President’s Message

Happy Holidays to All!

THANKFUL! I’m thankful for my profession and for all of the opportunities it blesses me with each and every day! I’m grateful for my students, my colleagues, and my leaders who all inspire me in their own way! I’m appreciative for the organizations I’ve affiliated myself with and with the professional development they provide so that I can be the best that I can be!

I find myself creeping out of my post #ACTFL14 trance! I wonder if this happens to other participants? When I go to a conference of this grandeur and I’m surrounded by so many passionate World Language educators, I feel like a kite flying high in the sky. After a few days of my return, reality sets in and I fall into a coma-like state. Will I do it again? Absolutely! I’m already planning to attend and present at #ACTFL15 in San Diego.

So, during this season of giving and thankfulness, I’d like to share my reflections & highlights from #ACTFL14 after a 4-day weekend in San Antonio. If you weren’t able to attend this year, I encourage you to try to get there next year. No matter what the expense, the experience is well worth it!

The Assembly of Delegates: Advocacy

As the new President, I have lots of ideas but I must admit that the new role intimidates me! However, I learned a lot at the Assembly of Delegates! It appears that all world language organizations across the nation struggle to connect with new generations of educators in our field. I don’t think that we’ve networked enough yet to support, inspire and encourage one other, but after @NYSALFLT’s session on their efforts to bring more educators into their organization, I believe that the leaders from states all around the nation observed that there is power in numbers and if we work together we can accomplish this goal of modernizing and connecting! The convention led me to clearly define two priority goals during my two-year presidency: advocate for a WL CT State Consultant and for the Seal of Biliteracy award. The CT COLT Executive Committee will begin to sketch out a plan for both of these goals at our next meeting on December 8. The (10) State Advocacy Goals tool and resources that ACTFL has designed will be helpful in working on these goals!

The Workshops, the Exhibitors, the networking

I made an attempt to attend as many workshops as possible that would support me in my role as President of our organization and as Curriculum Coordinator in RSD #10. I was also able to spend time amongst the exhibitors exploring the latest resources along with making small stops at multiple kiosks disseminating valuable information by WL organizations across the nation. The sessions and exhibit halls were great and the learning was wonderful at ACTFL, but making connections with people surpassed it all! I met people from all different places, backgrounds, subject areas and positions. Based on my interactions and conversations, I’m listing what I consider to be the “hottest” topics currently in our profession. I’ve also included some people and/or organizations that I recommend following on Twitter! Lastly, it is always refreshing to connect with our own CT colleagues at an event like this! Visit ACTFL’s website at http://www.actfl.org/ to learn more and/or feel free to contact me at lapmane@ctcolt.org for further information. Follow me on Twitter at BLapman (@Lapmanek)!

- ACTFL’s Proficiency Assessments: AAPPL, OPI, WPT, RPT, LPT, OPIc
- Proficiency and empowering students in all three modes: Interpretive, Interpersonal, Presentational
- World-Readiness Standards for Learning Languages
- The flipped classroom: a strategy to improve student engagement
- ACTFL’s position statement on 90% target language
- Integrated performance-based assessments
- NSCCFL-ACTFL Can-do statements
- Comprehensible Input and Output
- Google Apps in the language classroom
- Standards-based grading in the World Language Classroom
- #Languagchat-WL Professional Learning Network
- Effective PLC model and collaboration
- CASLS LinguaFolio Online
First, we need to recognize the strengths and needs of world languages in Connecticut’s school districts. The vast majority of our schools, specifically 93% of our schools (public, charter and magnet), offer at least one world language and of those schools 80% offer more than one world language with Spanish and French most widely taught. Additionally, one third of Connecticut’s World Language programs have reported an increase in enrollment. Finally, according to Connecticut General Statutes Section 10-221a, by the year 2018 all incoming freshmen at CT public, charter and magnet schools will be required to complete 2 credits in world languages for graduation, which means that 100% of our public, charter and magnet schools will be offering at least one world language requiring even more certified world language teachers.

The potential to make World Languages integral to Connecticut’s high school curricula rests however on the availability of new teachers to fill the open positions we currently have, and to fill the future open positions which will come from the World Language credit requirement. Our legislators are using the status of World Language teachers as a shortage area, to argue for a removal of the 2 credit requirement for graduation since there will not be enough teachers to ensure students can achieve this goal. In Connecticut 10% of World Language teacher positions remained unfilled in the 2012-2013 school year. Many districts are finding themselves filling positions with DSAPs or even with substitute teachers who cannot even speak the world language classes they are covering for. We need to act now on behalf of our students, our programs and our profession by inspiring the next generation of world language teachers! But how?

CT COLT brings attention and a new momentum to world language education in Connecticut through not only such events as our annual Poetry Contests, but also through new Round Table discussions, special “New Teacher” workshops at our annual Fall Conference, the creation and distribution of free materials promoting language learning and recruiting new World Language teachers. Change must start in our middle and high schools with teachers encouraging their students to continue their language studies beyond secondary school and pursue language majors at the college level. We encourage you to use CT COLT Why Study World Languages brochure and Why Become a World Language Teacher to inform your guidance counselors, parents and students about the career options in Connecticut schools for language majors, as well as

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the benefits these careers offer. Encourage your students who demonstrate an interest and potential for languages and teaching to think about becoming a World Language teacher. Enliven your students’ interests in studying world language by taking part in CT COLT student contests, as well as other world language events hosted by language organizations and universities and colleges.

Just as important is the bridging of our high school world language programs with those at our universities and colleges, especially those with Foreign Language Certification programs. As high school teachers we need to prepare our students as thoroughly as possible, so that when they enter college they can place out of first-year language courses and begin their world language degree programs sooner. Currently we have approximately 10 accredited World Language Certification programs in our state each with an average of about 5 students per year graduating with an Initial Educator Certificate in World Languages. These low numbers need to change, if we are to address the shortage in world language teachers in Connecticut and ensure that our programs thrive and grow.

Finally, I would like to encourage all of you to remain positive in your attitudes about your profession. I realize that this is a difficult and challenging period in teaching for all subject areas. World Languages, however, and the passion we feel for them should be the emphasis and what we convey to our students and future world language teachers.

Please consider sharing your world language expertise with your colleagues by submitting a proposal to present a workshop at this conference.

