Choose a Job You Love and You’ll Never Work a Day in Your Life! (Confucius)

I love teaching and learning! I love learning about peoples and their cultures! Having returned to CT after living and teaching in Spain for over fourteen years, I attended my first CT COLT sponsored event in 2001: the annual Poetry Contest. I marveled at all the enthusiastic students who quivered as they practiced their poems for their proud teachers. A contagious environment of diverse discourse, excitement, and competition filled the air! Thirteen poetry contests later, I am honored to greet all of you as the President of this prestigious World Language Organization for the next two years. I am humbled to know that I represent over 700 members of CT COLT. This role is close to my heart and I will do my best to meet the needs of our members during my two-year tenure as president.

As the World Language Curriculum Coordinator of Regional School District #10, a Spanish teacher, and the mother of two bilingual children, I think constantly about the colossal value of language learning and how I can become a better advocate and proponent. Despite the challenges and implementation of initiatives such as new evaluation plans, SLOs, Common Core, and so much more we all faced this past year in our schools and classrooms, I look forward to yet another great school year! My goals and objectives as a teacher and as president of this organization include the same principles—communication, collaboration, global competence, professional development, high expectations, and advocacy for the pursuit of language learning. I’d like to highlight an initiative that I pioneered last year with the hope of successfully implementing it this year. The CT COLT Cadre of Professional Trainers was first presented at the 2013 Annual Fall Conference with the purpose of conducting quality, interactive, best-practice-based professional development to promote the improvement of world language programs. The Cadre will present its first two modules at the upcoming 2014 Fall Conference that address staying in the target language and promoting digital proficiency.

I cannot accomplish these goals alone. Skillful teachers do not work in isolation. Please join me this year in reaching out to a colleague. Offer help. Ask for help. Collaboration is a key component to our success as contemporary inventor, Jay Silver, the Founder/Director of JoyLabz and the first ever Maker Research Scientist at Intel, describes captivatingly, “My idea of a perfect world really can’t be designed by one person or even by a million experts. It’s going to be seven billion pairs of hands, each following their own passions.”

These are great times for World Languages in Connecticut full of celebrations and challenges. We have a growing Chinese language presence in our schools and some programs are expanding into the elementary level. Several school districts are updating and adopting new standards-based curricula and recognizing the important role World Languages plays in student success. However, we are still in need of a state consultant to represent us in Hartford!

Please consider becoming involved in one of our committees to contribute to the welfare of all Connecticut’s World Language teachers and students. You will find information about all we do on our new website etcolt.org. We welcome all levels of involvement, so if you have only a few hours to contribute, please don’t feel that you can’t volunteer—there are many jobs that can be done via a computer or a hand-held device. Make use of technology and social media! Much of the work we do as educators and advocates can be facilitated via Facebook and Twitter.

Let’s come together in CT COLT to support one another in all areas of World Language teaching, as professional educators committed to the goal that we are best when we collaborate, share our strengths, and learn with and from one another. Just as we set high goals for our students, it is in CT COLT that we continually aspire to set high goals for ourselves and for the enhancement of the organization. I always feel energized and renewed in my commitment to providing a quality language-learning experience for my students whenever I attend a CT COLT event.

My thoughts and words echo those of many World Language leaders in CT and across the nation! Successful people have a very strong desire to succeed because they love what they do and they have a passion for their field! Enjoy the warmth of summer and its rejuvenating energy. I look forward to meeting all of you and thank you in advance for sharing your passion! Feel free to contact me with ideas or thoughts regarding the future of CT COLT.

Wheresoever you go, go with all your heart. (Confucius)

Elizabeth K. Lapman
World Language Coordinator RSD #10
President, CT COLT
Advocacy

Building strong language programs-
It’s about the parents…..

By Stephanie Duchesneau

It is no secret. There are districts in Connecticut that are in the midst of a crisis that will have a lasting effect on our students and their ability to work and live in a world that is multilingual with many cultures and perspectives. Districts are cutting language classes such as French and Latin. Many opt not to even start teaching another language until high school. Language teachers are pitted against each other-do we teach Spanish or Chinese? What about adding Arabic? The reasons for this predicament are varied: economic, population, shortage of language teachers, misinformation, lack of a representative at the State Department of Education and the list goes on…How do we fight this?

We start in our own community. We start with PARENTS. Parents love their children. Parents love to be proud of their children’s accomplishments. Give them this opportunity throughout the year. If you build these parent connections-they will come…they will defend your program…they will in fact, fight for it. Parents advocate for their children and if you play your cards right, they will advocate for you!

