President’s Reflections

COMMUNICATE, COLLABORATE, & CONTRIBUTE!

Dear CT COLT Colleagues,

It’s my pleasure and privilege to continue to serve as the President of CT COLT…not only because it’s my passion but also because I enjoy the company, the talent, and the zeal of all of the World Language teachers, supervisors, and students who keep me energized all the time. I am inspired by and appreciative for the possibilities that exist for our members this year and in the years to come. Whether you are new to CT COLT or have been a part of our community for some time, please participate with us as we continue to prepare for the future. There are many opportunities for you to communicate and collaborate with your colleagues. We encourage you to become actively involved and to contribute your expertise and energy to enhance the status of World Language in our state!

A year ago at this time I highlighted two priority goals for our organization and I’d like to provide you with an update on their status. I thank everyone who has been involved in working on these goals and in particular Jimmy Wildman, Rita Oleksak, Linda Dalpe, Jessica Haxhi, Lea Graner-Kennedy. Without all of you, no progress would be made.

A third, on-going priority is to stay abreast of recent research that targets best practices for the teaching and learning of World Languages and English as a Second Language. It was an honor to attend the annual ACTFL Convention this year held in San Diego and to represent CT COLT.

Priority #1: Advocate for a WL State Consultant:

On February 4th, 2015 CT COLT presented the need for a WL Consultant to the Board of Education. We expressed that a State World Languages Consultant would provide leadership and act as a representative and collaborative agent in three major areas:

- re-designing a rigorous framework and vision for instruction and assessment in world languages that is fully aligned with Common Core and graduates students who are truly proficient in world languages;
- providing professional development opportunities specific to world languages for all world language teachers in the state; and,
- ensuring the availability of highly qualified world language teachers for all school districts.

On March 24th, 2015, CT COLT met with Commissioner Wentzell and she expressed her full support and enthusiasm for world languages and biliteracy. Our ESL Consultant recently announced that the CT State Department of Education has approved the hiring of a joint position of an ESL/WL Consultant.

Priority #2: Advocate for a Seal of Biliteracy Award for CT High School Graduates

At the CT COLT June 2015 Retreat, a “Seal of Biliteracy” committee was formed to begin to devise a plan to advocate for the Seal. The committee met on October 16th and on December 1st with representation from both our ESL and WL fields from around the state, as well as from the State Department of Education. CT COLT Board Members will meet with Commissioner Wentzell on December 17th to present the benefits of the Seal and to seek her support in moving the process forward successfully.

President-elect Jimmy Wildman and I recently attended the 2015 ACTFL Convention in San Diego and we participated in the ACTFL Assembly of Delegates where we met with members from many organizations. We partook in several table discussions that focused on the main theme of LEADERSHIP AROUND CORE PRACTICES. We exchanged our celebrations and our challenges around the following topics:

- practices of an effective organization
- commitment to action
- collaboration for effective language learning

I also encourage you to read the enclosed article “Practices of an Effective Organization” to see how you can have a voice and become involved in our initiatives to improve the instruction and learning of world languages.

In closing, CT COLT invites you to join other world language educators on our new blog forum to help one another, seek support, share best practices and discuss the latest research. We look forward to reading your thread soon! To access the
blog forum, click on "The Column" link in the upper right corner of our welcome page (http://www.ctcolt.org/pages/welcome.asp).

Please stay connected with us by visiting our website, our Facebook Page or by following us on Twitter.

I WISH ALL OF YOU AND YOUR FAMILIES A PEACEFUL, RESTFUL & JOYOUS HOLIDAY SEASON!

Best wishes, Beth

In Memoriam

Fred McRae Lougee
(1930 - 2015)

Fred McRae Lougee, 85, of West Palm Beach, FL, formerly of Farmington and West Hartford, beloved husband of the late Jane (McLagan) Lougee, passed away peacefully Thursday, September 24, 2015 at his home. Born July 17, 1930 in Boston, MA, he was the son of the late Fred and Eva (McRae) Lougee. Fred was a United States Army veteran of the Korean War. After earning a degree in finance from WCSU, Fred worked for Irving Trust. He decided that he wanted to teach languages and went back to school majoring in Spanish and French, earning a Master of Science degree from CCSU and a Professional Degree from Brown. He began his career in education, first working in the West Hartford Public Schools and then as a Professor at Central Connecticut State University where he remained until his retirement. He was an Officer for the National Council of Foreign Languages for many years. Fred had his pilot's license and owned several planes. He collected classic cars and bought, restored, renovated and sold over 50 homes in MA, CT and FL. He loved traveling the world and fluently spoke English, Japanese, French, Spanish and Italian. Fred and his wife Jane were very philanthropic, making substantial donations to Kingswood-Oxford, Brown University and many anonymous gifts. Fred is survived by his sister Marian Foster and husband Gene and their children, John Robert Lougee II, Brian A. Lougee, and Carolyn E. Campbell, his loving friend and caregiver Michel Lenaerts and many friends. He was predeceased by his brother, John Lougee. Friends may call at The Ahern Funeral Home, 111 Main St., Rt. 4, Unionville on Thursday (Oct. 1) from 6:00-8:00pm. Funeral Services will be held in The Ahern Funeral Home on Friday (Oct. 2) at 10:00am followed by burial with full military honors at Fairview Cemetery, West Hartford. In lieu of flowers, memorial contributions may be made to the Connecticut Humane Society, 701 Russell Road, Newington, CT 06111 or to an animal charity of your choice. To send online condolences to the family, please visit www.ahernfuneralhome.com.

Advocacy

Learning a foreign language a ‘must’ in Europe, not so in America

BY KAT DEVLIN

A popular stereotype of Americans traveling abroad is the tourist who is at a loss when it comes to coping with any language other than English. Fair or not, the fact is that while the U.S. does not have a national requirement for students to learn a foreign language in school, the typical European pupil must study multiple languages in the classroom before becoming a teen.

