into cycles of violence. Taken to extremes, the results are evident—from sectarian divisions in Iraq and Syria, to religious divides in Nigeria or Myanmar. Tensions still threaten in Bosnia-Herzegovina more than 20 years after the end of that crushing war. Fear also contributes heat to the political debates about terrorism and refugees in the U.S. presidential campaign.

While political leaders struggle to quell the fires of today's global violence, communities in the United States and elsewhere could take steps to avert another generation of destruction. They must nurture the world's young people toward a more peaceful future. More than half the global population is under the age of 30, and more than two-thirds of them are concentrated in Africa and the Middle East—two regions rocked by violent conflict.

The essential role of young people in preventing and resolving violent conflict received powerful validation recently: The U.N. Security Council adopted Resolution 2250, on youth, peace, and security, with the unanimous support of the United Nations' 193 member states. The resolution calls for involving young people in decisions at the local, national, regional, and international levels, even in peace processes and dispute resolutions.

Local leaders, schools, and families can contribute to this goal. There must be a more concerted effort to help youths develop the habits of mind and the practical skills necessary to engage with people different from themselves and to approach conflict in ways that lead to constructive change. The result could help address the fears that often contribute to cycles of violence.

Schools already are taking basic steps on a small scale, including incorporating lessons into a range of curricula and introducing peer mediation in high school. International Baccalaureate K-12 programs encourage a global mindset rooted in empathy and compassion for the "other." But more support is needed and on a greater scale, with a diversity of approaches. Schools are in a crucial position to help inculcate a more complex and nuanced sense of identity; an understanding of multiple perspectives; and the skills to engage in open dialogue, rather than just debate.

A strong sense of identity contributes to self-esteem and self-worth, which, in turn, help people comprehend and accept other opinions and visions. Research, such as a 2011 study published in the journal Psychological Science, has long established that individuals who have low self-esteem are more likely to show bias toward people who are different from them.

By helping children practice from an early age how to critically examine their own needs and identities and understand those of others, we could better ensure that, as adults, they have the ability to engage in disputes without turning to violence. Students could, for example, create oral histories to explore facets of their identity. They could write letters, diaries, poetry, and speeches from the perspective of peers thousands of miles away in order to practice relating to the lives of others.

"Schools are in a crucial position to help inculcate a more complex and nuanced sense of identity."

Lessons in culture and history should be global and multicultural. The tendency and desire to identify with just one...
Instead, we need to encourage global competence—communicating problems and perspectives across borders, even when we acknowledge that some ideas are better than others. Root causes of conflict can be moderated with discussion that engenders curiosity about other perspectives, builds empathy, and makes complexity a friend rather than a foe. As some schools are already demonstrating, opportunities abound for incorporating these kinds of lessons into the standard curriculum.

In one New York City history class, one of us—Maya Soetoro-Ng—conducted a yearlong exercise in empathy. Students analyzed the standard curriculum readings—including books and articles—identifying underrepresented voices. Using index cards, students would then write a poem, letter, journal entry, or pulpit speech from the perspective of that individual or group. Taped to the wall, the cards formed a paper bridge which, by the end of the school year, was full of different points of view and histories, connecting past to present, and the world of the classroom to the world outside. Exercises like this give learners a chance to develop a more profound potential for empathy.

Another example is a paper-folding activity we use with young people and adults the world over that was adapted from an exercise by Jules N. Pretty in *Participatory Learning and Action: A Trainer’s Guide*. All participants receive a blank piece of paper and are asked to close their eyes and follow verbal instructions for folding and tearing the sheet. Inevitably, the results vary greatly: Some papers have holes in the middle, some have none. Some papers have corners ripped, and some are ripped into four pieces.

The exercise illustrates how the same message can be interpreted in multiple ways, in the same way that people involved in a conflict can see a disagreement differently. One approach to considering multiple perspectives is the process of dialogue—a method of increasing understanding through open-ended questions and careful listening. The purpose is not to "win," but to engage in an alternative form of communication. In conflict situations, people tend to become entrenched in their positions, sticking firmly to assumptions and narrow beliefs, trying to persuade others that they are correct.

Through dialogue, people come to recognize that not all situations have one right answer, and they seek to know others’ perspectives rather than try to dismantle their arguments. Already, young people the world over are taking the initiative to pursue constructive action that bridges divides and counters hate. In Afghanistan, youths successfully used street art, theater, and a host of other techniques to encourage peaceful elections in 2014.

In Uganda, two young men formed an organization called the Uganda Muslim Youth Development Forum to prevent the recruitment of marginalized youths into militant groups like Al-Shabab and the self-styled Islamic State. The group trains young people in leadership and conflict management and conducts a course for imams on communications skills to counter extremist messages more effectively.

In the United States, a group of friends established a website called I Am Your Protector to promote stories of people who defend each other from vitriol or outright physical violence across typical barriers such as race, class, gender, or belief.

But young people need help acquiring the skills necessary to fulfill their potential as agents of constructive change. There is an urgent call to create learning opportunities for the next generation. If we do not answer it, we may be destined to live...
in a world terminally divided by what we assume people to be, rather than what they really are.