Please visit the following page on the CT COLT website to propose a workshop: www.ctcolt.org/pages/fcworkshopproposalform

the Seal of Biliteracy
By Elizabeth K. Lapman

The Seal of Biliteracy was much discussed at #actfl14 and I have targeted it as one of my two priority goals during my two-year presidency. I’m sharing a few FAQs for you to become better familiar with this initiative and I encourage you to contact me with your thoughts and input at lapmane@ctcolt.org.

You can find the following and additional information at http://sealofbiliteracy.org/.
**What is the Seal of Biliteracy?**

The Seal of Biliteracy is an award given by a school, school district, county office of education or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual.

**Why Implement it?**

The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

**Who Awards the Seal?**

The Seal of Biliteracy was designed to be awarded by school districts; however, an individual school site or school program may also decide to implement the award.

**What is our status here in CT in regards to the Seal of Biliteracy?**

The CT COLT Executive Committee is currently devising an action plan and invites suggestions and ideas from CT educators across the state.

**Inside Out Project**

By Grace Twardy, Providence College, Junior

As a part of my Community Organizing class at Providence College, my partner Michaela Bolotin and I chose to bring the Inside Out Project to the Smith Hill community of which Providence College is a part. The Inside Out Project is a global art movement that transforms messages of personal identity into works of art. The project was started after Parisian street artist, JR, won the TED prize in 2011 and received a grant to "spark global change."

Formally known for his large-format street pastings, JR created the Inside Out Project and asked people to help him turn the world "inside out." The Inside Out Project allows us to identify ourselves, stand up, and make a statement. Through these displays, we are conveying a message with the potential to change our communities and the world. The project is simple: you gather a collection of people’s portraits, from the shoulders up, and create a life-size photo collage in a public display.

To date, there have been a total of 902 group actions with 223,927 portraits across 112 countries. We are the first people to have brought the Inside Out Project to Rhode Island. I was initially drawn to the project because I believe in the importance of community building, and we wanted to unify the many people who call Smith Hill their home by strengthening those connections and relationships. We all have a story to tell, and by sharing our stories, we can build a better sense of community. Having our individual portraits placed side by side allows us to express our own individuality, but also show how we are part of a collective group that has the same beliefs. Each project has to come up with a public statement, and ours is:

- We are not separate communities living in one space;
- We are a group of individuals that form a diverse community;
- We live on different streets;
- We come from different places;
- But, together, we are Smith Hill.

For our project, we were able to gather a total of 49 participants made up of Providence College students and faculty, as well as a combination of community members from cafés, businesses, and people just living in the area. Although the project only lasted one day, it sparked a lot of great conversations within the community, and that was our goal.

This past semester was a great learning experience for the two of us and we look forward to bringing the project back next year as an Independent Study and try to capture all of the different communities that make up the whole city of Providence. We have learned many thing, but one thing that we have learned is that we all have a story to tell, and where we live plays an important role in what we do and how we do it.

For more information about our Inside Out Project please visit: [www.insideoutprovidence.weebly.com](http://www.insideoutprovidence.weebly.com)

**Personal Perspectives**

**Life after Retirement? Now what?**

By Linda Dalpe

“For everything there is a season…” This is one of my favorite passages, one that so often guides me to make decisions or bring understanding to my life. After 39 years of teaching with 12 of
those years serving as the WL dept chair and with February
approaching (the defining month to make that decision to file
retirement papers in most districts), I paused to ask myself the
question “Do I stay or do I file?” For many reasons I decided
to retire while I still loved my students, I still loved teaching,
and I still believed that I had so much more to give to my
profession in a different way. My friends and colleagues
responded “you?” in disbelief. For me, it was time to step back,
pull out of the high speed lane, and reinvent myself. My vision
of retirement was that I would be sitting around eating bonbons,
with all this time to finish the long list of projects that I had set
aside, of picking up my hobbies that I once had time for, of
actually taking daily walks, and traveling. I’ve discovered
something surprisingly different than what I expected in my
new reality.

I’ve discovered that there is an extra day in the week. Sunday
is no longer spent on lesson plans, correcting papers, writing
quizzes, collecting data, planning meetings, and filling in the
calendar on the refrigerator with meeting commitments, what’s
for dinner for the week, when will I get to the grocery store, and
when can I squeeze in an errand or hair appointment. I’ve also
discovered that it takes months of training Carmela the cat that
I don’t have to get up at 5:30 anymore, and to stop walking all
over me and tapping my head to wake up. But old habits are
hard to break, and so, I am usually up by 6:00 to sit quietly and
have my coffee (such a new luxury). This is the time when I
can contemplate life, before I get the text “Mom, I need you to
be here to babysit at 8 today.”

Who knew, that I would be absolutely delighted to be able to
provide this service for my daughter, as my own mother had
provided for me? And who knew that my grandbaby would
have me totally wrapped around his finger at only one hour old?
Did you know that there is a whole different crowd that shops
at Walmart at 6:30 in the morning, or 10 o’clock at night
because there isn’t enough time in the day to go during normal
hours?

So, actually I’m not really retired, between teaching summer
courses at Asnuntuck, a fall course at Quinnipiac, babysitting 3
days a week, and Saturday mornings, and becoming even more
involved in CT COLT than before. I recently was talking to
another retired adjunct, and she asked “you are still involved
with CT COLT? But why? You’re retired.” No, I’m just
reinventing myself...

When others were giving their time to our profession to
advocate for us, to provide professional development, to help
me showcase my students through the many contests and
awards, and to be a voice at the state department of education,
I was raising my family, continuing with more degrees, and
building my career. When I was able, I served on the board and
was extremely active, while other times, I was only able to
quietly support the organization with my membership and take

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.
committees, I can say that the intellectual stimulation and the energy that I got from working side by side with so many talented professionals, whose lives were just as busy as mine, but who believe as I do, that it is important to contribute to the profession and discipline that we love, was simply beyond description. I marvel at their energy, their passion for our profession, their ability, despite their many other commitments, to find time to offer their talent to our colleagues through committee work, to give workshops at the fall conference, technology, conference, or to serve as a judge for poetry, poster or the essay contest.

I marvel at the continued commitment of the retired teachers who sit beside them still involved in the business of CT COLT and I applaud their dedication. You see, one of my biggest fears about taking that step into retirement was becoming obsolete, and losing my proficiency in a language that I worked so hard to attain. By being involved in CT COLT and by going to Salamanca to take a two-week course offered to teachers on methodology, technology, and linguistics, I plan to stay at the top of my game.