Studying a second foreign language for at least one year is compulsory in more than 20 European countries. In most European countries, students begin studying their first foreign language as a compulsory school subject between the ages of 6 and 9, according to a 2012 report from Eurostat, the statistics arm of the European Commission. This varies by country and sometimes within a country, with the German-speaking Community of Belgium – one of the three federal communities of Belgium starting its 3-year-olds on a foreign language, but parts of the United Kingdom (excluding Scotland) waiting until age 11.

Ireland and Scotland are two exceptions that do not have compulsory language requirements, but Irish students learn both English and Gaelic (neither is considered a foreign language); Scottish schools are still obligated to offer at least one foreign-language option to all students ages 10-18. English is the most-studied foreign language across almost all European countries and at all education levels. Fully 73% of primary students in Europe and more than nine-in-ten
secondary students were learning English at school in 2009-10, the most recent years with available data. Although some countries mandate that students learn English as their foreign language, the portion of pupils studying it remains high across the board, even in countries without this rule. French and German were the next-most popular languages in most countries, with Spanish and Russian also widely taught as foreign languages in certain regions of the continent. The percentage of students learning some other language was below 5% in most countries.

Meanwhile, the U.S. does not have a nationwide foreign-language mandate at any level of education. Many states allow individual school districts to set language requirements for high school graduation, and primary schools have very low rates of even offering foreign-language course work. Some foreign-language learning standards can be met by taking non-language classes. For example, California requires one course in either the arts or a foreign language (including American Sign Language) for all high school students. Oklahomans can opt to take two years of the same foreign language or “of computer technology approved for college admission requirements.” Conversely, New Jersey students must earn “at least five credits in world languages” or demonstrate proficiency in a language other than English before they can graduate high school.

Perhaps because of these varying standards, few Americans who claim to speak a non-English language say that they acquired those skills in school. Only 25% of American adults self-report speaking a language other than English, according to the 2006 General Social Survey. Of those who know a second language, 43% said they can speak that language “very well.” Within this subset of multilinguals who are well-versed in a non-English language, 89% acquired these skills in the childhood home, compared with 7% citing school as their main setting for language acquisition.

Personal Perspectives

**Summer in Salamanca!**

By Stephanie Duchesneau
Recipient of Helen Amaral Scholarship

As a French and Spanish teacher it was always important that I teach both languages every year. I started as a French teacher and soon (my second year!) was teaching both languages and learning about the rich cultures. Two years ago, due to an increase in enrollment in our French program I had to give up the Spanish courses and have been teaching only French. While it is exciting that we have so many students interested
in French, I am disappointed that I am no longer teaching Spanish. We all know that if you don’t use it-you lose it.

As department supervisor, I want to promote all of the languages in my district and maintain my skills. Last fall, I met Miguel Sanchez, the director and owner of the Spanish language school, Colegio Delibes located in Salamanca, Spain. I was interested in his school as other colleagues had told me that is was an excellent place for students. When I learned that Delibes also offered Spanish courses for teachers, I applied for the Helen Amaral Scholarship through CT COLT. The scholarship defrayed the travel costs and I spent two weeks in Salamanca where I attended morning classes, went on school sponsored excursions and made many friends from countries all over Europe. At the end of the stay, I met with Miguel to discuss bringing students from my district.

I spent two amazing weeks speaking Spanish and living in one of the cleanest, friendliest and what felt like safest cities that I have ever been in. We were there during the worst heat wave in recent memories. The residence hall did not have air conditioning. We found ways to have fun and stay cool- Wednesday movie in the theater, a daily siesta with windows open and lots of showers! I washed clothes by hand which I found surprisingly relaxing and proved another way to be near water and cool off. The food in the residence hall was tasty and both the cook and owner of the building took pride in pleasing us. Best of all, we shared communal meals and I met teachers from Ireland, Mexico, Poland, France, Italy, England and Austria. There were a number of teachers from Connecticut who also became fast friends. Our common language was Spanish, of course.

The Plaza in Salamanca, as in many Spanish cities is full of life. Stores and restaurants are found through every arch and alleyway. The shopkeepers were friendly and I went back to one small jewelry shop four times. In the evening, we sat in the cafés and as the night went on, the university students and alumni (La tuna) sang and played music in traditional costumes. We enjoyed our tapas and drinks and watched the people and festivities for… well ….hours.

The University of Salamanca is all around the Plaza as well as many museums. I was able to visit the Franco museum, Casa Lis a former private home now filled with great Art Deco pieces and the Automobile museum which houses the last car that Franco owned. I saw a special exhibit on Coco Chanel- got to enjoy some unexpected French culture. We went into small book shops and walked to the Corte Inglés. Who can resist this store with the July “rebajas” similar to our January post-Christmas sales at home.

The two teacher classes spent three hours meandering around the university and other sights on a “ruta literaria” with one of the Delibes teachers. The teacher retold classic Spanish stories in the places where they occurred. Not only did she act out the stories to bring them to life but she brought us in as characters. While we were acting out a story in a garden, a wedding party came through!
We got up early every morning and headed to Delibes for three hours of classes with Ana who showed us strategies for teaching with fun interactive games or activities, music and finally reading activities. Reyes came next and each day, she took us through the rigors of the subjunctive or some other grammar lesson. There is always something new to learn on the grammar front and this was a great refresher. The school was inviting and the receptionists (one was Miguel’s wife) helped with everything from classes, a doctor visit and taxi information for our departure. Students came in animated every morning and there was a hub of activity. The program included optional weekend excursions and I chose to go to Águila and Segovia. Once again, one of the teachers came with us and escorted us on the tours. Another day, we went to a finca (farm) to see the bulls, lounge at the pool and feast on paella made there in front of us.

We currently have a French and China exchange. These exchanges are wonderful and often life changing experiences for students but they are a tremendous amount of work for the teachers. I thought that this school would be the perfect compromise offering a rich experience for the students and teachers alike. I was so excited about my time there that I met with my administration, prepared a presentation and petitioned for students to get a half credit (elective) toward graduation. Two of my teachers will take a group in the summer and they will stay with families who live near the school. If you are thinking of something special that you would like to do but need some funds to help realize the dream-apply for the scholarship. This was a trip that I will remember fondly and I am grateful that CT COLT helped make it happen!