Maya Soetoro-Ng is the director of community outreach and global learning at the Spark M. Matsunaga Institute for Peace and Conflict Resolution at the University of Hawai‘i at Mānoa, in Honolulu. She is a half-sister of President Barack Obama. Alison Milofsky is the director of curriculum and training design in the U.S. Institute of Peace’s Academy for International Conflict Management and Peacebuilding, in Washington.

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Where Have All The Teachers Gone?

By Stephanie Duchesneau

The state of Connecticut is experiencing a severe language teacher shortage. For those of us who have been around for many years, we can easily surmise the numerous reasons for the lack of teachers in our discipline. When the last World Language consultant retired from the State Department of Education (it seems like eons ago....), the state, in its infinite wisdom opted not to appoint a replacement. Over the years, school district leaders cut various languages from Latin and French to less commonly taught languages. Spanish was the language of the future! Latin is not spoken. French is dying out and the Cold War is over....

The focus is on “core” subjects and in this country learning another language does not rate. Teacher certification had to be more rigorous and therefore new graduates needed to take the Praxis exam. New teachers of language must take a Math test. The required level of language ability for new teachers at the beginning of their career is even more difficult to attain. The term “dual certified” is also becoming a dinosaur - too much time and expense to get the credits, a hassle to get certified... and the list goes on.

Finally, language teachers often have the most preparations at the high school level due to the many levels of language we must teach. We share this honor with only a couple of other disciplines. One French or Latin teacher may have 5 preps especially, if this is the only teacher in the school. Reading this article might discourage a potential language teacher but those of us who are teaching language love what we do. Why else would I still be here after 30 years? Every career has its challenges and ups and downs.

So how do we attract new teachers to our profession? Here are some strategies that are beginning to show promise for the future.

Student Assistants

We need to start at home by encouraging our own students to choose the teaching profession. In the past few years, the teachers in my district have recruited “student” helpers. Students can receive .5 credit for an independent study as a student assistant in the classroom. These experiences give them the exposure to the profession with a positive role model. Students create lessons with teacher guidance. As they progress, they are given the opportunity to lead activities, go over responses, present cultural information in the target language, work in student groups and the list goes on.

This year, I have a student volunteer who is a native French speaker. She is living in the United States with her family and wants to remain connected to her language and culture. Early in the year, she volunteered to present to students in a number of classes. This week, she will come to my French 1 class along with two other French AP students. They will role play “waitresses” in a café and students will order from a short menu. She has created other activities and the students look forward to her visits. Bringing students from upper level classes to work with beginning learners helps both groups and may open the door to a new interest.

Exchange programs and travel experiences

Travel opportunities in high school are usually ten day to two week experiences. They offer a taste of the language and culture in a safe and controlled environment. The teacher chaperones, host families or guides are there to help them. They are given short periods of time to explore within boundaries. Students who travel with tour companies often yearn for more of the culture and language after seeing some of the major sites and tasting the local specialties. They are more open to travel in the future as they have overcome the common barriers to get started: obtaining a passport, navigating around a foreign city and realizing they are capable of communicating in another language.

The student exchanges get students more actively engaged with the language. They live with a family and attend school. The families usually have a student of the same age who accompanies them. These short visits often result in life-long friendships and connections. Our students return to visit their
host families and they welcome the families here in the United States. These relationships also keep current teachers up to date with new vocabulary or cultural shifts. We all know that language is not stagnant is we need to continue to travel and be informed.

Connections to former students

In addition to my student helpers here at home, two former students are studying in France. They are majoring and minoring in French and contacted me to communicate during their stay. They happily agreed to send emails to my students in French along with pictures. We have shared their emails which are targeted for the beginning French student. They wrote about their French families or a trip to a town in France. The students have responded and learned to type with the accents. One of the students will soon return and visit the class. The correspondence makes it real for them and they can experience the culture through the eyes of another person from their own community. As teachers we should stay connected to our graduates and ask them to come back or set up electronic communication or skype. These are more powerful than the previous “pen pal” correspondence because they know or have heard of these students. They will get to meet them, compare our culture here and discuss the trip firsthand often from common perspectives.

Career opportunities and data

Parents and school counselors work with students to familiarize them with career paths. As the price of a college education increases, families want students to select a course of study that will lead them to a job upon graduation. Data and studies show that candidates with language skills have an advantage over those that do not. This information must be given to our guidance counselors, published in our district newsletters and given to parents when they come to visit for various school events. It has been my experience that the administrators or naysayers who do not support language programs have little travel experience or did not have good language experiences themselves. They say we can use computers to “translate” or people in other countries all speak English. As language teachers, we know that connections and relationships are formed by speaking and interacting. People are not machines.

More districts want to start language instruction from earlier grades. The research also shows that this is a good plan and benefits students in many ways. This cannot happen if there
are no teachers to instruct. We need to do the recruiting and it starts here, not in college. If every district in the state managed to convince just one student to become a language teacher, we would be on a better path for the future. It must start now and it begins with us—we have to make it happen!

Students Say...

So Students Say...

April 15-29, 2015, saw 26 high school students from Glastonbury High School (Glastonbury, CT) set foot in Madrid, Spain, as part of the annual Spanish Exchange program. The program has recently completed its eleventh year, and provides students from Madrid a two-week experience living in Glastonbury in September, before Glastonbury students spend two weeks in Spain the following spring. So, here’s what students say...