I care about my profession and what is happening at the local, state and national levels. I watch the cyclical swing between having the strong support of a world language consultant at the state department of education, and being without. I am very concerned about this downward trend of the importance of world language study. I hear the rhetoric that we must “prepare our students with 21st century skills to compete in this global economy” while at the same time I see language programs being cut, teachers being cut, and the attrition of students taking language beyond a minimum requirement. I continue to be passionate about the importance of convincing young people to become proficient in another language if they want to be competitive in the world of job acquisition and security. For that reason, retirement does not mean to abandon a profession that I have dedicated the majority of my life. It is the season to contribute to the work of CT COLT in as many ways that I can. They say if you want something done, choose a busy person, because they always manage to make it happen. While I have “technically” retired, I see my role clearly in the profession that I love - and CT COLT is important to that role. Won’t you join me on one of the many committees that is working to support what we do? Don’t you have a few spare minutes to spare, if not at a location, perhaps from your armchair?

For more information about what you can do, contact any board member or Linda Dalpe at lindald001@aol.com.

Methods and Materials

¡Adiós Piñata! Engaging Students in More Meaningful Grammar Practice

“What’s Your 22-Hour Piñata?” by Allison M. Vaillancourt was published by The Chronicle of Higher Education (28 Jan. 2013. Web. 15 October 2013) as a cautionary tale to all who yearn to use their time more productively in the workplace. I found her opening example particularly interesting as a world language professor who sometimes teaches future k-12 Spanish teachers:

A couple of years ago, my daughter’s Spanish teacher required students to design and construct a piñata. Being ever ambitious, my daughter — who was 16 at the time — designed something quite large. The design was approved, the papier-mâché process was a success, and a weekend was set aside to glue on tiny squares of tissue paper to create a beautiful butterfly.

My daughter began the project with great determination, but after an hour and a half of focused work, she began to express despair. Based on the remaining surface area, she calculated that the tissue-gluing process would take at least 16 more hours. As soon as the projected time commitment became fully apparent, I urged her to rethink her weekend plans. “It seems to me,” I said, “you can either design a smaller piñata or dump this project and do all of your other homework instead.” My advice was not well-received and I got a lecture about the importance of excellence in all matters. “I can’t believe you are
telling me to be a slacker,” my daughter practically hissed.

I persisted, of course. “This is a ridiculous project and does not merit this much energy. Other than gaining a more profound appreciation for the patience of people who make hand-made piñatas for a living, you aren’t going to get anything out of this experience. Not everything in life is worth doing well. And some things aren’t worth doing at all.

My advice was ignored and the gluing continued, not for a total of 16 hours, but for a full 22.

Although most parents and teachers understand the value of persistence and struggle inherent in the learning process, the important issue to consider for educators is whether persistence and struggle ought to be academic end goals in and of themselves. With a laborious arts and crafts project like the handmade piñata described above, it is a student’s tenacity to complete it that is truly being tested rather than comprehension and command of the Spanish language. (Of course, making a piñata can be a profitable learning experience if done in a thoughtful, regulated way. Students might work in teams, for example, and also research the origin of this tradition to share with students in lower grades.)

Most would agree that a measurable gain in students’ content knowledge should be the goal of conscientious educators when planning assignments. Chris Edley, dean of the University of California, Berkeley, Law School, and a member of the federally chartered Equity and Excellence Commission, importantly notes that across the broad spectrum of subjects and geographic locations “only about one in five American students is performing at the average level of the handful of leading countries” (“Commission’s Report Outlines Education Priorities.” NPR, 25 February, 2013. Web. 22 Sept. 2013). In the same NPR report, Stanford University professor Erik Hanushek, also a member of the Equity and Excellence Commission and a Hoover Institution senior fellow, affirms how essential it is to make “sure that every kid in this country gets high-quality education that they deserve and that they need”. Meaningful learning for all students begins with the productive use of time both inside and outside of the classroom. Becoming more intentional as educators about the value of the work we assign our students is crucial to their success and ours as professionals.

Reflecting on academically rigorous assignments inevitably leads to the specific challenges, though, that teachers of world languages face. Through sobering experience most of us come to acknowledge that some parents, students, and even a few administrators and colleagues consider a foreign language an “add on” subject. Unlike English, math, or science, a foreign language is too often viewed as neither necessary nor important. Language teachers find themselves perennially defending their right to exist in the curriculum mostly by showcasing how learning a second language supports student's knowledge of their own language. Daniel Ward, editor of Language Magazine, writes in the September 2013 edition that studying “any second language helps students better understand and appreciate English. Learning a Latin-based Romance language also leads to better understanding of English grammar and provides a great springboard for acquiring the academic English vocabulary fundamental to the Common Core Standards” (6). Additional challenges faced in particular by teachers of Spanish include perceptions that the language is easy to learn and that Spanish class should be routinely entertaining.
As we know well, acquiring proficiency in any second language involves dedication and hard work; fluency does not happen after only a few months of study. The origin of this myth partly derives from charlatanistic advertisements that guarantee total fluency in mere weeks or even days if customers purchase a company’s product. Doing a google search by typing such phrases as ‘learn a second language in days’ or ‘learn a second language in your car’ or even ‘learn a second language in your sleep’ can prove quite instructive as to what is on the market to avoid almost any work at all.

To make perceptual matters worse about learning another language, for decades grammar exercises both in textbooks and frequently, too, practice sheets created by teachers themselves have consisted of random, disconnected sentences that are sometimes negative in tone and trivial in content. A nostalgic look back at two textbooks of Spanish from the sixties and seventies reveals interesting sociological insights but especially underscores how little has changed when we consider the pessimistic, haphazard, and sexist nature of grammar practice that prevails today. The following translation sentences come from various exercises in F. Courtney Tarr and Augusto Centeno’s A Graded Spanish Review of Grammar with Composition with the renewed copyright of 1961:

1.) What are you doing with that gun?  (p. 49)
2.) The postman kicked the gardener’s dog.  (p. 139)
3.) Her black eyes and dark complexion made her pass for a Spanish woman.  (pp. 147-148)
4.) He is more wicked than Barabbas.  (p. 160)

These translation sentences are taken from Present-day Spanish by Bernard Levy published in 1970:

1.) The savages who were wearing felt derby hats cut a queer figure.  (p. 66)