Methods, Materials, Resources

Un breve vistazo de nuestra herencia lingüística árabe
By Steven Strange

Los musulmanes (711-1992 E.C) han dejado muchísimas huellas de su ocupación en España (711-1492 E.C) entre las cuales existe un léxico vivo que contribuye a la riqueza lingüística de la lengua castellana. Aquí se presentan unos ejemplos:

- Gibraltar: del árabe Jabal Tariq (montaña de Tariq)
- Guad, del árabe wadi, (río o valle):
- Guadalquivir: del árabe al-Wadi al-kabir (el río grande)
- Guadalcázar: del árabe Wadi al-qasr (río del palacio)
- Guadalajara: del árabe Wadi-al-hijarah (río de piedras o guijarros)
- Guadalaviar: del árabe al-Wadi al-Abyad (el río blanco)
- *Al en árabe significa el
- arrecife: del árabe al-Rasif (el camino enladrillado)
- almazara: del árabe al-Ma’sarah (el lagar o el trapiche)
- aldea: del árabe al-Dai’ah (el pueblo pequeño)
- Albufera: del árabe al-Buhayrah (el lago)
- Almeida: del árabe al-Ma’idah (la mesa de comedor)
- Almenara: del árabe al-Manarah (el faro o la torre de la mezquita); en inglés minaret, de origen turco vía el árabe
- almacén: del árabe al-makhzan (sitio donde se guardan los cereales o las provisiones. Se conserva esta palabra árabe en la palabra inglesa magazine
- alcatraz: del árabe al-quadus (el aguador, el que vende o transporta el agua). De esta palabra, se crearon dos neologismos basados en esta palabra árabe: arcaduz (el cubo o canal para el agua) y alcatraz (el pelicano). Según los españoles de hace
Benefits of MOPI training include:

• apply key principles of teaching and testing for proficiency to curriculum, instruction, and assessment practices

• establish program goals in terms of performance outcomes

• determine student placement, progress, and performance

• articulate within and across language programs

• apply to become a certified OPI tester
siglos, los pelicanos usaban el pico como si fuera un cubo para llevarles el agua a sus críos; por consiguiente la palabra *alcatraz*. Varios siglos después, se dio el nombre a la isla en la bahía de San Francisco por ser el sitio de una bandada grande de pelicanos.

- **Ben o Beni**: del árabe *ibn* (hijo de) o *bani* (hijos de) se manifiesta en los nombres de varios pueblos y poblaciones: Benevites, Beniajar, Benanata; en hebreo es *ben* (hijo de): Ben-Hur, Ben-Adan

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**Canadian Second Language Learning Models for Elementary Students**

Virginia Staugaitis  
Retired Spanish FLES Teacher  
Region 12

**Intensive French**

Intensive French (IF) is a second language Canadian model in which French is taught intensively in Grade 5 for at least 70% of the day over a five month period for about 270 hours.

The IF semester is preceded or followed by about 45 hours of French instruction, preferably in blocks of time through the week. The 2 semesters result in approximately 315 hours of second language instruction during Grade 5 of the Intensive French year.

During the 5 month IF semester some subjects are not taught to allow for 270 hours of French. Math, Music, and Physical Education are taught in English. During the semester before or after the Intensive French term, all subjects are taught according to recommended time allocations. Some content curriculum outcomes are adjusted as a result of time dedicated to IF.

Intensive French incorporates some of the instructional strategies used to teach English in primary grades. Listening, Speaking, Reading, Viewing, Writing and Representing are modeled and developed in an integrated fashion through learning experiences which revolve around a theme or a project that require authentic communication.

IF focuses first on speaking (fluency and accurately), supported by reading and writing. In the course of a day, students read and write about topics that they can speak about easily and correctly.

Studies show IF enables students to reach a level of spontaneous oral communication in the 5 month period of Level 14 – Basic Low (Canadian Scale).

**Post Intensive French**

In order to continue to develop students’ French skills between Grade 6-12, students participate in Post-Intensive French. This is a program that follows the same kind of learning activities and teaching strategies as those used in the Intensive French 5th grade program. Post IF is generally offered in 2-3 blocks of time for approximately 200 minutes per week.

During Intensive and Post IF students engage in interesting activities and projects that foster conversations among students while developing reading and writing skills. Both IF and Post IF promote learning French through “language based” activities vs. learning subjects such as science or social studies in French.

**Pre Intensive French**

In 2007 in the Atlantic province of New Brunswick it became mandatory for students to learn French beginning in 5th grade using the Intensive French model. Some schools are introducing this model in 4th grade as Pre Intensive French in which students learn French for about 150 minutes a week in block periods of 2 days a week. For example, 90 minutes block on day 1 and 60 minutes block on day 2 using the instructional strategies of Speaking, Reading, and Writing.

I had the opportunity to visit a 4th grade Pre Intensive French class in Canada. The Belleisle Elementary School in Springfield, New Brunswick, Canada is located in a rural community, between the cities of St. John and Sussex. It has about 177 students with grades from K-5.

The first time I visited was in October of 2014 and students were just beginning to learn French. The lesson I observed consisted of the teacher engaging in oral activities by asking, modeling questions, and showing school supply items to students whereby students then responded to the questions with complete phrases. Example:

T - “What is your name?”
S - “My name is…”
T - “How are you?”
S - “I am…”
T - “I have a pencil, eraser, book etc. in my back pack” “What do you have in your backpack?”
S – “I have….. in my back pack”

Teacher again modeled this pairing activity with other students in the class. After doing the activity a few times, the teacher paired students with partners to practice and say what they
had in their backpacks. After about 5 minutes students practiced again with new partners as she circulated around the room to listen. She then counted backwards in French and students knew to go to their seats for the next activity. This time, the teacher continued with the oral pairing activity using a microphone. Students answered her questions by using “spiral phrases”. Example:

T- “I have ... in my backpack”
“What do you have in your backpack?”
“What does Mark have in his backpack?”
S- “I have ....in my backpack.”
“You have ... in your backpack”
“Mark has... in his backpack.”