If you could give a future Spanish Exchange participant advice, what would it be?

Make the best of everything & the situation you’re in – Juliana Esposito

Be open to trying everything and don’t try to make things how they were at home – Summer Xu

I think that this experience helped me to understand and speak better Spanish. Also, I learned to appreciate the ways of other cultures – Kelly Woodhouse

Culture and Language! They really value family time and respect towards one another. I also improved my Spanish speaking skills a lot – Kyla Kierstein

So many things shocked and impressed me, and there is still so much to see – Nicole Hayes

The Spanish culture! I really felt immersed in their way of life in everything I did; I became one of them, and I enjoyed it – Brock Hassett

I learned most about the culture. Their way of life varies so much from our small-town perspective. I saw how people can be so different yet, similar at the same time – Samantha Williams

What do you feel you learned the most through this experience in Spain?

I also learned how to be away from home for a while – Lisa Wu

I think that I learned the most about the language. Although my speaking still isn’t great, I do think it has improved. Also, I think that my comprehension skill have been greatly improved – Ben Naylor

What did you like most about this exchange?

I loved the feeling of having all of my learning finally come to fruition. It felt like everything paid off, plus I got to make some lasting relationships and memories – Melissa Bancroft

I learned so much about the language and about myself and I know that it was a once in a lifetime opportunity that I will never forget – Katie Barnicle

Perspectives

Professional Development: For Teachers, BY Teachers

By Lisa Urso

Southeast Regional Director

Regardless of content area, teachers across the country are facing the same issues when it comes to professional development outside of their school district: Lack of money, and lack of opportunities. Workshops and conferences can be expensive, and it is getting increasingly difficult to find meaningful content for professional growth.

Faced with these problems, groups of teachers have taken matters into their own hands and have started creating their own professional development opportunities, at no cost to any of their participants, in relaxed, informal settings.

I had the opportunity to attend two such workshops. The first one, the NNELL Café, took place at Glastonbury High School on March 8th. Hosted by NNELL members Kate Krotzer and Dorie Perugini, the NNELL Café was an informal after school gathering of K-8 language teachers designed to help introduce the first Core Practice: Using the target language in the classroom. Ms. Krotzer and Ms. Perugini encouraged all of the participants to tweet their thoughts about the gathering and offered a link to a presentation for everyone to follow. Teachers who attended were able to network and share strategies for encouraging target language use in the classroom, both as a vehicle for instruction and motivating the students to use it.
The NNELL Café was the first in a series of after school meetings designed to introduce the Core Practices to a wider audience. Participants enjoyed the informal format and the opportunity to exchange ideas with their fellow colleagues. One of the best parts of the NNELL Café was that participants were encouraged to host NNELL Cafés in their respective districts. Ms. Krotzer and Ms. Perugini offered to provide materials to everyone who attended so that teachers could bring back what they learned to the teachers in their respective buildings. In addition to receiving new professional development, participants were both empowered and encouraged to share their newfound knowledge with their colleagues.

This sense of empowerment was a theme of the second teacher-driven workshop that I attended: The first LangCamp CT, held at Silas Deane Middle School in Wethersfield on Saturday, April 9th. Approximately 50 educators attended this workshop, organized by language teachers Maureen Lamb, Matthew Mangino, Katy Reddick, and Amanda Robustelli-Price. Billed as an “unconference”, LangCamp participants decided, on the day of the event, what the workshops would be. Participants contributed ideas on post-it notes on a main board, and organizers used those ideas to decide, based on this feedback, the three workshops that would be offered for each one-hour session. For example, during the first hour, teachers could attend workshops about comprehensible input, teaching AP, or developing IPAs. The event organizers created a Google Doc for each of these three sessions, which they then shared with all participants. Teachers who attended the workshops were all encouraged to add their own thoughts and ideas to these Google Docs.

There were three one-hour sessions total during the day. At the very end, all teachers met together for the concluding event, the “Smack Down.” This was a half-hour conversation where participants shared their new knowledge with each other. Overall, LangCamp CT was very successful, and participants left feeling motivated and empowered.

Empowered. That is a theme that ran through both the NNELL Café and through LangCamp CT. The feeling that teachers were taking responsibility for and sharing their own professional development with each other. I have attended many professional development activities throughout my career, and I believe that these were two of the most satisfying, rewarding gatherings I’ve experienced. All teachers shared their ideas in a safe, non-threatening environment. They felt validated and encouraged. I look forward to future sessions of both the NNELL Café and
LangCamp CT, and would love to see my fellow colleagues attend either of these sessions some time.

**Culture and Social Justice in the Classroom**  
By Marysol Knipper

Across the greater Hartford school districts, language teachers work hard to keep their lessons fun and exciting for their students. Incorporating diverse techniques into the daily lesson is challenging. Even more challenging is differentiating in a classroom where the abilities are widespread. Nonetheless, teachers in Connecticut use a variety of approaches to keep their students engaged while teaching languages. As part of a requirement for my graduate degree with University of Connecticut, I observed language teachers in their classrooms during the past three months. I visited over 20 teachers from 12 different schools within different DRGs. My purpose was to survey the artifacts and techniques that language teachers use to teach culture and/or social justice. What I found were amazing teachers capturing the attention of their students through a variety of approaches. O’Bannon narrows these approaches into two main categories: teacher-centered and student-centered.