Teachers in different communities have many resources or none at all. One thing we all have is a voice and we can take small steps over time to make our voices heard. We need to bring the parents into our learning community and there are ways to do this.

Steps to getting Parents on your side:

Start small and build on these ideas each year. Create regular daily, weekly or yearly habits just as you do in your personal life. We brush our teeth, do the laundry or take a vacation. These habits or rituals will become a part of what you do and you will get more efficient at them.

- Take pictures of activities that you do in class with words in the target language in the photo. Post them on your school’s website. Let students know about it and share it with parents. They love to see their children and what they are doing. A picture is worth a thousand words**. You can email a copy home. They will keep it and they will be proud.
  **Be sure that you have permission to publish.
- Email or call parents of one class and tell them about their child, what students are doing in class and find positive ways to encourage them. They will be happy that a teacher contacted for a good reason and they will associate it with your language class. Pick one child per week. Parents will feel good about this and their child. They will be proud and they will remember which teacher called. If it is an email, they will read it to their child. The child will feel good.
- Celebrate your language students! Parents love to read about and see their children recognized publicly and this in turn helps the cause. Have a student of the month-they love this. They will be proud. They may post this on Facebook or the fridge. Have the student take a selfie. They love this. They may post it. People will ask about it. You will get noticed.
- When your school has an event for parents, make copies of class pictures or student work in the languages and display them for all to see. Main lobbies have showcases and they need to be filled. Parents’ night is a perfect opportunity. They will be happy and proud. They will remember you.
- Use the target language all the time and get students excited to speak. Parents often share when their child speaks another language at home. They will find this impressive. Their child is intelligent. They will be proud and they will remember.
- Encourage students to listen to music in the target language. Play it as a background during group activities. Once songs become familiar, students start to explore and find more. They download them. They sing them. They look up the lyrics. Parents will hear them sing or hum. They may ask them about the song and they will be impressed. They will remember this and the language. Their child is smart and sings in another language. You are doing a good job teaching their child.
- Many schools use a listserv with parents in the district as well as teachers and staff and they can send newsletters or messages. See if they will send a short newsletter out for your department. Include student accolades. Parents will be proud and they will remember. They will forward to family and friends.
- If possible explore opportunities for local field trips and have students write about them in the target language or in English. Then send them home, put them in a newsletter or give them out at key events. Parents will remember this and put it on the fridge. Their child wrote in the target language and went on a trip. They will be happy.
- Start to blog or communicate with a school in another country in the target language. Students will have peers in another culture. The door is...
open. Have them include parents on a discussion by asking a series of questions. They will be a part of the class. They will be curious and interested. They will talk about your class. Their child is communicating with someone in another language. That is cool.

- Invite a parent to class to help with a cultural project (preferably one who speaks the same target language or who can demonstrate something). Invite parents to see students recite a poem or give a presentation. Some may come. This is a different language—even better. They will be impressed and they attended a language class. They will see it can be fun! You are open and welcoming. They will remember this day.

- Select one class to take a national exam. If a student places, publish this information. Parents will be happy and proud. They will remember. It will be a part of your district’s annual report. You will get noticed.

- Host a potluck dinner and ask students to bring a traditional dish. During the dinner, they can recite a poem or sing a song. Students can create a menu in the target language or share the recipes. Parents will be proud and share their own culture or learn about another. This will be a fun event with their child. They will remember that potluck dinner! They may take a video and post it for all to see. Invite your administration and ask them to RSVP. If they can’t come send them a picture of the great event they missed.

- Host an awards ceremony and have each teacher give students a COLT award. Many will never receive an award in any other discipline. Parents will come and they will be proud. If you do it after school, many will even ask to leave work early. Their colleagues will know about it. If you do it at night, they will come too. Hand the letter to the student and send it home. They will both be happy and proud. Give out your newsletter at the ceremony with pictures of students and their activities. They can read it as they wait for the ceremony to begin. They will also text a friend to tell them that they are at an awards ceremony for their child. They will ask them what it is for… and they will be proud. They may post a picture. They will remember. This is an award. Districts like to put this in their annual report. Make sure they do. Invite Board of Education members and let your administration know that you did. They often come when they know this.

No doubt, many of you are shaking your heads. You have already tried many of these suggestions or are still doing them. You will try other things too. You just don’t have time to write an article, send a picture or let the administration know all that you do. That is the biggest mistake you can make. When you receive a gift, you send a thank you note, right? When you do something with and for your students, you let parents, administration and the elected officials know. Students will feel good, parents will be proud, administration will put it in their report and the elected officials will notice. It will be on Facebook, there will be selfies and you will be remembered.