Following these oral activities, the teacher projected a book on the SMART board. Teacher and students together choral read the book. Teacher then modeled sentences and asked students to listen and comment on what she read. For example: one student commented that the “s” is silent in French. She then handed out copies of the same book and students this time touched the words as they read aloud together (choral reading), then re-read the book orally with partners (pair reading). Finally, as part of their writing activity for the lesson, students correctly wrote the names of the school items that were in their backpacks.

Students were engaged in all activities. The emphasis on modeling, speaking and listening at the beginning of the lesson contributed to facilitating the oral pairing activity when it was their turn to do it with partners. The variety of literacy strategies that the teacher used for reading and writing also contributed to students’ enthusiasm for learning French.

Seven months later, in May of 2015 I revisited the same 4th grade class. Since October the students continued to have had approximately 150 minutes a week of French instruction. The class began with an oral activity in which students were engaged in describing themselves. Then with a partner, students not only introduced and described themselves but also their partner using the third person singular pronoun and verb correctly. Example:

S- “My name is...
“My hair is (color) and (length)
“My eyes are (color)
“My friend’s name is...
“He or She has hair (color) and (length)
“He or She has (color) eyes

Following these oral activities of practicing with partners and then using a microphone the teacher reviewed how to write the sentences on the board describing herself and a friend. Example:

Je m’appelle Mm.Maria. J’ai les cheveux bruns et courts. J’ai les yeux verts.
Mon amie s’appelle Ainsley. Elle a les cheveux blonds et longs. Elle a les yeux bleus.

She reviewed words for the students such as ami (friend) for a boy and amie (friend) for a girl. She also reviewed the pronouns of He (il) and She (elle). Students then wrote sentences describing themselves and a friend.

On this second visit I noticed that the students were less hesitant in speaking and demonstrated more confidence in their oral performances and writing assignment. They also continued to be engaged and interested in all of their French activities.

It was a wonderful experience for me to observe the progression of a different FLES model type program with the emphasis on block time and intense second language
instruction using literacy strategies. This 4th grade class had already received approximately 150 hours a week of French throughout the school year. Next year as 5th graders they will continue with French using the Intense French model as described above. In grade 5, they will begin the 5 month Intensive French portion of French in September with over 200 minutes a day except for their math and specials. After the first week of February they will continue the rest of the school year in English but also have 150 minutes of French per week. Magnifique!

Reference

The Canadian Association of Second Language Teachers website, “An Examination of Intense French; A Pedagogical Strategy for the Improvement of French as a Second Language Outcomes in Canada” by Alina MacFarlane, Ph.D; April, 2005

Contacto diario con los dioses
by Steven Strange

A través de los milenios de la civilización occidental, siempre se ha manifestado la influencia cultural y lingüística greco-romana, y no cabe duda de que lo clásico seguirá manifestándose, sea en las leyes, el léxico, la escultura, la arquitectura, la filosofia, o en la literatura; sin que nos demos cuenta, aun la mitología romana se revela durante nuestras conversaciones cotidianas. ¿Mitología romana? En español los nombres de los días de la semana (menos el sábado y el domingo) son de origen mitológico romano.

- Latín dies Lunae, español lunes, francés lundi, italiano lunedi, rumano luni. La diosa Diana se identificaba con la luna, aunque otra diosa llamada Selena (o Lu’na) también tenía ese título. Este día fue consagrado a la diosa Diana.
- Latín dies martis, español martes, francés mardi, italiano martedi, rumano marti. Este día fue consagrado al dios Marte, dios de la guerra y uno de los dioses principales de la mitología romana.
- Latín dies mercurii, español miércoles, francés mercredi, italiano mercoledi, rumano miercuri. Este día fue consagrado al dios Mercurio, mensajero de los dioses olímpicos.
- Latín dies iovis, español jueves, francés jeudi, italiano giovedi, rumano joi. Este día fue consagrado al rey de todos los dioses olímpicos, Júpiter o Jovis.
- Latín dies veneris, español viernes, francés vendredi, italiano venerdi, rumano vineri. Este día fue consagrado a la diosa Venus, diosa del amor y de la belleza femenina.
- El sábado y el domingo en español tienen raíces religiosas:
  - Del latín sabbatum y éste del hebreo sabath que quiere decir descansar, y día en que los judíos asisten a la sinagoga, sexto día de la semana; francés samedi, italiano sabato, rumano sambata.
  - Del latín dominicus [dies], francés dimache, italiano domenica, rumano duminica; día del Señor, séptimo día de la semana litúrgica, y día en que los cristianos asisten a la iglesia y participan en los ritos comemorativos del sacrificio de Cristo.
La inevitable invasión inglesa

By Steven Strange

En la actualidad muchos hispanohablantes tienen contacto con un montón de expresiones y/o palabras que entran en el discurso diario. La mayoría de estas expresiones y/o palabras es inglesa, por lo menos en el mundo hispano. La tecnología sigue y seguirá contribuyendo a este montón de neologismos. Si se vive en un ambiente bilingüe o multilingüe, es difícil rechazar o no usar el léxico de los idiomas que se oyen. Muchas veces la palabra, la expresión, o la idea de un idioma no se pueden transferir o traducir a otro idioma, e influyen profundamente en el proceso lingüístico expresivo. Lo importante es que el hablador intente expresarse con claridad, exactitud, y economía; si se tiene que emplear la palabra y/o expresión de otro idioma para lograr todo esto, está claro que lo hará automáticamente, sin pensar, tan fuerte es la influencia e impacto de los idiomas a su alrededor. Aquí tenéis unas cuantas expresiones y/o palabras inglesas que se emplean y se oyen con frecuencia. Se dan las palabras, expresiones, alternativas, opciones, posibilidades, y términos equivalentes en español.