In teacher-centered approaches, the students have a more passive role. The student is responsible for receiving the lesson and “digesting it”, if you will. This approach leaves the responsibility of the lesson implementation up to the teacher. Some of the techniques that fall under this category are direct instruction and written assessments.

Student-centered approaches include techniques where the teacher is more of a facilitator that guides students through their discussions. Avijit Kar recommends a combination of both approaches to motivate marginalized students to engage in the subject matter.

Effective student-centered approaches include a wide range of techniques that engage the students allowing the teacher to differentiate while continuously checking for understanding. Reading articles or books accompanied by activity sheets, incorporating art, organizing language clubs, having conversations, open-ended questions, writing emails, group events, and so much more are just a few of the techniques used in the greater Hartford area.

However, these techniques are as good as the teacher that uses them. Professional development allows teachers to update their skills and learn new ways to keep their classrooms interesting. While some teachers take advantage of the resources offered to them, others do not. This paints an inconsistent picture of the classrooms in this area. They are not standardized. Some teachers are incorporating culture and social justice in their classrooms; they are teaching their students to be global citizens in a world that is becoming smaller and smaller. The Internet allows students to reach out to others at the far ends of the earth. Other teachers are still working very hard to teach grammar in a teacher-centered classroom. Professional development would allow teachers to embrace new ways that would help their students succeed.

We need to find the resources for the professional development that will make us the best teachers we can be in this, the 21st Century. If we cannot find these resources through the State, we must find them elsewhere. With the lack of a state consultant to help bring consistency across all districts, we still need to search for language class development that will lift us all onto the same page. At the end of the day we owe this to our students. For their sake, we all need to be on the same page, teaching in this century with 21st century methods across all districts.

**Methods, Materials, Resources**

**Los orígenes de los nombres de los doce meses del año en español**

By Steven Strange

Las contribuciones lingüísticas de la antigua Grecia y Roma han enriquecido el léxico de muchos idiomas europeos, sobre todo las lenguas romances: el italiano, el castellano, el portugués, el francés y el rumano. Ya que hemos entrado en el año nuevo, profundicémonos en los orígenes de los nombres de los doce meses del año en español.

enero: del latín *mensis ianuarius*, mes de Iano, diós de dos cabezas, la primera mira hacia el año viejo, la segunda hacia el año nuevo.

febrero: del latín *mensis februarius*, mes de la purificación. En la antigua Roma durante este plazo se celebraba *Februa*, fiesta de purificación, por consiguiente el nombre.

marzo: del latín *mensis martius*, mes de Marte, diós de la guerra.
abril: del latín *aprilis*, y este del Etrusco *apru*, y este del griego *aphro* (Afrodite, diosa del amor carnal; Venus en la mitología romana).

mayo – del latín *mensis maius*, mes de Maia; Maia, diosa itálica de la primavera, e hija de Faunus (Fauno), y de la esposa de Vulcano.

junio – del latín *iunius mensis*, mes de Iuno; esposa de Júpiter y la diosa más importante del Olimpo; diosa del matrimonio y del bienestar femenino; Hera en la mitología griega.

julio – del latín *iulius mensis*, mes de Julio; antiguamente llamado *Quintilis* por ser el quinto mes del año antes del cambio que hizo Julio César en 46 A.C. en honor propio.

agosto – del latín *augustus mensis*, mes de César Augusto, nombre del emperador Octaviano; antiguamente llamado *Sextilis* por ser el sexto mes del año, y antes de incorporar *augustus mensis* al calendario revisado.

septiembre – del latín *september mensis*; según el antiguo calendario romano era el séptimo (en latín *septem*) mes del año.

octubre – del latín *october mensis*; según el antiguo calendario romano era el octavo (en latín *octo*) mes del año.

noviembre – del latín *november mensis*; según el antiguo calendario romano era el noveno (en latín *novem*) mes del año.

diciembre – del latín *december mensis*; según el antiguo calendario romano era el décimo (en latín *decem*) mes del año.

Originalmente había diez meses en el calendario romano. Con la creación e incorporación de los meses *iulius mensis* y *augustus mensis* al calendario, y el cambio y ajuste de los días en cada mes, el actual calendario occidental consta de doce meses.

Looking For a “Designated Reader”? Try The Kim Marshall Memo!

by Elizabeth Lapman

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” (Dr. Seuss)

I’ve been subscribed to the Kim Marshall Memos for over 8 years and highly recommend it to all of you! Here is the direct link to his website so that you subscribe. Don’t wait! (http://www.marshallmemo.com)
Words From Other Languages That Might Enrich English


“PLC Lite” Versus the Real Thing

“The Futility of PLC Lite” by Rick DuFour and Douglas Reeves in *Phi Delta Kappan*, March 2016 (Vol. 97, #6, p. 69-71), www.kappanmagazine.org; the authors can be reached at rdufour923@gmail.com and douglas.reeves@creativeleadership.net.

Avoiding Common Errors in Applying Carol Dweck’s Mindset Thinking

(Originally titled “Mindset 20/20”)


What Makes a Team Effective?