Personal Perspectives

Three Conferences: Perspectives

By Stephanie Duchesneau

This year, I had the unique opportunity to attend three conferences over the course of the school year: CT COLT (Waterbury) in October, NECTFL (Boston) in March and finally the National Chinese Language Conference (Los
Angeles) in May. There are many things that I learned from each conference. The most important one is to keep an open mind and try to get the most out of each conference. It does not matter if the presenters are local or from other states—there are good presentations and not so engaging ones at every conference. Why is actually attending and making an effort the most important takeaway for me? I have heard teachers over the years discussing why they no longer bother to attend the local or regional conferences. Comments range from, “I did not see anything that interested me” to “I have heard all of this before”.

I am not a Chinese teacher but I attended a conference on the west coast devoted entirely to Chinese language instruction, advocacy and updates on efforts to bring Chinese and United States businesses together. I learned and it was amazing. Teachers need to keep reaching out and finding opportunities to stay creative and positive, share ideas and remain open to new methods and technology.

The local state conference is a great way to network and meet teachers in close proximity. Friendships and collegial relationships are formed. I attended presentations that were interesting although perhaps some of the strategies were not ones that I would attempt. I also attended a session and immediately wanted to try a new take on something I had done in the past. I remembered thinking, “I forgot about that. I want to try it again.” It is important to see what others in the state are doing in the classroom. The CT COLT conference also had a wonderfully engaging keynote speaker. For this reason alone, the conference was worth the day. I was lucky enough to have lunch with Thomas Sauer, the keynote speaker and was happy to share a meal with such an interesting colleague from another state.

The Northeast NECTFL conference opened the door wider and the Best of Conference presentations from Eastern States were numerous. I met more teachers from other states and also spent two hours hearing about new publications from ACTFL. I had an “aha” moment during the presentation when assessments, teacher evaluation and rubrics were discussed. And yes, there was one presentation that was a bust. It simply was not what I thought it was going to be. But I went to others and made more connections. I had dinner with a new colleague who works with a school in Spain to bring students overseas with a new model for exchanges that include school, homestay and travel.

The National Chinese conference had plenary sessions that were for all the attendees. Over the course of the three day conference, there were 5 or 6 of these sessions. They had panels of businessmen, college students or experts who discussed issues or gave speeches while we had dinner or ate a snack. They were engaging and some were famous. There was a television writer such as Kenneth Lin (writer for House of
Cards) and film producer Janet Yang (Shanghai Calling and Empire of the Sun) and well known advocates for China and diplomacy (Kevin Rudd, Former Australian Prime Minister and fluent in Chinese). They spoke about building partnerships for future movie making or work in China. While this might be standard fare for teacher in Los Angeles, it was new to me.

In the panel discussions with representatives from all over the country, ideas and struggles of Chinese instruction in the schools were shared. As one of the original schools designated a Confucius Classroom, my teachers and I were invited to participate. The problems are similar to those experienced in other districts with different languages. We heard about exchanges and those challenges. Administrators discussed the economic struggles and teachers shared the challenges of changing administration and support. The problems were similar and ranged from how to run exchanges with other countries, to sustaining enrollment and implementing new languages or starting an immersion school. I was astonished to learn that the Midwest has so many immersion and dual language schools for Chinese and other languages. There are many states with outstanding language programs. This conference took us all outside of our bubble to see that great programs are emerging in the early grades. We also learned that everyone can take two steps forward and one step back. The struggles are the same but teachers and administrators prevail and keep advocating.

I am lucky to have had the chance to travel to these conferences. I returned feeling invigorated and full of new ideas. Next year, find a conference and go. Reach out to others and attend all the presentations that you can. It does not matter if it is local or a long way from home—either way there is always something to learn.

### Interesting Confucius Classroom statistics:
- HanBan Society: More than 200 on staff
- United States: 100 schools in 27 states (2 CT schools were chosen at inception)
- First Confucius Schools: 2006
- International participants: 665 schools in the World
- 2014: 20 schools added to network

### Confucius Classrooms in CT:

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<td>CT</td>
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802-440-4710  matsl@bennington.edu  www.bennington.edu
Make Your Next Move Count!

The ACTFL Annual Convention brings together more than 6,000 language educators from all languages, levels, and assignments. The World Languages Expo offers more than 250 exhibiting companies, showcasing the latest products and services for you and your students.