- **Airbag**: se puede traducir como *cojin de seguridad*, *peto de seguridad*, o *peto neumático*. Las Aerolíneas mejicanas han resuelto este dilema lingüístico de esta manera: *bolsas antiimpacto* o *cojin antiimpacto*

- **Catering**: se puede sustituir por *suministro de alimentos*, *abastecimiento* o *avituallamiento*

- **Educacional**: Es anglicismo. La palabra española *educativo* sirve muy bien

- **E-mail**: expresión muy común y popular. Se puede utilizar *correo electrónico* o *mensaje electrónico*

- **Foto finish**: existe la expresión española *foto de llegada*

- **Input**: se puede utilizar *entrada; insumo* en el lenguaje económico.

- **Joint venture**: se puede transferir o traducir por *acuerdo de inversiones conjuntas, negocios en participación, riesgo compartido*

- **Ranking**: se puede utilizar *rango, escalafón, escala o clasificación, lista, tabla clasificatoria*, según los casos

- **Mass media**: se puede emplear *medios de comunicación, medios de difusión*

- **Test**: se puede escribir *prueba objetiva, cuestionario, examen, experimento* según las circunstancias

- **Website**: Se prefiere utilizar *sitio o localización de (en) la red*

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**Technology**

**Should Cell Phones Be Banned From Schools?**

Bruno Koffi, Ed. D.
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To ban or not to ban cell phones from classrooms has been, and still is a quandary for some school districts. Some of the arguments laid out are that cell phones are not only a distraction for students and teachers; they are also instruments for bullying. Some districts allege that allowing them in schools may tempt students to use them for the “wrong reasons” or for non-educational purposes. Others contend that cell phones may be used to cheat or to play games during class.

Although these are valid arguments, and I agree with each one, policy makers, educational leaders and teachers, who hold such views, should look beyond these “apparently good reasons”. Cell phones are versatile tools with unlimited capabilities to use in the classroom. They are in other words the classroom “Swiss army knife.” Students already carry them in their pocket or backpack. They are ubiquitous and can be used to complete a variety of classroom activities. Students are motivated to use them. Integrating cell phone to instruction is desired by most students who cherish these toys. I have used cell phones in my classes and they are a great addition to instruction. Students are motivated to use them. They come with built-in or downloadable applications.

Various research acknowledge cell phones as an effective instructional tool. Most instructors are familiar with these gadgets because they already have one. Teachers who use cell phones help reduce the waste of paper, because all information is processed electronically. Many educators are already having success with cell phones in their classroom. For example, The West Hartford Public School system in Connecticut has a policy of allowing teachers and students to bring their own devices (BYOD) to class for educational purposes. Teachers are welcome and free to use their e-devices as necessary for instruction, practice and assessment. Students use their devices for research or as a response system during web-based activities when appropriate, for true or
false, multiple choice, presentations, and short responses, ranging from a word to a paragraph. Teachers collect valuable data to help students improve their performance and academic achievement.

To sharpen their technology skills, teachers attend professional development sessions, offered by teacher-leaders, and students are taught digital citizenship. As a result, teachers use 21st century skills and tools, and students are engaged. When deemed necessary, games are an option. Students have fun while demonstrating their understanding and mastery. Their responses provide useful data for formative and summative assessments. When not needed or during assessments, students are prompted to power off their devices and put them away, or place them where indicated.

Here are a few ways to incorporate cell phones to instruction and learning:

- check cultural facts
- take pictures
- make / create videos / cartoons
- watch cultural videos
- virtual tours of places
- take tests / quizzes
- read news / newspapers
- watch / listen to news
- dictionary / definitions / synonyms / antonyms
- calendar of events
- take notes

- interpersonal / presentational modes
- review / practice / study
- read e-books
- voice recorder
- interactive activities
- remote control / response system
- receive messages
- conjugation of verbs
- Google maps / geography
- track progress / grades
- study flashcards
- formulas: verb endings / definitions
- play / games
- Tag places
- writing
- Speaking
- listening
- create podcast
- conversions
- QR codes

If policy makers, educational leaders, administrators and teachers think that cell phones are a distraction, they should set rules, not ban them.

1. Set rules where violation results in penalties or loss of privilege
2. Have students power off their devices and put them on their desk or in their back pack
3. Make the task specific and short so students don’t veer off
4. Time the response, as appropriate, to avoid distraction
5. Follow up the task with another activity that requires demonstrating comprehension

A few platforms teachers could use to energize their classes are www.socrative.com, kahoot.com, pluckers.com, classdojo.com, google presentations in google drive, voice memos, Siri, quizlet.com, wwtv.com etc.

The benefits of incorporating cell in the classroom far outweigh the risks. We cannot afford to keep teaching with 20th century tools to kids who can only get stimulated and engaged with 21st century tools. Students should be taught how to be responsible digital citizens and should be allowed to use their cell phone as the most appropriate tool in the 21st century classroom. There may arise some equity issues; due to financial reasons, some students may not have a cell phone, in which case, the ones who have one should be asked to kindly share with the ones who don’t. Cell phones are an “added
Join us this summer as Laura Terrill returns to Connecticut! This year participants will explore strategies that embed the Core Practices into instruction and assessment. They will see the Core Practices in context as they are brought to life in the lesson planning and lesson delivery processes, as appropriate for their learners. Participants will then apply the same Core Practices as they create an Integrated Performance Assessment (IPA). Participants are encouraged to bring authentic text and materials that they intend to use for one of the units they currently teach.

All participants will receive a copy of *The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design* by Donna Clementi and Laura Terrill.

To register for the Summer Institute please visit [WWW.CTCOLT.ORG](http://WWW.CTCOLT.ORG)

**Member Cost $125**  **Non-Member Cost $160**

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**Register early and save!**

Early Bird discounts available if registration is postmarked before 2/26/16.