2.) a. Essentially the cause of the suicide came down to a motive about which there was nothing peculiar.  b. It was the well-known case of the girl whose family had come down in the world after failing in business.  c. Rather than adapt herself to the financial straits of her new situation, she preferred to take her life (commit suicide)  (p. 94)

3.) The police fired at those who led the demonstration.  (p. 100)
4.) The teacher failed (flunked, student slang) half his students.  (p. 100)

Perhaps what is most concerning about such gloomy grammar practice is the educational emptiness of these sentences. If improving the perception and process of second-language learning is a goal, we would be wise to heed the advice of Brigid Burke in her 2012 article “Experiential Professional Development: Improving World Language Pedagogy inside Spanish Classrooms” published in Hispania: “Language should be taught in context with a focus on meaning as opposed to on disconnected grammatical structures” (726). Yet our own students are well accustomed to disjointed, monotonous, and depressing grammar exercises. They regularly translate sentences and fill in blanks about people cutting themselves (reflexive pronouns), hating each other (reciprocal pronouns), killing someone (personal ‘a’) and dying suddenly and violently (preterite vs. imperfect). Furthermore, students are recurrently exposed to sexism in grammar practice. Third-person singular verbs (comió, vivió, habló) in model sentences, for instance, are almost always translated as ‘he’ (he ate, he lived, he spoke) rather than alternating with ‘she’ even once in a while. Generic proverbs are also typically translated with ‘he’ as in Es más buen que el pan (He is as good as gold). The first-person plural feminine pronoun ‘nosotras’ (we) and the second-person plural familiar feminine pronoun ‘vosotras’ (used in Spain) if included at all, still receive parenthetical status when the @ symbol can now conveniently stand in written Spanish for both the ‘a’ and ‘o’.

A challenge to teachers of all languages and levels, then, is to choose our textbooks thoughtfully and create sensitive grammar practice that both intrigues and increases students’ knowledge in the subject. By presenting interesting information about the Hispanic world, we capture our students’ attention and contribute meaningfully to their learning. We owe it to them to research and/or write textbooks ourselves that showcase grammar in a rich context of poems, proverbs, songs, and selected grammatical exercises with relevant cultural information. I explain to my future teachers that a considered approach to grammar practice produces learning that is subtle yet significant. Despite the many hardships that confront us as language professionals, we cannot succumb to the kinds of pressures that lead us away from providing all of our students with the best education possible. Knowing that they will touch the lives of so many students of their own, I share and model a simple way to broaden language and cultural competency by interweaving cultural information so students learn in a very natural way. What I present here is not revolutionary but rather a reminder of how important it is to reflect on what we do as we prepare students to acquire a firm foundation in our subject.

This strategy is for beginning and intermediate students and centers on culturally-themed grammar practice consisting of the following steps: 1.) the teacher first explains the grammatical point(s) with relevant examples 2.) the teacher distributes fill-in-the-blank exercises that students complete in groups of 2-3 in class or individually for homework 3.) the teacher solicits answers from students who are instructed to give only the response in the blank 4.) the teacher writes the answer on the board and explains the reason for the answer 5.) finally, after students have given all of the answers and the teacher has verified their accuracy, the teacher then asks for volunteers to read each sentence in its entirety. As all of the correct answers are now filled in, teachers will find even normally reluctant students wanting to participate. (If a student mispronounces
words, I advise my future teachers to correct the mispronunciation by simply repeating the sentence so as not to discourage participation.) If the teacher has access to a computer and projection, the teacher can show pertinent maps and photos from google images or brief video clips related to the cultural content of the grammar sentences. This format grants teachers and students the opportunity for interesting exchanges (many time using the target language too). Below are examples of thematically-linked sentences in Spanish practicing the present indicative of the verbs ‘to be’ (ser and estar). I have translated the sentences into English because this approach can be used in any language:

1.) Puerto Rico ______________________ en el mar Caribe.

1.) Puerto Rico is in the Caribbean Sea.

2.) La isla __________________ aproximadamente el tamaño (size) de Rhode Island y Delaware juntos.

The island is approximately the size of Rhode Island and Delaware together.

3.) El clima de Puerto Rico____________________ suavemente tropical.

The climate of Puerto Rico is mildly tropical.

4.) Los indios llaman a la isla Borinquen y por eso, mucha gente dice que ___________ boricua or boricueña y no puertorriqueña.

The Indians call the island Borinquen and because of that many people say they are boricua or boricueñ@s rather than Puerto Ricans.

5.) Puerto Rico ______________________________ una comunidad autónoma de los Estados Unidos con su propia constitución desde 1952.

Puerto Rico is an autonomous commonwealth of the United States with its own constitution since 1952.

6.) El inglés y el español __________________ las lenguas oficiales de Puerto Rico.

English and Spanish are the official languages of Puerto Rico.

Other sentences that could be added include descriptions and commentary about famous areas such as El Viejo San Juan or La Fortaleza del Morro.

Sample sentences that are not thematically connected but add to students’ overall cultural knowledge and also stimulate conversation include these practicing the present indicative of irregular verbs. I have also translated these sentences in English:

1.) El festival de San Fermín en Pamplona, España, _______________________ (comenzar) el 6 de julio y acaba el 14 de julio.

The festival of San Fermín in Pamplona, Spain, begins on July 6th and ends on July 14th.

2.) Nosotr@s ________________________________ (seguir) con nuestro sueño de viajar a Machu Picchu, la antigua ciudad fundada por los Incas en los Andes.

We keep (alive) our dream of traveling to Machu Picchu, the ancient city founded by the Incas in the Andes.

3.) El rey y la reina de España __________________________ (tener) dos hijas y un hijo y vari@s niet@s.

The king and queen of Spain have two daughters and one son and several grandchildren.

4.) ¿____________________________ (poder) tú decirme cuál es el río más ancho (wide) del mundo? Sí, el Amazonas en sudamérica es el río más ancho y contiene pirañas.

Can you tell me which is the widest river in the world? Yes, the Amazon in South America is the widest river and there are piranhas in it.

5.) ¿______________________________ (servir) vosotr@s churros y chocolate aquí?

Do you serve churros and chocolate here?

6.) Costa Rica no __________________________ (querer) un ejército (army); desde 1948 Costa Rica no tiene ejército.

Costa Rica does not want an army; it hasn’t had an army since 1948.

7.) ¿Qué __________________________ (pensar) tú de todas las mujeres presidentas en Latinoamérica?