Hear Annie Griffiths, international photographer and philanthropist, speak about designing a life and career as a globally competent individual at the Opening General Session.

Choose from more than 600 enriching educational and professional development sessions covering a wide spectrum of the language profession, including the latest in technology, assessment, cultural proficiency, and more!

 Earn CEUs for attending professional development workshops and sessions.

Visit www.actfl.org for all Convention information and updates
Pedagogy and Methodology

Top Tips For Sharpening Language Skills This Summer

By Talia Sussman (5/27/2014)

Once the school year has ended and students are no longer in class every day, it can be difficult for them to maintain the language skills they learned throughout the year. But practicing and working with the language can be easier than you think. The more students interact with the language, the better they are able to get back into the swing of things come September. Here are some quick tips to help students maintain and sharpen their language skills:

- **Use technology.** Tablets and smart phones offer a wide range of applications (apps) in many languages. Even if the apps do not concentrate on vocabulary learned in the classroom, they offer the chance to continue interacting with the language in a fun way. Duolingo is one free choice.

- **Listen to music.** An important part of maintaining language skills is to continue interacting with the language. Listening to music is a great way to pick up new vocabulary and to get to know the culture of the language as well. If local radio stations do not provide international music stations, there are various Internet radio stations that do. From Top 40 hits to more cultural music, it can all be found online.

- **Read a good book.** Reading children’s picture books in the target language, especially one that is familiar, is a great way to continue practicing over the summer. Books, such as “The Hungry Caterpillar” or “The Cat in the Hat,” are available in a wide range of languages. When children read books with which they are familiar, there is more focus on the language and often they can pick up new words easily. Many bookstores and libraries carry picture books in multiple languages, and many books are available through online retailers as well.

- **Watch a favorite movie.** Many of today’s movies are available in multiple languages through the movie menu. Watching a movie in the target language provides students with an incredible amount of language. In watching a well-known movie, students can concentrate on the new language and not so much the content of the movie. Animated movies are an especially good choice as they are often available with target language subtitles as well. If you cannot find movies in the language you desire, YouTube offers an incredible wealth of material.

Missing CT COLT History

Can you help find missing documents?

- Fall Conference Notebooks
- Poetry Recitation Contest Planning Notes
- And PICTURES!!!

In preparation of our 50th anniversary, we are missing our history in pictures... Please scan those pictures from our past and send them to Linda Dalpe contact: lindald001@aol.com

Interested in joining this committee??? To join us in recapturing our past to plan for our future, please contact Linda Dalpe.
Focus on the word of the day. By focusing on one word a day, students can easily add to their vocabulary. Use the word in as many different ways and settings as possible. Another way to use the word of the day method is to find words in the target language in and around the community. More so than with words from a dictionary or website, these vocabulary pieces are meaningful and allow students to connect their language with their surroundings.

Talia Sussman is a certified K-12 Spanish teacher with endorsements in ELL, bilingual education and social studies at the middle school level. She is in her third year teaching third-through fifth-grade Spanish in the north suburbs of Chicago. The six years previous to that, she taught sixth through eight grade in the same district. She currently participates in a program with the Illinois Council for the Teachers of Foreign Language (ICTFL) to develop assessments that demonstrate student growth and meet the changing needs of World Language programs.

CT COLT NEWS

CT COLT Cadre of Professional Trainers: An Update

by Elizabeth Lapman, CT COLT President

It gives me great pleasure to announce that the CT COLT Cadre of Professional Trainers will offer its first 2 modules at the 2014 Annual CT COLT Fall Conference. The modules are entitled “Staying in the Target Language: Let’s make a plan!” and “Digital tools to promote collaboration & build communication skills!” These topics were chosen as the most “desirable” based on the survey results submitted by World Language educators across the state in March 2014. Since then, members of the CT COLT Cadre of Professional Trainers have met and collaborated on the creation of these modules and will begin to offer them to individual districts in January of 2015. Additional information regarding the modules and costs will be provided at the fall conference. I invite you to learn more about this new initiative by reading the FAQs included in this article and by signing up for one and/or both of these modules at the fall conference.

I’d like to give a very special thanks to the members of the Cadre who volunteer their personal time and expertise in order to provide professional development and enhance World Language programs! I’d also like to extend our gratitude to Phyllis Jones, K-12 PE/Health Coordinator at Regional School District 10 in Burlington, CT and Jean Mee, the CT State Department of Education Consultant for Physical Education and School Health Education, and professor of exercise science for their on-going support and assistance with the debut of this initiative!