- Members - $100
- Non-Members - $135

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**2016 Summer Institute**

- **Thursday, June 23, 2016 8:30 am—4:00 pm**
- **Friday, June 24, 2016 8:30 am—1:00 pm**

**Workshop Location:**

- **Glastonbury High School**
- **330 Hubbard Street**
- **Glastonbury, CT 06033**

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For more information about the 2016 Summer Institute contact:

- Jimmy Wildman (wildmanj@ctcolt.org)
- Lea Graner Kennedy (granerkennedyl@ctcolt.org)
value” to instruction, assessment and work completion, not a risk. Bullies will be bullies; cheaters will be cheaters regardless of the venue. Let’s not penalize the many students who will learn and gain so much if cell phones are used, for fear that a few students may use their devices for “non-intended purposes”. The West Hartford Public School cell phone use policy so well summed it up when it posited, “Schools must challenge students with rigorous, personalized academic experiences, foster innovation and creativity, and embrace emerging technologies.” If teachers know the various educational apps and platforms and know their practical applications, cell phones are an “added value” to instruction, assessment, presentations and homework completion, not a distraction.

**Practices of an Effective Organization**

by Elizabeth K. Lapman

The CT COLT Executive Board and the Board of Directors work collaboratively to develop and implement initiatives in an attempt to address the needs of World Language educators at many levels: classroom, department, institution/district, state, region, national, and international. We seek input and feedback on our initiatives from our members in order to measure their effectiveness and the effectiveness of our organization. At the recent ACTFL Convention in San Diego, President-elect Jimmy Wildman and I attended a pre-convention event entitled the “ACTFL Assembly of Delegates”. We spent the entire day participating in table discussions where we exchanged the challenges and celebrations of action plans with leaders of organizations from across the country. Our discussions centered on the overarching theme UNIFYING AROUND OUR CORE PRACTICES. One of the breakout sessions was entitled “Practices of an Effective Organization”, which I (personally) found to be highly thought-provoking due to the relevancy of the focus topics to all of us in our varying roles as WL educators and the need for us to contribute and collaborate as an organization. I’d like to invite you to provide your thoughts, ideas, and/or knowledge on the topics I’ve listed below by participating in our new blog (The Column) or by e-mailing us. Your voice and involvement is critical to the future of our profession!

1. Getting Messages out to Members (Are our members using our social media and other tools?)
2. Membership resources (What are the needs of our members?)
3. Standards (What are our state and local efforts to link WL standards to literacy and Common Core?)
4. Bridging and Connecting K-16 (What are the initiatives around AP credit, placement and advancement and the use of assessments?)
5. Recognizing Language Abilities (Are we giving credit for language learning such as global educator certificates and/or the Seal of Biliteracy?)
6. Computer Coding as a Language (How are we responding at the state/local level?)
7. Connecting Beyond Language Educators (How do we make connections to the arts, humanities, health/physical education and other disciplines and STEM?)
8. Teacher recruitment and retention (How are we encouraging and supporting future language educators and engaging and keeping current educators?)

One of ACTFL’s most recent initiatives is the Leadership Initiative for Language Learning (LILL) whose mission is for current, retired and aspiring leaders to collaborate on state and national initiatives, learn about research-based Core Practices and advocate for needs of language programs.

I am pleased to announce that CT COLT has formed a CT LILL under the leadership of Lea Graner-Kennedy. In addition to this exciting and enriching initiative, CT COLT has also been advocating for a state WL Consultant and for a Seal of Biliteracy. We invite you to visit our website to become informed about the progress that has been made on these initiatives and feel free to join us as we move forward!

**CT LILL Update**

Lea Graner Kennedy

CT LILL, the new Leadership Initiative for Language Learning in CT, is off to a great start this year. With over 25 participants at each of the past two meetings, we have had a
chance to work together to learn about the Core Practices, collaborate to support initiatives in our state, and explore how we can use meetings both in person and online to grow as leaders. At our November meeting, we met in person to discuss Core Practice 1; use the target language as both vehicle and content of instruction. We had a great presentation from Todd Bowen, one of the ACTFL Board members who founded LILL, and then used the 4 A’s protocol (Ask, Apply, Argue, Agree) to process new learning.

At the December meeting, our CT COLT Keynote speaker from this year’s conference, Dr. Helena Curtain gave a wonderful presentation about Core Practice 2: design and carry out interpersonal communication tasks for pair and whole group instruction. This meeting was virtual and allowed for leaders from CT, as well as around the country, to be a part of the Think, Reflect, Share protocol where we had meaningful comprehensible input from Helena, followed audience participation in an interactive Google Doc to share ideas and questions based on the presentation, followed by an engaging discussion about how we can implement instructional practices to support interpersonal communication at all levels.

This second meeting was recorded and available to all CT COLT members at the link below: YouTube Video of the Meeting (1st 15 minutes are conversation, Minute 16 Helena’s PowerPoint begins, Google Doc and Peer Collaboration are at the end) https://www.youtube.com/watch?v=FMb3ljZKXB4

Both meetings left the group inspired with new ideas and the desire to share in our own districts and spheres of influence. We are extremely grateful to the volunteers who have given generously of their talents and expertise to help us lead change in CT.

Next Meeting: Last week of January 3:00-4:30 Virtual GoToMeeting

Are you a current, aspiring or retired leader who is interested in growing as a leader? Please contact Lea if you are interested in joining CT LILL: GranerKennedyL@ctcolt.org

What do you know about the Seal of Biliteracy?

The Seal of Biliteracy is a seal that would be placed on the high school diplomas of graduates who have demonstrated proficiency in English and at least one other language. Proficiency refers to the ability to use the language in increasingly complex real-world speaking, listening, reading, and writing situations. Biliteracy refers to a student’s ability to read and write in those languages at a high level of proficiency, in addition to their speaking and listening skills. Fourteen states have already adopted a Seal of Biliteracy program and many more are currently considering it. Go to http://sealofbiliteracy.org/ to learn more.

Why have it?

The Seal of Biliteracy will:

• highlight second language ability as a key 21st Century Skill in college, career, and life.

• show universities and potential employers that a student has the ability to effectively communicate with people from two or more languages and cultures, both orally and in writing.

• honor the home languages of English learners and motivate them to attain high levels of proficiency in both English and their home languages.

• encourage all students to pursue proficiency in at least one language other than their native language.

• reward students for their level of proficiency or mastery of a language, rather than focusing on how many years they have studied it.