Online Versus In-Person Professional Learning Experiences

“Online Professional Development: A Primer” by Meg Bates, Lena Phalen, and Cheryl Moran in *Phi Delta Kappan*, February 2016 (Vol. 97, #5, p. 70-73), www.kappanmagazine.org; Bates can be reached at megbates@uchicago.edu.

Clearing Up Common Misconceptions About ELLs

“10 (Usually Wrong) Ideas About ELLs” by Barbara Gottschalk in *Educational Leadership*, February 2016 (Vol. 73, #5, p. 62-64), available for purchase at http://bit.ly/1LpN38g; Gottschalk can be reached at gottscha@wcskids.net.

A Comparison of Four Different Programs for English Learners

“The Promise of Two-Language Education” by Ilana Umansky, Rachel Valentino, and Sean Reardon in *Educational Leadership*, February 2016 (Vol. 73, #5, p. 10-17), available for purchase at http://bit.ly/20Ge2IM; the authors can be reached at ilanau@uoregon.edu, rsans130@gmail.com, and sean.reardon@stanford.edu.

The Qualities of a Good Teacher


Using Data in World Language Classes


Key Insights from Grant Wiggins

(Originally titled “Three Lessons for Teachers from Grant Wiggins”)


Richard DuFour on Effective Professional Learning Communities

(Originally titled “How PLCs Do Data Right”)

“How PLCs Do Data Right” by Richard DuFour in *Educational Leadership*, November 2015 (Vol. 73, #3, p. 22-26), available for purchase at http://bit.ly/1Mt1Iyw; DuFour can be reached at rdufour923@gmail.com.

Mike Schmoker on Effective Professional Development

“Transforming Professional Development: Beyond ‘The Mirage’” by Mike Schmoker in *Education Week*, October 21, 2015 (Vol. 35, #9, p. 18-19), www.edweek.org; the author can be reached at schmoker@futureone.com.

The “Goldilocks” Level of Scaffolding and Support for Students

Building Writing Proficiency in Adolescent ELLs

“Can a Former Journalist Teach English-Language Learners to Write?” by Mary Ann Zehr in Education Week, September 23, 2015 (Vol. 35, #5, p. 19, 21), www.edweek.org

SMART Goals in Action

“10 Tips for SMART Goals” by Carol Kaffenberger and Mark Kuranz in ASCA School Counselor, September/October 2015 (Vol. 53, #1, p. 28-31), www.schoolcounselor.org; the authors can be reached at ckaffenb@gmail.com and mkuranz@schoolcounselor.org

Apps for Travel Abroad

By Amy Schlett

There are many apps available for students and teachers who travel abroad. I would like to introduce you to two of them that I have found especially useful. The first app is called “What’s app”. What’s app is an app that you can use to communicate with friends and family over Wi-Fi using your cell phone from anywhere in the world. You can use What’s App to make calls and send and receive text messages free of charge as long as you are connected to Wi-Fi. What’s app is a completely free app to download and used for iOS and android phones. As long as you have your mobile data turned off, you shouldn’t receive any charges from your cell phone provider.

Another great app for students and teachers traveling abroad are photo sharing apps. These apps make it possible to share photos by tapping another phone. One of the best is called blipo. In order to use, the person you are sharing with must download the app and all you do is select your photo, put your phones in front of each other and the files you choose are magically shared! This app currently works with iOS but the company is adding Android devices soon. Like What’s App, this app is completely free as well.

2016 CT COLT Rhyme Celebration

By Kate Krotzer

Rhyme Celebration Chair

The twenty-fifth annual CT COLT Rhyme Celebration was held on Thursday, April 7, 2016. The event took place at Wilbur Cross High School in New Haven and was hosted by Jessica Haxhi, Supervisor of World Languages, for New Haven Public Schools. The Rhyme Celebration is an opportunity for children from kindergarten to sixth grade to promote an early love for world languages. Participants represent approximately 26 towns, over 11 school districts, and about 26 schools (both public and private) from around the state. This year, there were 185 student participants with over 28 world language teachers and world language administrators supporting the children in their recitations.

This year’s theme was “Oh, the Places You’ll Go!” The rhymes, songs, poems and tongue twisters are chosen by the world language teachers and are presented by students with costumes and props. The students and teachers practice for months. Some groups performed in world languages learned in school, while other performances represented languages learned at home. This year, we had rhymes and poems in Arabic, Chinese, French, German, Greek, Italian, Japanese, Korean, Malayalam, Spanish, Tamil, and Romanian. Each
elementary student received a certificate of participation printed in the language of the recitation, an illustrated souvenir program booklet (with all of the rhymes), a Rhyme Celebration button designed by a student, and a “goody bag.”

The Rhyme Celebration traditionally begins with a warm up rhyme and a theme song to get the students and the audience prepared. This year, the students from New Haven magnet schools led the guests with “Little Silver Airplane” and also sang the “Le Tour de la Terre” in French, Chinese, Arabic, Spanish and English. What a great way to kick off the event with celebrating those languages in song!

Garth Harries, Superintendent of the Schools, New Haven, welcomed guests, parents, teachers, and students with the importance of bringing the school districts together with such an event. Imma Canelli, Deputy Superintendent, also showed her support for language learning and her enthusiasm to have New Haven be the host for all of our talented students and teachers participating in the Rhyme Celebration. Beth Lapman, CT COLT president thanked all parents, teachers, administrators and students for their work in supporting language learning and presented a plaque to Jessica Haxhi and New Haven teachers, Audrey Berthelot and Hannah Sam, elementary foreign language teachers, for all their work in hosting the event.