What do you think of all the women presidents in Latin America?

If teachers find themselves pressed for time, they might recall and insert a few scattered sentences into a practice sheet that contains cultural information from their own travel and educational experiences. A sentence about Miguel de Cervantes as the author of Don Quijote de la mancha, for example, contributes to the students’ general knowledge and could even lead to some thought-provoking discussion. Approaching grammar by embedding culture from geography to gastronomy allows for more communicative language possibilities.

Learning becomes more memorable and meaningful for students when grammar instruction is contextualized.

I also encourage future teachers to consider compiling a collection of theme-based grammar practice eventually to publish into a workbook with companies like Pearson’s or
Cengage that do custom publishing. Perhaps the teacher and the students or language departments together could co-author a compilation of theme-tied or “stand-alone” culturally relevant grammar practice. Students would approach practicing grammar more eagerly knowing their peers have helped to create it.

As educators we have an obligation to our students to be prudent and purposeful in the assignments we ask them to do. Rather than gluing piñatas (or making posters with taped-on magazine pictures), provide students with learning experiences that will serve them (and our communities) well in the future. When doing our lessons, let’s bear in mind that students in other countries are probably not each cutting and gluing fifty stars and stripes on banners in their English classes while studying about the United States.

Flipped Classroom
By Amy Schlett

A popular new trend in teaching is the flipped classroom. I’m sure you’ve heard about it and I’m sure you are skeptical. I had the opportunity to meet a pioneer of flipping classrooms, Jon Bergmann. Many of the ideas here I learned in a session with him and am glad to pass on to you! Many teachers are confused as to what this is and what its benefits and drawbacks are. Well, after a few weeks of piloting this method, I’m here to share what I’ve learned by hitting the ground running!

Have you ever had that feeling of being lost in the homework even though you were paying attention in a class and thought you understood it at the time? That’s when I want to be there to help my students. Defining my flipped classroom is easiest done by telling you what it’s not. It’s not a complete replacement to direct instruction. My class is not a lecture class, but since we see most of the grammar explanations at home, we engage in more practice and communicative activities. Students in my classes take notes at home and interact with the information with a couple of guided practice questions before stepping into class. They come prepared with questions that their peers and I can answer. My classes focus on production and practice. I want to be available to help my students when they need me the most.

So what about these videos? Most of the videos I make are created with Explain Everything. If I already have a PowerPoint made, the time it takes me to create the video is only the time it takes to explain the concept. Then that same amount of time to upload (on its own of course!). According to Bergmann, videos shouldn’t be longer than 1 to 1 and ½ minutes (added) per grade level. Truth be told, most of my videos are shorter. Even though we learn grammar topics outside of class, I still engage in direct instruction with my students. Nothing can replace us. Videos cannot replace us, even when we create them. The point isn’t to eliminate the teacher, but to increase our contact time with students in a way that will increase their understanding, their responsibility for their own learning and lower frustration. Your students will still need you to guide them and provide them support.

Some of my students don’t have internet at home. To help them access the video, some have study halls during the day. Others get a video file from me on flashdrives, and those who choose not to do their homework (these students will always be with us) watch the video in class and don’t get to participate in some activities. They are still held accountable for the work, including what they miss in class. Students learn fast that missing the video is a bad idea. When my students are absent,
they don’t miss the lesson. I don’t have to schedule appointments to explain the instruction they missed in class, because they have access to the same explanation that everyone else received. Some of my students need extra processing time. They get to rewind the video, pause the video, and re-watch if they need to.

Although there was a learning curve creating the videos, I stuck with it. I can choose to do something that helps my students who are struggling. All of my students are benefitting from this format including the ones who do well. When I ask my students if the videos are helpful, and I get a response of “yes” from every single one, I know that it is worth the work.

selected to host this gathering once again because of their continuing efforts to meet the needs of CT COLT.

This year’s conference theme was “World Languages: The Common Core to Communication”, with numerous workshops centered around the theme. The highlight of the conference was the keynote address. Paul Sandrock, Director of Education at ACTFL, gave a speech about how the ACTFL World Readiness Standards add a new layer to the Common Core. Mr. Sandrock grounded this idea around the theme of communication. When one communicates, not only does one explore language, one explores communities and engages with the world. He emphasized that language learning is not just about exchanging pleasantries during conversation, but having awareness and understanding about other people and cultures. Throughout our language teaching and learning, Sandrock stressed, intercultural awareness cannot be left out; in fact, it must be central.

**Essay Contest for 2015**

*Topic:* *Lead With Languages: Global Skills for a Competitive Edge*

How will the study of Modern Languages better prepare U.S. students for 21st Century careers in our ever-expanding global world?

**Essays Due:** April 1, 2015

**Winner Announced:** May 1, 2015

**Requirements:** Teachers must be CURRENT members of CT COLT

- FIVE essay submittal limit

**Contacts:**

- John Rook (rookj@glastonburyus.org)
- Christine Dombrowski (christinedombrow@gmail.com)

For more information, please visit www.ctcolt.org/pages/essay_contest.asp.

**CT COLT News**

**Teachers Experience the Common Core to Communication at the Fall Conference**

Over 400 world language teachers from the state of Connecticut attended the annual CT-COLT Fall Conference on Monday, October 27th, 2014. The CoCo Key Resort in Waterbury was
Following the keynote, Mr. Sandrock presented a workshop about the ACTFL proficiency measures. He offered strategies to help teachers advance their students along the ACTFL proficiency continuum. He stressed that it is crucial to keep the big picture in mind when teaching a language; one can and should use upper proficiency levels to help plan novice-level activities. At lunchtime, he was available to speak individually with conference participants and sign copies of his book, *The Keys to Planning for Assessment*, which could be purchased near the Ways and Means table. He was joined by global educator Stacie Nevadomski-Berdan, who also signed copies of her latest book, *Educating Global Children*.

Each year we are honored by and appreciative of the many dynamic educators who volunteer their time to share their expertise to their colleagues. Workshops offered this year included the alignment of reading assessments with both the Common Core and Advanced Placement standards, Common Core instructional strategies for teaching and assessing reading as well as sessions that explored culture, technology, and job searching and hiring process for new and veteran teachers. Additionally, sessions were presented in Italian, Spanish, French, with many other workshops providing examples from classes in German, Chinese, Ancient Greek, Latin, and Russian. This wide variety of workshops offered attendees a wealth of information to take back to their colleagues and classrooms as they take more responsibility for their own professional development. CT COLT welcomes new presenters each year, and encourages you (or a colleague that you know who does something really well) to consider sharing your expertise and submitting a proposal on line for the 2015 conference. Watch for the call for proposals.