• focus school districts and teachers on the development of student language proficiency as a driving principle behind high quality EL and world languages curriculum and instruction.
• promote the development of biliteracy in particular, in which students develop academic reading and writing skills in addition to their speaking and listening skills.

**How will it be measured and awarded?**

• According to the proposed legislation, “Superintendents will have the option to place this seal on the diploma of an eligible graduate, as determined by criteria established by the State Board of Education, beginning with the 2017-2018 school year to certify a high level of proficiency in multiple languages.”

• Most states have chosen to adopt a level of “Intermediate Mid” or higher on the ACTFL Proficiency Guidelines for the world language requirement. These guidelines are the nationally accepted measure of real-world language proficiency requirements for universities and employers.

• For English proficiency, most states use state-wide assessments of English language arts or English development for English learners.

• There are multiple ways to measure proficiency. It is essential that the professional organizations for EL teachers and world language teachers in Connecticut are involved in this process in order to ensure that high-quality measures are used that offer ALL students equitable access to the Seal.

**How do we make it a reality?**

• Contact your state legislator to explain the importance of this legislation and urge them to support. Find a sample letter at [http://ctcolt.org/pages/Seal_of_Biliteracy.asp](http://ctcolt.org/pages/Seal_of_Biliteracy.asp).

• Watch for more details as we move through the legislative process in the months of February and March.

Read the Legislative Proposals as they were adopted by the State Board of Education here (page 23):


Let your voice be heard! Download one of the following letters, personalize it and send it to your representative.


• Shorter letter: [www.ctcolt.org/pdfs/GenericSealofBiliteracyLetterShort.pdf](http://www.ctcolt.org/pdfs/GenericSealofBiliteracyLetterShort.pdf)

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**2016 CT COLT Rhyme Celebration**

By Kate Krotzer

The twenty-fifth annual CT COLT Rhyme Celebration will be held on Thursday, April 7th, 2016. This year’s hosts are New Haven Public Schools, led by Jessica Haxhi. The event will take place at Wilbur Cross High School in New Haven at 5:00 P.M. The Rhyme Celebration is an opportunity for children from kindergarten to sixth grade to promote an early love for world languages. Participants represent approximately 20 towns, over 10 school districts, and about 35 schools (both public and private) from around the state. Last year, there were 220 student participants with over 30 world language teachers and world language administrators supporting the children in their recitations.

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

The CT COLT Rhyme Celebration Chair, Kate Krotzer, believes that children who attend the Rhyme Celebration develop their 21st Century Skills by building their language skills and their appreciation of world cultures. We are excited to have children come to the celebration and perform on stage in languages other than their own because they not only develop communicative skills, but also gain understanding of language diversity.
Registration is now open for this event. We would love to have your teachers and students attend and participate in this event. Registration forms and information are available at www.ct Colt.org. Please contact the Rhyme Celebration chair, Kate Krotzer with any questions at kate.krotzer@gmail.com.

Leading with Languages at the CT COLT Fall Conference

By Lisa Urso, Southeast Regional Director

The Annual CT-COLT Fall Conference was held Monday, October 26th, at the CoCo Key Resort in Waterbury. Throughout the course of my teaching career, many teachers have asked me what happens at the Fall Conference. I often talk to people about the workshops that are held, and while those are the main attraction for many teachers, there are other features of this event that are worth the price of admission.

Our theme this year was “Lead with Languages: Global Skills for a Competitive Edge.” Throughout the day, I was able to see how different presenters and attendees were able to fit this theme in with their respective workshops. It all began with our keynote speaker, Helena Curtain, the co-author of Languages and Children: Making the Match. Dr. Curtain, a renowned expert in the field of world language education, awed the attendees at our conference with her keynote address, “Head, Heart and Hands: The Important Mission of World Language Teachers.”

How exactly does a world language teacher lead with head, heart, and hands? According to Dr. Curtain, “we must teach both from the linguistic perspective and from the humanistic perspective balancing cognitive (head), psychomotor (hands), and affective (heart) domains.” While both the cognitive and psychomotor domains were well-addressed throughout the keynote, Dr. Curtain emphasized the affective, or “heart”, the most. In our current teaching environment, with its heavy use of data collection and test scores, this was the most important message that those in attendance took from Dr. Curtain’s presentation. I witnessed many teachers take pictures of many slides during the keynote that addressed the importance of the heart. I heard several exclaim, as we left to attend our next workshop, “I really needed to hear that today.” For some, Helena Curtain’s powerful address was a reminder of why they chose to enter the teaching profession and to follow and develop their passion for languages.

This passion was evident in the workshops that I attended. I took many pages of notes and felt empowered when I returned to the classroom the next day. One such workshop I attended was lead by Laurie Barry, a Spanish teacher at East Lyme High School. Mrs. Barry’s workshop, “Task-Based Language Teaching,” offered suggestions for real-life language task applications to be used in the classroom, as well as presented the philosophy driving these tasks. With the Can-Do Statements and ACTFL Proficiency Scales driving much of our teaching assessments and unit design, it is important that our students know how to use their language skills in a real-life, meaningful context.

While it is important for us to be leaders within our classrooms and our respective school buildings, we cannot forget that advocacy for our profession is crucial. Following lunch, I had the opportunity to attend the inaugural meeting of CT-LILL, led by Stonington educator Lea Graner Kennedy. CT-LILL’s mission is to help develop emerging leaders within the world language profession throughout the state of Connecticut. It is working with CT-COLT to educate teachers on the six Core Practices of language education, as well as help advocate for the Seal of Biliteracy to be implemented throughout our state. CT-LILL was not the only organization, however, that held an organization meeting for its teachers. NNELL was able to meet with its membership, and
the Connecticut branches of the AATF and AATSP were able to meet with its members at their respective vendor booths throughout the day.

From a dynamic keynote speaker, to empowering workshops, to networking with other colleagues, the 2015 Fall Conference was a great success. We look forward to seeing you at this event in 2016!