This year, the Rhyme Celebration celebrated its 25th anniversary, thanks to all the teachers and students who continue to support this event. The event was dedicated to Christi Rentsch de Moraga, who created the Rhyme Celebration twenty-five years ago and served as the chair for over 20 years. Christi is retiring from teaching from Farmington Public Schools and on behalf of CT COLT, we thank her for creating this opportunity for our youngest learners across the state and for her dedication and service to the foreign language teaching profession.

Christi celebrates the event with her message: “truthfully, the important main idea is that learning another language is a gift and by attending the Rhyme Celebration, you are not only proud of your presentation, but you feel good because you see that so many other children in Connecticut are also learning languages and cultures. Your parents feel good about it too.”

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

Additional event information, photos and a video link order form, are available at www.ctcolt.org. Please contact Rhyme Celebration chair, Kate Krotzer with any questions at kate.krotzer@gmail.com.

We are looking forward to next year’s event hosted by Glastonbury Public Schools.
Donations to Awards and Scholarships

CT COLT offers three monetary awards for teachers (Helen Amaral Award, Jane G. Graveen Award and Robert G. Mead, Jr. Award) and two scholarships for students (Irene Stanislawczyk Scholarship and Kenneth A. Lester Student Summer Immersion Scholarship). Descriptions of these awards and scholarships are printed below.

Please consider donating to one, two or all of the following funds for scholarships and awards. To donate, please visit www.ctcolt.org/pages/donations.asp. If you wish to donate to more than one fund, please click on "continue shopping" after your first transaction. We greatly appreciate your generosity.

If you do not wish to donate using PayPal, please send a check made payable to "CT COLT" to Paul M. St. Louis, Treasurer, CT COLT, 275 Cedar Swamp Road, Monson, MA 01057-9303. Please indicate the amount that you are donating for each scholarship or award.

Kenneth A. Lester Student Summer Immersion Scholarship

The Connecticut Council of Language Teachers (CT COLT) is a non-profit membership organization that promotes language proficiency and the knowledge of world cultures. CT COLT:

• Advocates world language learning for all students at all grade levels.
• Supports teacher and student activities that demonstrate language teaching and learning.
• Recognizes the success of teachers and students in world languages.

PURPOSE OF SCHOLARSHIP: To help defray the cost of summer language study in an existing approved summer language experience program. The maximum award amount is $1000, not to exceed the total cost of the language experience.

ELIGIBLE APPLICANTS: CT students, pre-K through 12th grade

IMPORTANT DATES: The application deadline is March 30, 2011. The scholarship winner will be notified by April 30, 2011 and money will be distributed (directly to the language program) by May 30 for use in the summer.

JUDGING CRITERIA: A successful applicant will submit a complete application packet which demonstrates academic ability, integrity, character and a sincere interest in summer language study.

FOLLOW UP: The scholarship recipient will agree to submit a brief summary of his/her language experience to be published in the CT COLT newsletter.

Application Procedure

Please include the following material in your application packet:

• Application Form
• Three recommendations from adults unrelated by family such as a classroom teacher, coach, or scout leader. One of them MUST BE from a world language teacher.

A typed paragraph explaining why you are interested in studying this language, and what special interests you have. (In the case of a young child, the parent may type what the child dictates.)

Irene B. Stanislawczyk Scholarship

In 1998, an annual scholarship in the amount of $1000 was established in memory of Irene B. Stanislawczyk, a beloved colleague and friend in the world language profession. An associate professor of Spanish and methodology at Central Connecticut State University, she co-authored several texts related to world language instruction including Creativity in the Language Classroom and other texts on Spanish Culture. She received the Distinguished Alumna Award in 1993 from St. Joseph’s College, West Hartford, CT.

PURPOSE OF AWARD: To help defray college expenses for an undergraduate student majoring in a world language and teacher education.

ELIGIBLE APPLICANTS: A student who has completed a minimum of 15 semester hours of work in the major field (introductory courses do not apply) and acceptance into the teacher education program of an accredited institution in the state of Connecticut. A cumulative point average of 3.5 or
better in the major field is required. This scholarship is not available to previous recipients.

**IMPORTANT DATES:** The award will be announced at the CT COLT Spring Conference and must be used in the following academic year. The application deadline is August 15th. Disbursement of funds will be made to the recipient upon receipt of appropriate documentation.

**FOLLOW-UP:** The recipient will agree to attend the Fall Conference as a guest of CT COLT and submit a brief article reflecting on the conference to the CT COLT News Exchange.

**Helen Amaral Award**

In 1990, an annual $1000.00 award was established in memory of Helen Amaral, resident of the Connecticut Council Of Language Teachers from 1986-1988, and former Foreign Language Department Head in Newtown, Connecticut. She served the foreign language profession, students, and adults in an exemplary way throughout her professional career.

**PURPOSE OF AWARD:** To help defray the cost of travel or study abroad in existing programs or one designed by the applicant in order to enhance language skills, absorb contemporary culture, and/or gain historical perspective.