FAQs

What is the purpose of the CT COLT Cadre of Professional Trainers?

The purpose of the CT COLT Cadre of Professional Trainers is to increase the number of quality professional development programs offered to assist school districts and world language in quality program improvement.

How will the CT COLT Cadre of Professional Trainers accomplish its purpose and goals?

The CT COLT Cadre of Professional Trainers will build capacity and promote world language program improvement throughout the state by:

- Increasing the number of qualified professional trainers available to schools to address program improvement areas including, but not limited to, curriculum evaluation and development; best teaching practices; education innovation as it pertains to world language
- Increase connections between world language and other discipline areas
- Facilitate networking among world language professionals, including those in the field of practice, administration, higher education, and research, for improved world language programs

What skills must I possess to become a member of the CT COLT Cadre of Professional Trainers?

- Credibility as a CT COLT member;
- Evidence of commitment (e.g., willingness to attend meetings, work on projects and ability to follow through);
- Evidence of a positive attitude toward world language and its promotion;
- Evidence of ability to work as part of a team;
- Evidence of exemplary presentation and facilitation skills;
- Availability to attend and contribute to trainings and follow-up meetings

How can I learn more about becoming a member of the CT COLT Cadre of Professional Trainers?

Contact the CT COLT President, Elizabeth Lapman at lapmane@region10ct.org.
Who Is Paul Sandrock? Getting To Know Our Fall Conference Keynote Speaker

By Lisa Urso, Southeast Regional Director

I first heard about Paul Sandrock’s work back in the summer of 2006, when I attended a summer institute for world language teachers. Jessica Haxhi, then-Japanese teacher at Maloney Magnet School in Waterbury, regarded him as a mentor, and used much of his work in the materials she used with us that summer.

I then had the opportunity to meet Mr. Sandrock last summer, when he helped present at the NNELL Summer Institute at Glastonbury High School. I was immediately impressed with his knowledge, sense of humor, and ability to inspire colleagues. He led a session of the Institute about the Common Core State Standards, a facet of 21st century education that many teachers remain uneasy about. Mr. Sandrock made me feel empowered, as he showed us all examples of how world language teachers can connect our ACTFL standards with Common Core.

A few months later, at our debrief meeting following our Fall Conference, the committee brainstormed ideas as to who should be our 2014 keynote speaker. Mr. Sandrock’s name was among those suggested. Imagine my giddiness and excitement when I learned that he had not only confirmed to be our keynote speaker, but would also be presenting a workshop session.

So who is Paul Sandrock, and why is it such news that he is going to be our keynote speaker?

A native of Wisconsin, Mr. Sandrock earned his Bachelor’s degree in Spanish and English from St. Olaf College, and his Master’s in Curriculum and Instruction from the University of Wisconsin-Madison. He served as a world language teacher in the Wisconsin public schools for many years before becoming a member of ACTFL’s board of directors in 2005. Following a two-year term on the ACTFL board, Mr. Sandrock then became the Assistant Director of the Content and Learning Team at the Wisconsin Department of Public Education. He joined the ACTFL staff in 2011, first serving as the Associate Director of Professional Development, then becoming its Director of Education the following year.

In addition to his work with ACTFL, Mr. Sandrock has authored or co-authored several publications. For the Wisconsin Department of Public Instruction, he helped write *Planning Curriculum for Learning World Languages*. He was a co-author of the ASCD book *The Essentials of World Languages, K-12: Effective Curriculum, Instruction, and Assessment*. For ACTFL, he wrote *The Keys to Assessing Language Performance*, the second book of ACTFL’s “keys” series.

Mr. Sandrock has previously delivered keynote speeches at conferences presented by such state language teaching organizations as AFLA (Alaska), FLENJ (New Jersey), KSWLA (Kansas), and NYSAFLT (New York). CT COLT is thrilled to have Mr. Sandrock share his expertise and wisdom at our Fall Conference this October, and we hope that you will attend. This is an event that you will not want to miss!

Announcement of the Winner of the 2014 Essay Contest

This year CT COLT conducted the third annual WORLD LANGUAGE STUDENT ESSAY CONTEST. For 2014, high school students considered the following quotation by Nelson Mandela: “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

Keeping the above quote in mind, students were also tasked with describing how the study of another language has made them a better communicator, by considering published research on the subject and incorporating personal experiences. A committee of four (4) CT COLT members reviewed almost 40 essays submitted by world language students from various high schools around Connecticut. We would like to take the opportunity to thank all student writers and their teachers for participating in this year’s contest, for providing their points of view and for advocating for the study of world languages.