During the session breaks, participants were able to visit the great variety of exhibitors that once again filled the ballroom. CT COLT is appreciative of the many companies who continue to support the work of CT COLT by helping to keep the cost of the conference manageable by their presence. With so many textbook companies that have merged we have watched some of our familiar faces change companies or move on to new jobs. Sadly we have experienced many of our favorite exhibitors limit expenses and the distance they travel to conferences, or have gone out of business. By visiting and supporting the exhibitor booths, they will continue to return to our conference. If you know of a particular vendor that you would like to invite to our conference have them contact the committee through the CT COLT conference exhibitor page of the ctcolt.org website.

A popular highlight of the conference continues to be the table full of themed baskets with the contents of each valued well over $100. Many items for the baskets were generously donated by CT COLT members and community members, often being carried back in suitcases from a trip abroad. A special treat in the “swag bag” for all participants was the new CT COLT portfolio as well as a new CT COLT folder. Additional items available for sale on the ways and means table were CT COLT portfolios, folders, pencils, pens, water bottles, insulated grocery bags, lunch bags, lanyards, key tags and mugs. These special items will be available at the CCSU spring conference as well as can be purchased by contacting Paul St. Louis at sales@ctcolt.org. It is hoped that as you use some of these products, it will provide you with an opportunity to share information about CT COLT and the importance of uniting in our profession by becoming a member. By speaking as one voice, we will be able to affect more change within our profession at the local, state and national levels.
Many thanks go to our Fall Conference Committee for their diligent work year-round on this event. New members to the committee are welcome as the planning for the 2015 is now underway. Interested? Contact anyone on the executive board. Visit the ctcolt.org website often to see what is happening within our organization as well as to contact any member on the board with suggestions, or to work on any committee.

Remember to save the date –

Lead with Languages:
Global Skills for a Competitive Edge
Monday Oct. 26, 2015
at the CocoKey in Waterbury, CT

COFLIC Corner
By Linda Dalpe

The first meeting of COFLIC (Coordinators of Foreign Languages in CT) met in November and was hosted at CCSU. COFLIC is a subsidiary sponsored by CT COLT and meets 4-5 times a year. The secondary arm of the state language teachers organization gives coordinators and /or supervisors, an opportunity to share information, problem solve, and network with colleagues involved with the supervision of their departments. The history of CT COLT includes strong collaboration between university professors and secondary schools. World Language leaders are urged to speak to their colleagues and encourage them to join CT COLT in order to advocate for the needs of language teachers as one voice while at the same time receiving the multitude of benefits of such membership. The new pamphlet “Why Join CT COLT” will be made available as a pdf file and sent to all COFLIC members to disseminate to their departments.

During this year’s first “think tank” meeting, coordinators discussed the direction of COFLIC and the enormous and ever elusive task of updating the contacts of all coordinators across the state. In an effort to collect this data, fall conference participants were asked to give us the name and email of their supervisors near the registration table. A second collection site was available on the conference evaluation survey. CT COLT then sent out an email to members requesting this information in a Google docs response link. Unfortunately, we still have a very incomplete list. In the past, a state world language consultant not only advocated on our behalf, but maintained important statistics regarding program information from district to district to include the ever changing roles that supervisors play in each district. The need for a new survey to gather information that is not available from the state was discussed. Our goal is to have all contacts updated by mid-December and the survey will go out to COFLIC contacts in January to help solidify the needs of our members. The group agreed that there is a desperate need for the reinstatement of a state language

Rhyme Celebration for 2015

**Date:** Wednesday - March 18, 2015  
**Snow Date:** Wednesday - March 25, 2015  
**Time:** 5:00 - 7:00 p.m.  *(Please note new time. Snack will NOT be provided.)*  
**Hosting School:** CREC Greater Hartford Academy of the Arts  
**Location:** Theater of the Performing Arts, The Learning Corridor, 359 Washington Street, Hartford, CT  
**Chair:** Kate Krotzer  
**CREC International Magnet School Host:** Kristen Vrabie  
**Theme:** A Feast of Rhymes - Rhymes, Songs and Tongue Twisters  
For more information, please visit [www.ctcolt.org/pages/rhyme_celebration.asp](http://www.ctcolt.org/pages/rhyme_celebration.asp).
consultant. To that end, we would like to send a letter to the commissioner of education expressing this concern from COFLIC.

Additional agenda items included strategies for coordinators to encourage current language students to major or minor in a foreign language and consider the teaching profession. A pamphlet is being produced “Why become a language teacher” soon to be available in a pdf file on the CT COLT website. The frustration caused by the shortage of WL teachers in CT, i.e. not finding long term substitute teachers, inability to fill available positions or maintain current language programs that lack staff is a high priority item. COFLIC members will share this challenge with their staff and discuss the importance of their role as secondary teachers to encourage talented students to consider majoring in the language to become a world language teacher. Data collected shows that only 3 states do not list World Language as a shortage area. In Connecticut, the shortage area ranks third behind Special Education and Administration. We can take on this challenge as teachers by influencing our students to enter the profession and getting the word out that talented candidates will find jobs upon graduation.

To update information or to be included on the COFLIC listserve or to share ideas, and concerns contact Linda Dalpe at lindald001@aol.com. We hope to see you at our next COFLIC meeting. Please watch for our survey!

Post-Secondary Think Tank News

By Linda L. Dalpe

On Tuesday, Nov. 25th, CT COLT sponsored a Post - Secondary Think Tank session at CCSU with the purpose of bringing together colleagues from CT universities to discuss the following agenda items.

1) How do we tie secondary and university WL programs and encourage students to continue their language studies at post-secondary schools (with majors and minors)?

2) What can secondary and post-secondary WL programs do to address the WL Teacher Shortage in CT?

3) What are the challenges WL programs in CT are facing and how can we address them?

The need for this discussion became evident to me (as I served as both president of CT COLT and department chair) as professors and superintendents across the state shared their frustration with me regarding the need to defend the importance of World Language education in faculty, senate and district-wide meetings despite the call to prepare our students with 21st century skills for an increasingly competitive global economy.