**ELIGIBLE APPLICANTS:** A world language teacher with five years of continuous CT COLT membership currently employed, three classes or more in world language teaching and/or administration in Connecticut. Priority will be given to proposals designed to improve language and/or cultural proficiency. Consideration will be given to applicants who have not previously received awards or grants. This award is not available to previous recipients.

**IMPORTANT DATES:** The awards will be made annually in October and must be used prior to September 1st of the following year. The application deadline for each year is August 15. Monies will be made available upon receipt of appropriate documentation.

**FOLLOW-UP:** The recipient of the award will agree to submit a written report to the CT COLT News Exchange or give a presentation at the CT COLT Annual Fall Conference, or both.

**Jane G. Graveen Award**

In 1999, an annual award of up to $300 was established in memory of Jane G. Graveen, former head teacher of Glastonbury’s Foreign Language in the Elementary School (FLES) program. During her tenure in Glastonbury, she made immeasurable contributions to students, to staff and to the community, helping preserve the program as a nationally recognized model.

**PURPOSE OF AWARD:** To support the accomplishments of a FLES teacher by providing funding for the purchase of classroom materials.

**ELIGIBLE APPLICANTS:** All elementary FLES teachers who are current CT COLT members with at least two years of continuous membership and who are teaching FLES at least 50 percent of the time in a public or private elementary school in Connecticut. This award is not available to previous recipients.

**IMPORTANT DATES:** The award will be announced at the CT COLT Spring Conference and must be used in the following academic year. The application deadline is August 15th. Disbursement of funds will be made to the recipient upon receipt of appropriate documentation.

**FOLLOW-UP:** The recipient of the award will agree to either submit an article for the "Teacher Tips" section of the CT COLT News Exchange or give a presentation at the next annual Fall Conference. CONTRIBUTIONS ALWAYS WELCOME AND GREATLY APPRECIATED!

**Robert G. Mead, Jr. Award**

In 1996, an annual award of up to $300.00 was established in memory of Robert G. Mead, Jr., a beloved colleague and friend in the world language profession, University of CT professor emeritus of Spanish American Literature, recipient of the CT COLT Distinguished Service Award, a founder of both the Connecticut Council Of Language Teachers and the American Council on the Teaching of Foreign Languages (ACTFL), and mentor to countless language students and teachers throughout his long and illustrious career. Dr. Mead quietly assisted many language teachers to attend conferences to further their knowledge and understanding of the art of teaching. The Robert G. Mead, Jr. Award keeps alive the spirit of his tradition and CT COLT is pleased to honor such an outstanding person in this way.

**PURPOSE OF AWARD:** To help defray the cost of attending a national-level conference focusing on teaching language and culture.

**ELIGIBLE APPLICANTS:** A tenured world language teacher with five years of continuous CT COLT membership currently employed full-time in world language teaching and/or administration in Connecticut and who has never attended a national-level language conference, e.g. ACTFL, Northeast
Conference, AAT conferences, etc. This award is not available to previous recipients.

**IMPORTANT DATES:** The awards will be made annually in the fall and must be used prior to June 1st of the following year. The application deadline is August 15th.

**FOLLOW-UP:** The recipient of the award will agree to submit a written report to the CT COLT World Language News Exchange.

### Summer Immersion Study Abroad

Do you have happy memories of traveling and studying abroad as a young student? Do you remember the excitement of making yourself understood by native speakers in a language that you were studying?

Many of our CT COLT members also remember those experiences. For that reason, CT COLT started a scholarship fund in 2011 to help a student pay for a summer/study abroad experience. The idea is not for someone to visit Aunt Mary in ___ but rather to assist a student to enroll in a bona fide program to increase their proficiency in another language and to learn more about the culture by experiencing it in that country. The students who have received the scholarship to date have been highly motivated language students who without this additional aid would not have had the opportunity to go abroad. To date 5 high school and college students have received the scholarship and studied in Greece and in Spain. One student is now on track to become a foreign language teacher!

With the passing of Ken Lester, one of our founding fathers of CT COLT, the scholarship was renamed to honor his memory for his long lasting work and influence in our organization and throughout the language profession in CT. Last spring we held our first scholarship fundraiser – a wine tasting – to help support this initiative. We are now planning a second scholarship fundraiser function in the near future. Watch for details.

In the meantime, we have now set up a way for our members and friends to donate to this scholarship to be able to build a strong fund for this student experience. You can use PayPal or you can also send a check directly to Paul St. Louis during this campaign, or you can contribute when you fill out the fall conference registration form.

Please consider making a contribution to this scholarship or to any of the others that are listed on the website. You will find a description of the scholarships in this newsletter. Encourage your students and colleagues to pay attention to these opportunities and deadlines for these scholarships to help to further their language experience.

### Organizational News

#### ConnTESOL News

ConnTESOL will hold its 46th Annual Conference on Saturday, October 22 at the Sheraton South in Rocky Hill, CT. This year’s theme is: “Lifelong Learning for Linguistic and Diverse Populations”.

The keynote speaker will be Dr. Sonia Nieto, Professor Emerita of Language, Literacy and Culture at the University of Massachusetts, Amherst. Dr. Nieto has had experience in teaching all levels of students from elementary grades to graduate students. She is a leading author in the field of multiculturalism. Her first book, “Affirming Diversity”, published in 1992, is currently in its 6th edition, and is widely used in ELL/Multicultural teacher preparation courses. Her latest book, published in 2015, is entitled “Why We Teach”.