The task of reviewing and evaluating the essays was not an easy one. This year’s essays offered very compelling reasons and insight as to why the study of world languages is essential in the 21st century, exemplified by many personal perspectives and life experiences both in and out of classroom, here in the US and abroad. In reading the essays, it is evident that the study of world languages benefits many students across Connecticut, facilitated by the hard work and dedication of their teachers. In many different ways, writers demonstrated why communication and the understanding of another culture are essential, in our diverse society and in an increasingly-globalized world. Lastly, what is new for this year’s contest is
that all students who submitted essays will be receiving a Certificate of Participation.

This year’s committee is proud to announce that the winner of the 2014 CT COLT WORLD LANGUAGE STUDENT ESSAY CONTEST is Abigail Beech from Wilbur Cross High School. The committee applauds Ms. Beech for her beautifully-written essay which references numerous documented facts, all the while framed by a powerful and compelling voice. She eloquently writes about the importance of communication and cross-cultural understanding in various contexts.

We are pleased to present Abigail with a $50 award. In addition, we are happy to provide her teacher, Ms. Angeliki Giannopoulos, with a $50 Carlex voucher. Once again, we thank all student and teacher participants in this year’s contest and look forward to the fourth Essay Contest in 2015. Please continue on to read Abigail’s winning essay.

John R. Rook and Christine Dombrowski, Co-Chairs for the 2014 CT COLT Essay Contest

The Winning Essay by Abigail Beech from Wilbur Cross High School

Class of 2016 – Wilbur Cross High School
French III – Ms. Angeliki Giannopoulos

Dear School Board Members,

In the midst of a society that speaks one of the most prominent languages in the world, the learning of foreign languages is often dismissed as having little value. I am writing to you, however, to express my firm belief that learning another language has made me a better communicator. Learning new languages helps us learn about and appreciate different cultures. According to recent studies, it can also have a profound impact on our basic cognitive abilities as well. Most importantly, it leads us to discover more about each other and our underlying humanity.

Even apart from the obvious ability to comprehend foreign speech, studying a foreign language yields understanding of other people and cultures which benefits our communication skills. Being exposed to the language of another country helps us understand their culture and view of the world. As Wilhelm von Humboldt said, “Absolutely nothing is so important for a nation’s culture as its language” (Ager). Each language is a product of thousands of years of history and philosophy. When we learn one, we unknowingly gain a new perspective. The SapirWhorf hypothesis goes so far to state that our manner of thinking and viewing the world is determined by our language (Otto). Therefore, when we learn a new one, we open ourselves up to more world views and a realm of further understanding.

Acquiring the knowledge of another language also develops cognitive skills that make it easier to understand, form, and express new ideas. Of course, the in depth study of another language makes us more aware of our own (Curtain and Dahlberg), but it also causes better cognitive flexibility, problem solving, and higher order thinking skills (Hakuta). Not only that, but learning new languages can even increase our tendency to come up with new ideas. Professor Cook’s most recent study proved that bilinguals don’t just merge the views represented in each language, “They also create new concepts that do not come from either of their languages” (It’s official: Learning languages makes you smarter).

The most significant effect from learning a language, though, is the change in one’s ideas about humankind. While before, I may have walked down a hallway listening to kids rattling out Spanish words faster than I can think and thought them completely different than me, learning French has given me a new perspective. It’s made me realize that what language you speak is only one piece of your identity. Why learn another language? “To better understand the rest of humankind,” as Philip Lightfoot says. “Language is an aspect of humanity, and learning what a fellow human speaks teaches you more about humankind as a whole. The more languages you know, the more you understand our species.” (Ager). You understand that no matter what language we speak, underneath, we are all the same.

In conclusion, though there are many who devalue the importance of foreign languages, I hope their true value is clear to you. Nelson Mandela once said, “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” It is not only the attempt of others to speak our language which should affect our heart, but our attempts to speak theirs. It will teach us about other cultures, help us form and express new ideas, and show us the truth about humanity. And, I have no doubt, learning another language will make us all better communicators.

Sincerely,

Abigail Beech

Works Cited


**2014 Poster Contest Winners**

Click on [www.ctcolt.org/pdfs/POC2014AllPosters.pdf](http://www.ctcolt.org/pdfs/POC2014AllPosters.pdf) to view the winning posters for 2014. Photos of the posters are also available on the "Photos" page of the website.

