FLAME NEWSLETTER

Congratulations to Don Reutershan and Best Wishes in Your Retirement.

Don Reutershan as remembered by Laurie Littlefield-Baas  December 2013

My thoughts on knowing Don for 25 plus years! I taught on an island off the coast of Maine in my first teaching job and I was encouraged to become involved in AATF and FLAME so that I would not feel alone in my profession. It was the best advice I could have received and launched my teaching career on such a positive note. I met colleagues and made friends with many individuals and Don Reutershan is a wonderful part of those memories.

My first recollection of working with Don was on the LEARNING RESULTS at a posh ski resort. I remember feeling so welcomed and professional at this gathering. Teaching seemed to be legitimized and elevated to its correct position of importance in society. Don contributed to all of the tasks we did and organized our work to an unbelievable standard. His attention to detail and his enthusiasm made it all seem so easy. This trait carried through my entire time of working with Don.

I applied for a scholarship to the Northeast Conference on the Teaching of Foreign Languages (NECTFL) and adventured to New York City as part of the MAINE entourage. Don was at the helm and made sure that everyone knew where to go and what to do. His energy was tireless and kept us going all day and night!!! We attended excellent workshops, met and schmoozed with all of the conference vendors and went out every night for dinner. Don knew directions and particulars of many restaurants. It was really like having our own personal concierge!!!

One year turned into many at NECTFL and Don was always there.
On the FLAME board and finally as President, I saw Don year round. Our monthly meetings at the MEA headquarters were lively. Our year end dinners at Slates were divine!!! We met in the summer at the coast. We met to blitz Portland in the year of the languages. We worked long hours at the Holiday Inn by the Bay and Don always had a smile on his face and a fantastic workshop to tell us the latest at the state level in World Languages. Too many things have changed over the years but Don remained a quiet, consistent and enthusiastic force for our discipline.

Our profession has lost a saint with regard to direction and aiding of those of us in the classroom. He will be sadly missed and NEVER replaced. The very best to Don as he embarks on new adventures. I know they will involve enthusiasm and travel. Godspeed!!!!

This idea came from the *Language Educator* published by ACTFL. In the Language Educator, there is a section called, "So you say". This section includes reader responses to issues in language education. Here is the question for the January

How do you teach vocabulary?

For learning vocabulary, one thing I try to do much more of than I used to is pre-assess. I give students any new vocabulary as a pre-test. (I give them credit for doing it as long as they put their name and date on it and honestly write meanings for any words they may know or be able to guess before starting the unit.) This way I not only find out which words to concentrate on, but also which cognates they may not yet recognize that previously I would have assumed they would know. Among the many teaching strategies I'm sure we all use for vocabulary, I like to take time to have students come up with association clues to connect the words to something they already know. Nearly every year someone comes up with an original idea I may not have thought of before nor heard from previous classes.

Leslee Fiveland
Bucksport Middle and High School

The question really, is ¿how do humans acquire language? The answer, of course, is exactly the same way we acquire our first language, through repetitive, comprehensible input. It doesn't really matter what we target (vocabulary or grammatical structures) I would say that we should shelter vocabulary more than grammar though.

When I start a lesson I almost always start with three grammatical structures (he wants, he goes, he doesn't have money) The first step is to establish meaning with those structures. We then ask personalized questions based on the structures
When we make the input compelling and personal the acquisition process is made more effective.

Anything my Spanish 1 students "know" so far this year has been the result of tons of comprehensible repetition and making the comprehensible input very personalized. The class knows vocabulary associated with drawing because Elizabeth draws really well. The class knows vocabulary associated with sleeping (including days of the week and time) because Caleb sleeps A LOT.

We also read a novel this semester. The novel also has tons of repetition and deals with a story line that students can and do relate to.

I really believe that if we can figure out a way to repeat language over and over in a highly compelling, personalized way, students will acquire anything we run past them whether it be vocabulary, the present tense or the imperfect subjunctive. It really doesn't matter AS LONG AS IT IS ALL MADE COMPREHENSIBLE.

Skip Crosby
Poland High School

Fall Meeting of the Maine Classical Association

On Saturday, October 19, about 30 teachers of Latin and Greek met at Bates College for the Fall Meeting of the Maine Classical Association. The first speaker was Margaret Imber, Ph. D., Associate Professor of Classical and Medieval Studies at Bates College. Professor Imber's presentation, titled "Mr. Madison's Cicero," outlined the influences of Cicero's letters and speeches on James Madison and chronicled how these influences may have affected some of the thoughts and ideals of the early Founding Fathers.

