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Our Mission is to Advance the Teaching of World Languages and Cultures in Minnesota

LETTER FROM OUR PRESIDENT:



Dear fellow world language educators,

One of the benefits of summer is that the nice weather allows us to be active outside. This is the time of year many people spend hiking, biking and participating in summer sports. Numerous studies have

proven both the cognitive and physical benefits of being active. Physical activity has a positive impact on overall health.

What is beneficial for adults is crucial for students. An increasing number of scholarly articles have been published recently on the importance of movement in the classroom.

As world language teachers, many of us have already seen these benefits and have begun to incorporate physical activity in our lessons. Teaching techniques such as total physical response (TPR) and organic world language (OWL) involve actions and movement to encourage retention of new vocabulary.

One of my goals this year has been to increase the amount of physical movement students do in my classroom. To achieve this, I focused on changing student groups frequently in a number of different ways and tried to include activities that required students to stand, walk and talk. I also encouraged students to use gestures to get them moving and help with circumlocution.

As the summer continues, I hope to develop more ways to get my students out of their desks, speaking more, and moving while learning. As the research on this topic expands, more and more evidence of the importance of movement will undoubtedly shape the classrooms of the future. But there is no need to wait until then to begin incorporating movement in your classroom. Summer

vacation is a great time to come up with ideas for next fall. My summer plans include developing more lessons for next school year that get my students moving while they speak.

I encourage you to join the MCTLC Teachers Café on Facebook and share how you use movement in your classroom. Many of the most successful activities I use in my classroom have been inspired by other world language teachers, so I hope you can share your ideas with others on our Facebook page and at our fall conference in October. We look forward to hearing from you!

~ Kay Edberg



2016 Central States Conference
A joint conference of the Central States Conference on the
Teaching of Foreign Languages
and the Ohio Foreign Language Association

March 10 – 15, 2016
Hilton Downtown Columbus
Columbus, OH

For more information, contact



Patrick T. Raven
CSCTFL Executive Director
7141A Ida Red Road
Egg Harbor, WI 54209
Phone: 414-405-4645
Fax: 920-868-1682
E-mail: CSCTFL@aol.com
Web: www.csctfl.org

Reflection: The most powerful tool in a teacher's toolbox

In reflecting on the end of my fourteenth year of teaching, on one hand I see the breadth of experience of my colleagues, both in my building, district, and in the wonderful connections I've made within MCTLTC and I know how much more growth I have to reach that level. On the other, I feel like this is a huge number and am super proud of this accomplishment. So many of our colleagues leave the field so soon that the idea that I am closing in on a decade and a half is quite satisfying.

This year in particular felt like a year of amazing growth and accomplishment. As is often the situation for us as language teachers, in our second language department, we found ourselves defending the discipline from potential cuts. Long story short, we were able to preserve the vast majority of our program, but incurred a reduction in contact time in the middle school. Previously students had received two quarters of Spanish throughout sixth and seventh grade. This allowed them to complete Spanish 1 over the two years.

At the start of the 2014-15 school year, our incoming sixth graders only receive a quarter of Spanish and this will continue when they advance into seventh grade in 2015-16. After changes to staffing caused by the shift, the task of tackling what our new sixth-grade curriculum would look like fell to me, as I was the only full-time secondary teacher with a sixth-grade license.

Because we have a K-12 program, my immediate concern was not moving to a traditional leveled Spanish class, it would be very easy to fall into a pattern where the students were not progressing beyond what they had learned in their elementary program.

Essentially, after much planning and conferring with colleagues, I determined that my primary goals were twofold. First, I wanted to ensure that students were moving forward with their language skills. I wanted them to feel like they could USE their Spanish. Second, I needed it to be FUN! If we only got to meet with them for one quarter, it was vital that that they felt positive about their time with me.



Image from greatinspire.com

Question of the Month

How do you use movement in your language classroom? Share your ideas today in a virtual conversation at the MCTLTC Teacher's Café on Facebook!

After much pondering, Pinterest and Google searching, bouncing ideas off friends and colleagues, and the prerequisite amount of gnashing of teeth, I came to a few conclusions. Using on-your feet, engaging activities, comprehensible-input methodology really seemed the way to go. I used OWL (Organic World Language), some TPRS, and project-based learning. I incorporated many of the resources I had built from years past, but essentially reinvented the course entirely.

One of the benefits of the students receiving one quarter is that I was able to revise and refine my curriculum by going through it four times throughout the year. At the end of this academic year, I can honestly say that this may have been my most satisfying year teaching so far. At the end of the first quarter, my students actually hugged me. Not just the nerdy ones that remind me of my middle school self (and that I hold very near and dear to my heart!) but regular, average students, popular students, athletic students, artsy students. In other quarters, I received more hugs, thank-yous, high fives and fist bumps on our last day of class. Parents and colleagues stopped me at conferences or community events to tell me how enjoyable Spanish was for their child, or the positive things they have overheard the students talk about in the halls or during advisory time.

The funny thing is, I didn't hear this in the same way in my traditional Spanish 1 classes. I still had lots of positivity and few gripes, but the enthusiasm and the ownership wasn't the same. In moving away from the traditional textbook-based curriculum, I was able to better connect with and build relationships with my students, show them what they could DO with a second language, and build their confidence as speakers of Spanish.