**Organizational News**

**CONNTESOL News**

By Dorothy Mulford

The 44th Annual Conference will take place on Saturday, October 25, 2014 at the Crowne Plaza Hotel in Cromwell, CT. This year’s theme is *Language—In Its Complexity*. The keynote speaker will be Dr. Kenji Hakuta from Stanford University. Dr. Hakuta is an expert on the implementation of the Common Core Standards with English language learners. Dr. Hakuta will also do a breakout session. Approximately twenty-five other concurrent workshops will be presented intended to accommodate the needs of educators who teach from elementary to adult learners.

All registration will be done online. Costs will be structured according to the time one registers. One may register at [http://conntesol.net](http://conntesol.net). Anyone wishing to present a workshop relative to the theme may do so at [http://conntesol.net](http://conntesol.net). The deadline to submit said proposal is June 30th.

In other news, Mitch Peterson and Josh Giannone have taken over the editorship of the newsletter and also have been working with a web design company to create a more manageable Mobile-friendly site. There will soon be direct links to the newsletter, conference and other areas.
McFarland Memorial Book Awards
Alliance Française de Hartford

The Alliance Française de Hartford honored 4 middle school students and 10 high school students with the McFarland Book Award on Thursday, May 22nd at Central Connecticut State University. The students were presented with both a book and a certificate of merit. Each nominating teacher highlighted the academic achievements and accomplishments of their individual students and spoke of their passion for the language. Family, friends and teachers joined the students for a reception immediately following the ceremony.

These awards are given each year in honor of our AFH past president and longtime Simsbury resident Mr. Robert McFarland as an outreach to the academic community. Mr. McFarland had a passion for the French language and for teaching. Students who demonstrate this same passion for the language and commitment to its study are nominated by their teachers. The purchase of book prizes is funded through donations from the McFarland family and other donors. For information about the McFarland Award, please contact Linda Zabor, MmeZabor@aol.com.

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
<th>School</th>
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<tbody>
<tr>
<td>Tianna Garraway</td>
<td>Linda Peer-Graves</td>
<td>Carmen Arace Middle School</td>
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<tr>
<td>Riley Gaudet</td>
<td>Véronique Subrizi</td>
<td>Canton High School</td>
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<tr>
<td>Griffin Wiles</td>
<td>Véronique Subrizi</td>
<td>Canton High School</td>
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<td>Sosie French</td>
<td>Dawn Manogue</td>
<td>East Granby Middle School</td>
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<td>Kyle Wolkner</td>
<td>Silvia Bettega</td>
<td>Irving Robbins Middle School</td>
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<tr>
<td>Cristina Lara-Agudelo</td>
<td>Linda Zabor</td>
<td>Farmington High School</td>
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<td>Michael Jones</td>
<td>Toussaint Olivetti</td>
<td>Glastonbury High School</td>
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<td>Meredith Gauruder</td>
<td>Paul Maidment</td>
<td>Manchester High School</td>
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<tr>
<td>Stephanie Nguyen</td>
<td>Paul Maidment</td>
<td>Manchester High School</td>
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<td>Michael Mayo</td>
<td>Seana Kaushal</td>
<td>New Britain High School</td>
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<td>Kayla Greene</td>
<td>Marie-Line Bruhl</td>
<td>Henry James Middle School</td>
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<td>Juliet Clarkson</td>
<td>Stephanie Duchesneau</td>
<td>Simsby High School</td>
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<td>Madison Gaetano</td>
<td>John Hegarty</td>
<td>Conard High School</td>
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<td>Rachel Sharp</td>
<td>Ann Trinkaus</td>
<td>Wethersfield High School</td>
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State Latin Day 2014

On Friday, May 2, over 1600 Connecticut Latin students from over 50 schools throughout the state participated in Connecticut State Latin Day (CSDL) at Holiday Hill in Cheshire, CT. Latin Day, a day of immersion in the language and culture of Ancient Rome, has been a tradition among Connecticut Latin students for over 30 years.

The day’s agenda was filled with a variety of learning activities as well as academic competitions, declamation, certamen (Latin quiz bowl), art displays, and athletic competitions. Students were able to choose from among a variety of presentations on such topics as astronomy, ancient coins, and Latin learning as a video game. Hands-on workshops, available throughout the day, included mosaics, laurel wreaths, pottery painting, Greek dancing, and fresco technique.

CSDL is organized and led by teachers and professors who are members of the Classical Association of Connecticut, Inc. (ClassConn). The primary goal of ClassConn is to foster
excellence in the teaching of Classical languages and civilizations within the schools, colleges, and universities of Connecticut.