Next, Jeannine Diddle Uzzi, Ph. D., Associate Professor of Classics at USM, spoke about the processes she followed in her soon to be published translations of the poems of Catullus. Professor Uzzi explained how she wanted her translations to be accessible to readers today while still staying true to the writings of Catullus and the idiosyncrasies of his poetical language. She shared several of her translations with the group, and we are all eagerly awaiting the publication of her book.

The third presentation was given by Sarah Harrell, Ph. D. and was titled, "The Nostros of Helen: The Untold Story?" Professor Harrell led us through an examination of Helen of Troy's appearances and representations in Homer's works and established the "coming home" of Helen as a thread that runs throughout the epics.

The annual MCA Award was presented to Marilee Osier for her years of dedication to the teaching of Latin, the Junior Classical League, and the Clamor Newsletter. Congratulations and thank you, Marilee!
AATSP Conference  
Bates College  
October 18, 2013  
by Betsy Hudson

A day of “Illovisna” greeted us – but the meeting room was full of excitement – ¡El sabor latino!

Tatiana Lera (Brunswick Middle School), Vice President, welcomed 25+ “entusiasmados” and dedicated teachers to our annual fall conference. She introduced our president Cathy Varela (Freeport High School), treasurer Skip Crosby (Poland Regional High School) secretary Betsy Hudson (John Bapst Memorial High School) and Claritza Hurdle coordinator of the National Spanish Exam.

Tati explained the handouts which gave valuable information regarding workshops on state standards. She then introduced Steve Hart, formerly MLTI instructor currently working for Apple. His job is to meld technology into the learning process. He is one of four state representatives who provide free MLTI help.

To begin we had a moment for open questions

- Why can’t we use quia on ipads (you can if activity has html mode)
- Can’t use quia (on ipads it’s adobe – you need flash) but Htmo5 is in development which may help x
- Idea: have students insert their head on a picture of someone else doing something exciting and then write about it in the preterite tense
- What happened to noteshare? It was dropped by the state.
- Itunes university is full of material
- With Glogster students can make interactive posters and record themselves

Who can answer questions for us? Steve Hart thart@apple.com and jmao@maine.gov (Jeff Mao – technology questions).

Steven demonstrated AppleTV for us. How one can use the ipad as a document camera, for photography, etc. and have it conveyed simultaneous to an lcd projector.

More topics were discussed:

Siri
App store
Duolingo vs Rosetta Stone
Wordlense (point the ipad to something in a language you don’t know, and it translates it – not free)
You can play against other people with quizlet
The project office is 68804501. They are always hunting for ways to help.
As if we weren’t challenged enough, our next presenter wiped the slate clean: Dan Bennett shared his experiences in taking students to Guatemala with Camino Seguro (safe passages - http://www.safepassage.org/). He has taken several groups there – and it is a most connecting experience. Antigua Municipal is the largest dump in Guatemala.

There are families and especially children who spend their days digging through the dump hunting for things to eat and things they can sell. The program tries to give these children a better life.

Over 500 children participate in this. He had a lot of sound advice. For one, they collected everyone’s cell phones, and did not let them call home until after the evening debriefing. Also, Dan recommended AAA travel visa cards. Also, he advises which ATM machines are safe to use. If someone is interested in helping them, contact him. Students going have to participate in a blog and write a reflection piece. Most of the people they help have a working knowledge of Spanish, although there are a lot of Mayan dialects there as well as others. Students have to do a presentation when they return. Students become engaged in a way they’ve never been involved before.

After hearing from Dan, we humbly adjourned to the abundant offerings of the cafeteria. Endless food! But nothing compared to the camaraderie we shared.

Without a siesta we returned to our conference room. Information about the National Spanish Exam was given by our new coordinator Claritza Hurdle. Students pay only $2 to register. If they register in November, they will have study resources available to them.

Dustin Williamson at Leavitt High school in Turner then did a presentation: MovieTalk – a technique for language acquisition. It uses CI – plus visible language. It is novel, and students love it.

Besides the techniques, he shared lots of motivators:

- Every time I say Qui, I need someone to stand up and say “‘Qui’ means ‘who!’ “
- Same: when you hear “ou” stand up and shout “‘ou means where!”
- Use hand signals for such things as “regardez”
- Try more symbols: for “veut” (arms to body), faché, etc.

As it is said, “El tiempo se nos acabó,” “Time – it just ran out on us.” Thanks to all presenters and participants. Mark your calendars for the next meeting at the FLAME Conference in March! ¡Hasta la próxima! ¡Até!
MEMBERSHIP AND CONFERENCE REGISTRATION FORM
FLAME ANNUAL CONFERENCE: March 6&7, 2014

REGISTRATION DEADLINE: FEBRUARY 14, 2014
No on-site registration will be available for the 2014 Conference.