There are few things I wouldn't give to have that quarter of contact time back, but I wouldn't go back to our traditional curriculum. While I'm a bit disdainful of the current trend of over-personalization and the consumeristic attitude towards education there is something to be said for meeting students at their level, helping them understand what learning looks like, and showing them you "get" them as individuals, no matter how exasperating their little 'tween' selves can be.

As I look back at the successes from the past year and look forward to what I'll do next as my sixth graders advance into seventh grade, I am both content with what the students and I achieved and nervous for what comes next. There is much pondering and planning to be done. But then, isn't that what summer is for?

~ Brooke Carlson

MCTLC Pulse Interview Featuring Vice President, Allison Spender



(Enjoying tapas in Barcelona)

What is one thing many people do not know about you?

I've always wanted to be an architect. I adore home improvement shows, and architecture and design magazines. I recently started blogging about the summer cabin we are building in Wisconsin - cabinrehabin.wordpress.com if you want to follow me. My style is Scandinavian-modern, with lots of natural light and some retro elements too.

How did you begin your journey of learning another language?

I started by taking German in High School. I wanted to take the most uncommon language that I could, and that seemed to be German. In my German class, another student brought in a brochure for Concordia Language Villages. I was so excited to go to language camp! I applied for German, but instead got a spot in my second choice program: Swedish. After attending *Sjölunden*, I fell so in love with Swedish, I became an AFS exchange student to Sweden for my junior year of high school. I went on to be a counselor at Swedish camp, and ultimately, the Dean! I've also added Finnish and Polish to my language tool belt.

What would you say is your favorite word in another language?

"*Tjenixen*" Swedish for "howdy" - what Ned Flanders says on *The Simpsons* (no Swedes actually say this).

What country is your favorite vacation destination?

Spain- sunnier and less expensive than Sweden, with better food and wine. Plus there are plenty of Swedes there, in case I want to speak Swedish.

Who inspired you to learn another language?

My older sister Jenny. She took French, and then did an AFS year in Japan. She now also speaks Swedish, Dutch, and German.

If you could learn another language besides the ones you already comprehend and speak which one would it be?

So many choices! French would certainly open up a lot of the world to me. But I've always wanted to speak Icelandic.



Image from Dublin Architects architectinperson.files.wordpress.com

Upcoming events for language educators:



Fall planning meeting, August 20, 2015, 10am – 3pm.
Location TBA. Select News & Events for more information at: <http://mn-aatsp.org/AATSP-MN/Home.html>



Teachers Café, Saturday, September 12, 2015, at various locations around Minnesota. Check out your region at: www.mctlc.org/events



German Studies Association Conference, October 1 – 4, 2015 at Crystal Gateway Marriott, Arlington, Virginia. For details go to: <https://www.thegsa.org/index.html>



MAIN Event, October 15, 2015 at Robbinsdale Spanish Immersion School, Robbinsdale, Minnesota. Registration is open **until October 12, 2015**. For more information or to register go to: <http://www.mnimersion.org/event-1891105/>.



Fall Conference, October 23 – 24, 2015, at Earle Brown Heritage Center, Brooklyn Center, Minnesota. For details and to register go to: [www.mctlc.org/Conference 2015/](http://www.mctlc.org/Conference%202015/)



Annual Convention and World Languages Expo, November 20 – 22, 2015, San Diego, California (Pre-convention workshops, November 19). For more information and to register go to: www.actfl.org/convention-expo



For information on learning and teaching Chinese as well other resources go to the Confucius Institute Online at: <http://www.chinesecio.com/>



2015 MCTLC Fall Conference At-A-Glance: Educating Global Citizens
Earle Brown Heritage Center, Brooklyn Center, Minnesota

Registration information:	Fall Conference Friday, October 23rd	Saturday, October 24th, 2015
\$125 - Early registration ends September 15th, 2015 (includes membership)	Outline of the day: 7:30am - Registration opens	9am - 12pm Post-Conference Workshops Add to your registration for only \$50
\$150 - Online registration ends October 15th, 2015 (includes membership)	8:00am - Exhibits open 8:00am - Continental Breakfast	Select from these workshops:
\$175 - Onsite Registration (includes membership)	8:30am Breakout sessions begin	<ul style="list-style-type: none">• Keynote Speaker Stacie Berdan
Free - Future Educator Awardees with payment of \$30 MCTLC Student membership	9:30am - Keynote Address with Stacie Berdan	<ul style="list-style-type: none">• Talking about Things That Matter: Preparing for Success in the Interpersonal Mode
Register at: http://www.mctlc.org/event-1867039	12:00pm Awards Luncheon/Annual meeting	<ul style="list-style-type: none">• Keeping Students in the Target Language• Reading Activities Sure to Inspire a 'LIKE'• Feeling Like a Citizen: Engaging Students and Building Community in the Classroom
	5:00pm Breakout sessions End	
	CEUs Awarded	



Join the discussion! www.facebook.com/groups/MCTLCTeachersCafe/

For ads, comments, and corrections to the newsletter, contact Lisa Perez at editor@mctlc.org.