Organizational News

Russian Language Studies – Announcements

American Council of Teachers of Russian (ACTR)

ACTR has revised its website where you will now find information concerning awards and contests for students of Russian, at the secondary school and post-secondary levels. Membership for middle school and high school teachers is $30.00/year and can be paid online. One can also research ACTR publications (ACTR Newsletter and Russian Language Journal), in addition to resources for Russian language teaching materials and the prototype AP Russian Language and Culture Exam. All of the above can be found at the ACTR website: http://www.actr.org/

Olympiada of Spoken Russian

Launched in the late 1960s, the ACTR Olympiada of Spoken Russian is the oldest of ACTR’s secondary school activities. Drawing on the long-established practice of oral exams and competitions within the Russian educational system, the Olympiada has provided successive generations of American high school and middle school students of Russian with a forum in which to demonstrate their achievement in Russian language study, while conversing with native speakers of Russian and meeting with students of Russian from schools other than their own.

State/Regional Olympiada competitions take place throughout the United States from February through May. Participants may earn gold, silver, or bronze medals in recognition of their proficiency in Russian conversation, poetry recitation, and Russian civilization at various levels of study. In addition, every third or fourth year outstanding contestants at regional ACTR Olympiada contests have the opportunity to participate in an international Olympiada contest that takes place in Moscow and brings together winners of Russian Olympiada contests from throughout the world to compete for international medals and engage in a rich program of cultural activities. For New England students of Russian, the Olympiada was held regionally at the Davis Center at Harvard University. For further details, please visit the ACTR website via the following link: http://www.actr.org/olympiada-of-spoken-russian.html

ACTR Russian Scholar Laureate Award

The American Council of Teachers of Russian designates ACTR Russian Scholar Laureates each school year. Every school where Russian is taught may designate one out-standing sophomore or junior for this award. Stu-dents in other years are not eligible, and there can be only one award per school. Any school that has more than 100 students studying Russian may nominate two students. For further details, please visit the ACTR website via the following link: http://www.actr.org/russian-scholar-laureate-award-rsla.html

The NNELL Summer Institute

By Kate Krotzer
Spanish teacher, Hebron Avenue School, Glastonbury, CT

The National Network for Early Language Learning (NNELL) had its Summer Institute in Glastonbury, CT on July 10-12, 2015. Over 50 early foreign languages educators attended the event and benefitted from several networking opportunities and very timely and useful professional development workshops.

On Friday, the event was kicked off with sessions on Early Language Learning Embraces the Common Core by Christi Moraga who shared a teacher’s perspective of incorporating these new standards in the language classroom. Barbara Jones from Santillana presented on Literacy and the Common Core and how to use literature to make those connections across content and skill areas.

Attendees also enjoyed a session on Advocacy in the Land of Aaahs by Diane DeNoon who spoke about her own district and ways to highlight our programs each and every day with our students, parents and colleagues. Marcela Summervile also shared techniques for Advocating for Early Start Programs.

Saturday morning began with an update from Jacque Bot Van Houten, ACTFL president, on new initiatives and also her own district’s work with the NCSSFL ACTFL Can Do statements. Kate Krotzer continued on the theme of literacy and the common core with a presentation Common Core and FLES: Language Learning and Nonfiction Texts. Participants were working hard on developing new ideas during each of these presentations to bring to their classes in the fall - from creating can do
statements, to promoting with parents, to finding books and texts to support their units and got to do so in collaboration.

Saturday afternoon, Ken Hughes brought his energy to present Movie Making and Green Screens showing attendees how to make movies right in their own classrooms!

The weekend was wrapped up on Sunday with Laura Terrill and her presentation The Power of the Image. Through the use of images in the foreign language classroom, she explored with the group many ways to incorporate the three modes of communication and interculturality as students build proficiency.

NNELL is dedicated to its mission of providing leadership to advocate for and support successful early language learning and teaching and through this Summer Institute was able to engage and prepare language teachers to start off their school year’s strong!

News From CT Schools

AITE Latin Trip to NYC

By Daniel Lapinski

On Thursday, November 19th, some students from AITE’s Latin classes, taught by Anna Koltypin, went on a trip to New York City. They attended a walking tour in which they learned about some of the city’s finest examples of historic architecture. By doing so, the Latin classes hoped to see how ancient Rome still affects modern culture today. The tour was guided by Professor Matthew Postal, of the New York School of Interior Design.

First, the Latin students saw an enormous statue of Atlas in Rockefeller Center. Atlas was a Greek deity from ancient times, shown to be holding intersecting halos that resembled a planet. As one participant describes him, “His muscles bulged and glistened forever frozen in time; the amount of time taken to monotonously polish each detail of his angular face was very apparent.” Then, after moving on to the skating rink, the group discovered another deity of ancient origin: Prometheus. Unlike Atlas’ rippling muscles, Prometheus’ body was lean and seemingly stuck in a state of careless freedom. In his right hand, he proudly showcased what was apparently the best gift given to humankind—fire.

During the tour, participants also had the chance to learn a lot about Roman influence on New York architecture itself. Postal led them to beautiful murals of industrial revolutions, the fierce stone lions of the New York City Public Library, and reportedly “never ceased to feed us the rich Roman-inspired history of the great ‘city of lights’”.

Later, students walked to Grand Central Terminal. They first viewed the entrance depicting Mercury, Minerva and Hercules which represents transportation, city and industry respectively. The group was taught about its famed attractions and intricate architectural details. One of the students describes the terminal as being “arguably the highlight of the trip.” The students were guided through the main concourse, being greeted by the astronomical ceiling created by Paul Cesar Helleu, and then brought through the many historical passageways where they learned about the stations structural engineering and execution. Following the walking tour, students explored the many restaurants of the terminal’s lower concourse.

Upon asking about their thoughts of the trip, one participant considered it to be “an enlightening day,” and another as being “truly wonderful, something that caught me by surprise.” Overall, the trip was something that each partaker agreed was worthwhile and very educational. By going to New York, each student learned more about ancient Rome, US history, and architecture, all at the same time.
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Newsletter Submissions
Deadline for next newsletter: March 30, 2016.

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.

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