Name: ___________________________ □ NEW TEACHER (check here)
School/Place of work: ___________________________
Address: ____________________________________________
City: ____________ State: ____________ Zip: ____________
School Phone: ___________________________
Email: ____________________________________________

Home Address: ____________________________________________
City: ____________ State: ____________ Zip: ____________

PLEASE SEND MY FLAME MATERIALS TO MY HOME ADDRESS □ YES
***All mailings will be sent to your work address unless otherwise specified.***

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<th>Annual Membership:</th>
<th>2013-2014 DUES</th>
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<tr>
<td>The FLAME Spring Conference is open to members only.</td>
<td>$35.00</td>
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<tr>
<td>Professional Dues</td>
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<td>New Teacher rate (First-year teachers only)</td>
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<td>Full-time Student rate</td>
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<td>Emeritus: Retiree with membership during the last 10 years of tenure.</td>
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<th>Thursday Pre-Conference Registration:</th>
<th>Pre-Conference</th>
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<td>Dinner and Keynote</td>
<td>Pre-Conference</td>
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<tr>
<td>Professional Teacher rate</td>
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<tr>
<td>Full-time Student rate</td>
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<th>Friday Conference Registration:</th>
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<td>Professional Teacher rate (breakfast and lunch included)</td>
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<td>Full-time Student rate (breakfast and lunch included)</td>
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T-Shirt Order: Order your FLAME t-shirt now! Please indicate size:
SMALL MEDIUM LARGE X-LARGE

TOTAL ENCLOSED:
Please make check payable to FLAME. NO PURCHASE ORDERS ACCEPTED. $ ____________

Please Note:
- You must be a member of FLAME to attend spring conference.
- Complete a separate form for each registrant.
- Make checks payable to FLAME.
- No Refunds will be made.
- No On-Site registration will be available for the 2014 conference.
- If you require a receipt, please pick it up at the conference.

Send Registration to:
KIM MACDONALD
FLAME Treasurer
427 Lawrence Road
Pownal, ME 04069

HOUSING: To reserve a room, contact: Holiday Inn By the Bay, 88 Spring Street, Portland, ME 04101.
Request the FLAME Conference rate for rooms. Phone: 207-775-2311 or 800-345-5050
FMI: Contact Conference Committee Chair: Mary Lord (207-319-1950) at mlord@brunswick.k12.me.us
2014 FLAME STUDENT VIDEO & POSTER CONTESTS

Invite your students to get involved by submitting a video or poster for our upcoming FLAME Conference on March 6 and 7. This year’s theme is “Building the Staircase to Proficiency.”

Each submission must clearly indicate students’ names, the teacher’s name, the language and level, and the school’s name and address. Please send submissions to:

Amber Burks, Westbrook Middle School, 471 Stroudwater Street, Westbrook, ME 04092

The Student Activities committee will review all submissions and make the final decision. Winners will be announced at the conference and each contest awards the following prizes:

First place $50 • Second place $30 • Third place $20

**FLAME Student Video Contest**  Deadline: postmarked by Friday, February 14th OR submitted to [http://www.dropitto.me/aburks](http://www.dropitto.me/aburks) by 2/14

Students will create a video (CD, DVD or electronic file) in the target language. Videos will be grouped according to level (elementary, middle school, high school) and will be judged on accurate use of target language and creativity.

**REQUIREMENTS:**

☐ Videos must be submitted by a current FLAME member.
☐ Videos must be in a modern or classical language.
☐ Videos must show student effort to communicate in the target language.
☐ Videos must be no more than 10 minutes in length.

**FLAME Student Poster Contest**  Deadline: postmarked by Wednesday, February 26th OR submitted during registration at the conference

Students at any level of foreign language study will create a poster that reflects the theme of the conference: “Building the Staircase to Proficiency”. Posters will be judged on creativity and correct usage of a modern or classical language.

**REQUIREMENTS:**

☐ Posters must be submitted by a current FLAME member.
☐ Posters can be created by an individual student or a group of students working together.
☐ Posters must be larger than 8 x 11.
☐ Teachers are asked to submit no more than 4 posters per level or grade taught.

Any questions? Please contact Amber Burks at burksa@westbrook.k12.me.us
To the addressee or successor of:

Visit our website!!!
www.umaine.edu/Flame

MARK YOUR CALENDARS!!

MARCH 6-7, 2014
FLAME Annual Conference
Holiday Inn by the Bay
Portland, Maine

Check the FLAME website for upcoming details
www.umaine.edu/flame