In related news, on March 22, a free workshop “Best Practices in Presentations” was held in Middletown at the Technical High Schools and was well attended.

Additionally a Call for Proposals has been posted on the website https://www.conntesol.org The deadline for submission is June 30, 2016.

At the Conference four motivated students, one from adult education and three from the high schools will read their winning essays and receive their $1,000 awards. The deadline for submission was early May and the Scholarship Committee will be meeting soon to evaluate the essays and determine the winners.

#### News from CT Schools

##### AITE Russian Class Visits Fabergé Eggs

On November 19th, AITE’s Russian class, taught by Anna Koltypin, went to the Metropolitan Museum of Art in New York City. On their visit to this museum, they saw many ancient pieces of art and sculptures, but their main purpose for the trip
was to see the famous Faberge Eggs. These eggs hold a very special place in Russian history, so visiting them was a major event for the Russian class.

The Faberge eggs are very intricate and skillfully-created art pieces created by Danish/French jeweler Peter Carl Faberge. They are composed of materials such as silver, gold, copper, nickel, and palladium that were combined in varying proportions to produce different colors. Because of his immeasurable level of skill required to make these eggs, Faberge was able to craft large amounts of magnificent jewelry for various royal families throughout Europe. In 1885, he made an Easter egg for Tsar Alexander III as an anniversary gift to his wife, the Empress Maria Fedorovna. After seeing how astounding his work was, Alexander III appointed Faberge a goldsmith to the Imperial Crown. This would be the first egg of 50 made by Faberge and his team of jewelers for Russian royalty.

After visiting the eggs, one student said, “Going to the metropolitan to see the Faberge Eggs was a very fun and wonderful experience to have. This was a once in a lifetime exhibit that I will cherish. Just looking at the eggs left me in awe.”

The Faberge eggs are so famous because of their skillful crafting and rarity. For this reason, they are very expensive, with some with multi-million dollar values. Only three eggs are on display at the Metropolitan Museum: the Danish Palaces egg, the Caucasus egg, and the Imperial Napoleonic egg. The rest reside in royal treasuries or in distinguished museums.

By seeing the Faberge eggs, AITE’s Russian class were able to see an important part of Russian history as well as some of the finest examples of jewelry there is. As another student describes it, “I have gained massive amounts of personal satisfaction from seeing these eggs. They inspire my artistic urges, and they showed me the meaning of beauty.”

International Evening at AITE
by Daniel Lapinski, a student at AITE

On March 24th, 2016, AITE had an outstanding 12th International Evening showcasing more than 50 countries through posters and foods brought by students. This year, there were 156 participants, and over 400 guests that joined in this celebration of cultural heritage. Many even described it as being “by far the most terrific International Evening ever!”

International Evening is an evening where students with different backgrounds and ethnicities come together to educate their fellow peers and celebrate different cultures. It is always created by the students, for the students. To describe International Evening as just an evening would be an understatement, however. Throughout the event, people consumed a wide, wide variety of cuisines and learned more information about the countries of the world than their minds could handle. Sophomore Sarah Beel is Columbian, and for International Evening she researched Columbia and educated her peers about her home country. “I brought in a poster that showed the climate, sightseeing, history facts, and location of Columbia,” she says. “I also brought in frijoles because they are the most commonly eaten food in Columbia.” Another student, Daniel Lapinski, brought in makowiec, kielbasa, and Polish chocolate wafers. “On my poster I had some interesting facts, like how Poland was one of the biggest countries in Europe,” he says. “I also wrote about a famous Renaissance mathematician and...
astronomer, Nicholaus Copernicus, and many other famous facts about Poland.”

But the amazing projects and even better food was not all that there was to this beautiful evening. There was dancing, singing, piano playing, and much more to the event. Victoria Iparraguirre’s singing of the National Anthem was the “piece de resistance”—beautiful, warm, and dignified. The Latin Dance Club performed the bachata, dancing to “Obsession” by Aventura. Additionally, the AITE chorus performed two songs. The first, “Imbakwa,” an African song, symbolized world music and encouraged students to follow their dreams. The second song, “When You Believe,” alluded to the miracle of the Red Sea. All of these songs were beautifully performed and a joy to hear.

But in order to produce such a marvelous event, many students, teachers, and parents toiled behind the scenes. The Interact Club and Spanish Honor Society were a great help in setting up the posters, organizing the layout of everything, and then cleaning up everything after it was all over. One student in particular, Jessica Ulbrich, was described by others as being “ubiquitous” during the event. She took care of the floor plan and enthusiastically directed the parents with food to the proper tables.

Overall, this 12th International Evening was a great success and a wonderful time for all that attended. With each year, the performances become even more entertaining and the foods even more delectable. Hopefully, next year will be an even greater event!
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Connecticut Council of Language Teachers
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CT COLT Fall Conference
Building Proficiency in Today’s Digital Natives
October 24, 2016
Radisson Hotel in Cromwell, CT

Workshops
Keynote Address
Buffet Luncheon
Free Parking
Drawings for Themed Baskets

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Deadline for next newsletter: June 30, 2016
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