News from CT Schools

STARTALK

By Grace Twardy

The Glastonbury Public Schools will be celebrating its eighth year in offering the STARTALK Discover Chinese and Discover Russian programs. The programs provide both students and current and prospective teachers the opportunity to practice languages that are not yet commonly taught across the United States by participating in a creative and engaging summer learning experience.

Announced by former President George W. Bush in 2006, STARTALK became a national initiative to increase the number of Americans who are capable of speaking and teaching what the country has declared the nine critical languages of our world today: Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu. Since 2007, the program has grown widely across the country, totaling well over 150 different programs throughout all 50 states. The Glastonbury Public Schools are one of the proud sites that have been a part of STARTALK since the beginning, making it one of the most established programs in the country.

The Glastonbury STARTALK summer programs welcome all levels, and there is no previous language study necessary for students who wish to join the programs. These intensive programs allow beginning and intermediate students to develop both their speaking and writing abilities, as well as increase cultural understanding. Students and teachers take the time in their summers to further advance their foreign language studies, and the results have been extraordinary. In many cases, STARTALK acts as the stepping stone for students and teachers who go on to have successful careers. Tyler Makepeace, a former STARTALK alumnus, shares how his experience with the Discover Chinese program opened up many doors for his future:

“My first experience with Chinese came in the summer of 2008 with the STARTALK program at Choate Rosemary Hall, where I had just finished my junior year. My experience with STARTALK led me to continue my study of Mandarin at Colgate University, to attend the Middlebury Summer Language School’s highest level Mandarin program, and finally to pursue [my masters] in China Studies at the Johns Hopkins School of Advanced International Studies (SAIS).”

The STARTALK Discover Chinese and Discover Russian programs are a wonderful opportunity for students and teachers who are looking to further their foreign language learning. These programs attract people from all over the state, country, and even across the world. This summer, Glastonbury will be offering the Discover Chinese and Discover Russian programs again for students and teachers. There will be both elementary and middle/high school classes for the Discover Chinese program, as well as two two-week long professional development sessions for teachers of Chinese. The Discover Russian program will consist of classes for middle/high school students, as well as a two-week session of professional development for teachers of Russian.

While the programs are intensive, they are filled with unique and fun opportunities for students. From field trips to Chinatown and Brighton Beach, to cooking lessons, to viewing cultural arts performances, the STARTALK summer programs allow students to become enriched by experiencing first-hand the language and culture they are studying.

For more information about any of the STARTALK Summer Programs, please contact James Wildman at wildmanj@glastonburyus.org.

Student Awards for Excellence

To view the names of all the students who received Awards for Excellence, please visit the following page:

www.ctcolt.org/pdfs/SAE2014Recipients.pdf
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Southern CT State University (203) 392-6770
E-Mail: christinedombrow@aol.com

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CLASSCONN
SHEILA HOULIHAN
(shouldihan@npsct.org)
Newington High School (860) 666-5611 X168

CT-AATF
BRIGITTE LANGE
E-Mail: brigitte@att.net

CT-AATG
CHRISTINE RAPP DOMBROWSKI
Southern CT State University (203) 392-6770
(christinedombrow@aol.com)

CT-AATSP
AILEEN DEVER, Ph.D. (Aileen.Dever@quinnipiac.edu)
Quinnipiac University, College of Liberal Arts (203) 582-8500

NNELL
KATE KROTZER (krotzerk@glastonburyus.org)
Glastonbury Public Schools

CONNTESOL
DOROTHY MULFORD (203) 576-8097 (dmulford@bridgeportedu.net)
Adult Learning Center, Bridgeport

CT COLT Web Site: http://www.ctcolt.org

OFFICIAL ADDRESS:
CT Council of Language Teachers
c/o Elizabeth K. Lapman
Lewis S. Mills High School
26 Lyon Road
Burlington, CT 06013 E-Mail: lapmane@region10ct.org
URGENT! WANTED

HOST SCHOOL for 2015 Poetry Recitation Contest

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

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

Why not Host our 2015 Recitations?

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

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

For more about this easy-to-run event, contact us today at president@ctcolt.org
Connecticut Council of Language Teachers
Serving Connecticut Teachers Since 1968

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Newsletter Submissions
Please send documents in MS Word (Times New Roman, 10 point, single spaced) and please send graphics as separate files (jpeg or gif).
Deadline for next newsletter: October 30, 2014.

Help us keep our membership records updated!
If you have moved or had a name change, please fill out the Information update form at www.ctcolt.org/pages/information_update_form.asp.