Currently in the state of CT the shortage of WL teachers ranks third only preceded by the need for special education teachers and school administrators. This dire need for World Language teachers is not limited to CT. There are only three states in the U.S. who do NOT currently rank WL as a shortage area.

From this meeting some exciting new initiatives are being explored.

1) A brochure has been drafted “Why become a world language teacher“ to be revised and ultimately distributed through universities and CT COLT at conferences, open houses, college nights and other venues.
2) The creation of a WL Future Teachers Honor Society sponsored by CT COLT whereby once accepted into a post-secondary world language certification program, students would be eligible to be inducted into the CT COLT Future WL Teachers Honor Society. Watch for upcoming details!

3) A lunchtime panel discussion inviting a parent, counselor, business leader, teacher, professor to share their views/experience on language advocacy with active audience participation at the spring CCSU conference March 14, 2015.

The collaboration, sharing of work created and positive energy that exuded from this group was a fabulous example of the passion that these professors have for our profession. At this first meeting, CCSU, SCSU, and Quinnipiac were represented with responses from other universities who would like to attend future meetings. A January meeting is planned to continue to explore how secondary and post-secondary educators can work together to inspire young people to become future teachers as well as to continue refining initiatives discussed.

Organizational News

ClassConn Distinguished Service Award 2014

I am honored to be able to present the Distinguished Service Award to this year’s recipient. I have known the recipient for almost three decades. We attended the University of Massachusetts together as undergraduates where we met in Gil Lawall’s class on Petronius. After graduating, the recipient went on to receive an M.Ed from Boston College before taking a job as a Latin teacher in Sharon, MA. We periodically ran into one another at CANE Annual Meetings and so it was that I learned the recipient was looking to move to CT to be closer to family at the same time as my district was looking for a second Latin teacher. I was really happy that the recipient decided to take the job and even more delighted to see the skill and enthusiasm that the recipient brought to the department. It was truly rewarding to have a colleague who shared the values of teaching that I had and, from the start, we really clicked in the way we taught. As we watched the department grow from two to three and then four and then five teachers, the recipient was a leading figure, guiding the design of our curriculum to a coherent whole. Her vision for the department has led us away from taking packaged tours to the establishment of an ongoing exchange with a sister school in Rome, the Liceo Classico Aristofane. In fact, 24 Italian students and two teachers who were participating in homestays just returned to Rome on Thursday after two action packed weeks. And the recipient will, in turn, be leading a group of our students to Rome to stay with host families in April for a full on cultural and linguistic immersion in Italy.

In our school, the recipient constantly has reached out to colleagues to offer support and expertise and to students as a teacher, mentor, and nurturer. Keenly aware of the challenges of the disenfranchised and, as a champion of social justice, the recipient was often the voice of the silent, speaking up when others ignored them or turned their backs. Her gentle strength has upheld student, colleague, and friend on numerous occasions. Her unwavering commitment to the truth and what is right has inspired many of us to be better than we thought we could be.

Always a dedicated professional, she has been an active member of the school community, serving on numerous committees, often as the sole voice of reason. She has remained active in CANE serving on both the membership committee and as the Coordinator of Educational Programs. She joined the Executive committee of ClassConn soon after moving to CT and has been an integral part of ClassConn ever since. For years, she was the face of CT State Latin Day, which she ran as the Chair after Nancy Lister, requiescat in pace.

While she is short in stature, she looms large in presence and in our minds. I would advise against making her angry as she is a practitioner of Brazilian Jiu-jitsu and has been known to take down considerably larger men who were her opponents.

Since her favorite Roman author is Vergil (spelled with an e, not an i), we have chosen a passage from Book I of the Aeneid to be inscribed on the bowl she will receive. It reads,

\[
\text{Di tibi, si qua pios respectant numina, si quid Usquam iustitiae est et mens sibi conscia recti, Praemia digna ferant.}
\]

May the gods-
And surely there are powers that care for goodness,
Surely somewhere justice counts - may they
And your own consciousness of acting well
Reward you as they should." (Fitzgerald)

Plaudite, quaeso, for this year’s recipient, Stephany Pascetta.

--Mark Pearsall
News from the AATF-CT: Molière Than Thou

Excitement for studying French and engaging with French-speaking cultures continues to spark in Connecticut! Seven hundred and fifty students from fifteen public and private schools celebrated National French Week by attending a performance of Molière Than Thou at Pomperaug High School in Southington on November 13, 2014.

National French Week, sponsored by the American Association of Teachers of French (AATF), takes place each year in November. 10,000 French teachers across the United States and their students celebrate the contributions of the French and French-speaking world to literature, art, music, civilization, science, fashion, and many other areas. For the past 15 years, AATF-Connecticut has arranged concerts for CT students highlighting musicians, actors, and other performers from many parts of the Francophone world including Canada, Haiti and Africa.

This year, the CT chapter of the AATF sponsored a theatrical performance, Molière Than Thou. It is a one-man show, featuring actor and Molière enthusiast Tim Mooney who enacts characters of some of the best loved plays of France’s history. Tim Mooney has re-written 15 of Molière’s plays in their entirety and brings a dexterity of English speech to these words which were so dazzling in their original French.

In this interactive show, students were transported to the Paris of 1671 to meet Molière, the “French Shakespeare,” and became familiar with his iconic characters and noteworthy scenes. For these hundreds of Connecticut French students, the work of Molière will now resonate with them as they go on to encounter its richness and beauty throughout their lives.

News from CT Schools

Exchange Students/World Language Students in CT: Places to go and Things to See!

By Stephanie Duchesneau

This is the first of a series of articles on places to take exchange and/or language students for field trips. This summer I discovered a gem for Americans and their exchange students. The Connecticut Historical Society is located in Hartford, the capital city. It is the former home of Curtis Veeder. This 1928 home was surrounded by farm land and this house had an elevator, central vacuum and an indoor car wash. The museum also has a library with many historical documents. Teachers can make appointments if students are doing research. The museum offers different private tours such as the secrets of the Veeder home, Hula Hoops to high heels-G. Fox in the 1950’s, Reliving the 1940’s, Civil War in CT and From Bonnets to Bell bottoms. The society also has special exhibits that change regularly. There are many options but the least expensive is the general admission.

- The admission for students (college with ID) and students (ages 6-17) is $4.
- There is a Spanish tour guide (with reservation if needed).

The museum has four rooms that the students should visit. Many of the exhibits are interactive which are fun for students and adults. Students should be paired American with exchange student or if it is just the exchange students they can be put in small groups and work together.

The rooms to visit:

- Veeder Living room [http://chs.org/exhibition/veeder-living-room/]
- Inn and Tavern signs [http://chs.org/exhibition/connecticut-inn-tavern-signs/]

Contact information:

Connecticut Historical Society
1 Elizabeth Street Hartford, CT 06105

To book a program:

Contact the Public Outreach office at 860 236-5621 or go to the website: public_outreach@chs.org

Possible activities that the students can complete in groups are highlighted in the next article.
Scavenger Hunt-groups in the Connecticut History Area- Making Connecticut

Put students in groups of 2 or 3. Mix the groups to include exchange student and American. Each room has questions, visuals, audio and some have hands on. The groups can be told to start in different rooms and rotate for the Activity one. They should all have the same answers.

ACTIVITY ONE (Making Connecticut room)
FIND THE ANSWERS TO THESE QUESTIONS

Room 1:
- Which animal did the natives dislike? (Answer: swine)
- What is a hornbook? (Answer: a thin layer of cow horn over printed paper which helped children to learn the alphabet and the Lord’s prayer)
- Which building material was plentiful in Connecticut? (Answer: wood)

Or same activity for the Veeder Living Room
(Students are to read the panels and blueprints to get the answers to the questions)

(panel 1) This museum and library (Connecticut Historical Society) was a family home.

- What was the family name? (Veeder)
- When was it constructed/built? (1925-1928) (panel 2)

ACTIVITY TWO
Send each group out to find different things and then they can report back when they return to class. These items are found throughout the exhibit or in one or two rooms.

Examples from the exhibit:
- Name 3 products made in Connecticut:
  (answer: typewriters, bicycle-Columbia and Pope, sewing machines, silver, rubber, textiles, Windsor chairs, needlepoint, wood souvenirs, tobacco, chrome products, thread, jewelry, chess pieces, cutups

1960’s: silly putty, pez factory, wiffle ball

- Take a picture of 3 artifacts from different time periods and state what they were used for. Present them to the class.
- Take pictures or list the changes in fashion.
- Find 5 famous people: name them and what they did.
- Give students a chart listing basic foods such as bread, eggs, milk and have them find the price changes in the different time periods.
- Find 5 popular leisure time activities and compare them to current activities.
- Find out how technology changed the state.
- Bring the students into the INN and TAVERN room. This room has the largest collection of signs. Have students draw a few as samples or take pictures. When they return they can design their own signs.

Groups:
Population and demographics: (These are taken from the charts provided throughout the exhibit)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total population</th>
<th>Breakdown of ethnic groups by percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1550</td>
<td>57,400</td>
<td>Native American: 100%</td>
</tr>
<tr>
<td>1640</td>
<td>8,410</td>
<td>Native American: 68% Black: 1% White: 31%</td>
</tr>
<tr>
<td>1756</td>
<td>130,912</td>
<td>Native American: 1% Black/African American: 2% White: 97%</td>
</tr>
<tr>
<td>1790</td>
<td>239,040</td>
<td>Native American: 1% Black/African American: 2% White: 98%</td>
</tr>
<tr>
<td>1820</td>
<td>275,248</td>
<td>Black African American: 2% White: 97%</td>
</tr>
<tr>
<td>1860</td>
<td>460,147</td>
<td>Native American: 1% Black African American: 2% White: 98%</td>
</tr>
<tr>
<td>1870</td>
<td>537,454</td>
<td>Native American: 1% Black African American: 2% Asian 1%</td>
</tr>
<tr>
<td>Year</td>
<td>Population</td>
<td>White</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>1910</td>
<td>1,114,756</td>
<td>98%</td>
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<tr>
<td>1920</td>
<td>1,380,631</td>
<td>98%</td>
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<tr>
<td>1940</td>
<td>1,709,242</td>
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<tr>
<td>1950</td>
<td>2,007,280</td>
<td>97%</td>
</tr>
<tr>
<td>2000</td>
<td>3,405,565</td>
<td>82%</td>
</tr>
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</table>

Please consider submitting an article for publication in the CT COLT newsletter! We really need your help to achieve making this a more inclusive newsletter. Let us know about any major World Language activities at your school. Do you have a “teacher tip” to share? Do you wish to voice your opinion on educational issues?

Send any articles (MS Word document form) to Stephanie Duchesneau (sduchesneau@simsbury.k12.ct.us) AND to Paul St. Louis (pmsaint@verizon.net)

**WANTED**

Host School for the 2016 Poetry Recitation Contest
(preferably during the month of April)

CT COLT is pleased to offer these INCENTIVES for HOST SCHOOLS!

- Free CT COLT Membership OR Fall Conference Registration fee for chairs
- Recognition of you and your school at the Fall Conference
- Trophy or plaque (your choice) presented at the Fall Conference
- $100 gift certificate to CARLEX or Teachers’ Discovery
- CT COLT Newsletter article showcasing your school

Why not HOST our 2016 Poetry Contest?

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

THINK ABOUT IT!

Remember that you wouldn’t need to rent buses...

Contact us today at president@ctcolt.org
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Connecticut Council of Language Teachers
Serving Connecticut Teachers Since 1968

In This Issue

Poster Contest
Postmark Deadline: March 6, 2015
Theme: Lead With Languages:
Global Skills for a Competitive Edge

Poetry Recitation Contest
March 17, 2015 (snow date – March 19)
Lyman Hall High School in Wallingford

Rhyme Celebration
March 18, 2015 (snow date – March 25, 2015)
CREC Greater Academy of the Arts
Theme: A Feast of Rhymes

Essay Contest
Deadline for Submission: April 1, 2015
Theme: Lead With Languages:
Global Skills for a Competitive Edge

President’s Message Page 1
The Future of WL Teachers in CT Page 2
Seal of Biliteracy Page 3
Inside Out Project Page 4
Life After Retirement? Now what? Page 4
¡Adiós Piñata! Engaging… Page 6
Flipped Classroom Page 10
Fall Conference 2014 Page 11
COFLIC Corner Page 13
Post-Secondary Think Tank News Page 14
ClassConn Distinguished Service… Page 15
News from the AATF-CT Page 16
Exchange Students/ WL Students… Page 16
Scavenger Hunt… Page 17

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: March 30, 2015.

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.