



IFLTA NEWS

A Publication of the Indiana Foreign Language Teachers' Association, Inc.

Looking for a few good leaders

Officer elections slated for fall

BY **RHONDA POOL-VON WERDER**
IFLTA TREASURER

With the elections for new executive board officers (Vice-President, Secretary and Treasurer) slated for the IFLTA 2005 Fall Conference, it is not too early to start considering which space YOU might fit into in our statewide organization. Without volunteers like you, our IFLTA organization cannot survive.

Yes, we are all teaching professionals with full-time commitments but we also need to consider where our talents can best be utilized. If you have one hour per year up to several hours per year, IFLTA has a place for enthusiastic and energetic individuals who truly care about our world language profession and the direction in which it is to go. YOU can be that leader!

Taking Turns

On a return flight to Indiana from the 2001 ACTFL conference in Washington, D.C., I met a very professional-looking woman who was seated beside me. She was wearing a great “power suit” and looked well-groomed—accessorized elegantly, yet conservatively. As she busily worked at her laptop, she emitted a definite presence of authority and success. We struck up a conversation and discovered that we had both just attended national confer-

ences: I, as a newly-elected officer of IFLTA and she, as the president of her national organization! Needless to say, as a young full-time working mother born, raised and living in the Hoosier state, I was in “awe” of her. I thought that I was speaking to a “power player” —a real success story.

Our conversation covered many topics but one remains fresh in my mind to this day—her words are as inspiring now as they were then. We were speaking about leadership and I asked her how is it that she had become the president of such a large national organization, representing thousands of people. She explained that she was “passionate” about what she did and then stated: “It was just my turn – my turn to share that passion and extend it to others. It’s a responsi-

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Letter to the Editor:

IFLTA’s own face RIFs due to budget cuts

2005, the Year of Languages! It’s time to look deeper than a feel-good ad campaign for world language teachers. It’s crunch time and some of our own are on the chopping block.

In Lawrence Township, once a cutting edge school district, six world language teachers are being cut, two of the German teachers have been riffed and three French and one Latin teacher have been reassigned to teach Social Studies and English. While no programs face actual elimination at this corporation, all of them, with the exception of Spanish have been greatly reduced.

The foreign language rotation, which is often the only exposure students will have to different languages and cultures, has been taken out of the sixth grades. The first-year German and French programs that were spread out over two years at the middle schools, will be offered in eighth grade only. If this isn’t setting the students up for failure! Our brightest students will be able to do it, but what happens to the average kid?

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President's

Indiana language teachers need your help; do your part to promote Year of Languages

BY CLAUDIA NOLE
IFLTA PRESIDENT

We have almost made it through another year. I hope that your year has been productive and that you will soon be making plans for the next one. It has indeed been a busy one and a difficult one for many. In the face of unprecedented state budget cuts in education, many schools are facing RIFs and program cuts. What better year to have Year of Languages, so that we can stress the importance of what we teach even more. But it isn't

enough just to sit back and let YOL take care of itself. We must all take part in promoting our profession and its necessity in today's society.

I would like to challenge each of you to do just one thing to promote the Year of Languages. This is our time to draw positive attention to our programs and our schools. If each one of us would just send a letter to our local paper highlighting an event in our classroom or a letter to the editor clarifying the importance of language learning, the benefits to the students and to our society, I am convinced that we would have a real impact on our

role in our communities. Not until the principals, board members and parents all realize the time it takes to learn a language as well as the impact that study has on our lives and our communities will we see a change in the decisions they make and the support we receive for our programs.

We all know that language study helps us to communicate with people from other countries and backgrounds. It improves school performance and promotes superior problem-solving skills. Not only do world language students tend to score higher on standardized test including the SAT but

RIFs affect former IFLTA board member

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The kid who has to work hard to succeed in a language? The student who needs the extra time and reinforcement? Latin was offered at one middle school only, but is now totally eliminated from the middle schools.

The ripple effect of the reduction in course offerings will be that students either take Spanish in seventh grade or nothing, ... or maybe a study hall! Not an adequate choice! Parents are not happy. The Spanish classes will be huge. There is nothing like trying to teach 40 middle school students in a world language class! Teachers at the high schools will travel from one school to the other, which in turn will limit the students' choices further,

because that one third level class will only be offered at a certain time, which might not fit their schedule.

I have taught at Lawrence for eight years, given it my all, started an exchange program with eighth graders, which is very unique! My heart aches! Not for myself, but for my students, for future generations of students who will miss out on so many opportunities provided to them by outstanding educators. I am sad for the kids who will not be able to host a German exchange student and go to Germany to stay with their "German" family to experience the culture and language first hand. I am crying for the French students who won't be able to travel to Quebec at the end of their eighth-grade

year, like their peers have done for the past 20 years to realize that French is not just a school subject, but people actually speak it. I feel bad for the students who will not have to benefit of learning about an ancient culture and civilization early in their educational career, because their Latin teacher has to teach English now!

I will move on and look for other opportunities! Please, keep all of us in your thoughts and speak up for world languages. Who knows who will be next?

Angelika Becker
German Teacher
Past-President AATG Indiana
Presiding Officer, Chapter Presidents' Assembly, AATG

Perspective

they also have an increased understanding of their own language and grammar. These students will also have better choices of career opportunities. The benefits to ourselves and to our communities are many and enduring. The question is have we communicated these benefits convincingly and completely to our constituents?

I have requested and received a YOL proclamation from Mayor Bart Peterson that is posted on yearoflanguages.org. Imagine if each of us received a proclamation or published an article about language learning. Our newspapers would be filled with positive information about language. This would start people talking and thinking about what they could do to help. Parents, our most important and powerful allies, would clamor for more programs and help us to protect the ones we have fostered. Rotary clubs and Kiwanis, as well as other organizations, would be more willing to support our programs and our teachers. Our national leaders have taken up the charge. If we truly believe in what we do, it is up to us to be sure that we are helping the team effort and not just being a spectator on the sidelines. What have you done to promote language study? In order for us to succeed we need for everyone to do something. Give a speech or let your students perform at a Rotary or church function. People are truly amazed that young children can speak another language. We know it, let's share it.

The more visible we are to our community, students, parents and administrators, the more they will see us as the valuable assets we truly are.

IFLTA NEWS

www.iflta.org

The IFLTA News is a publication of the Indiana Foreign Language Teachers Association, Inc. and is free with membership to IFLTA. Inquiries about the organization should be addressed to Treasurer Rhonda Pool-von Werder.

Write to us about your professional achievements, creative classroom ideas, helpful tips, news from your language-specific organization or topics you would like to see covered. Contact Bethany Roush for more information.

Items appearing in this newsletter do not necessarily reflect the views of the organization or its board of directors. News is covered for informational purposes and should not be considered an endorsement of products or services.

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Also on the board are: Presidents of Constituent Organizations – Indiana chapters of AATF, AATG, AITJ, AATSP, CLTA, ICC, ICLASS and IN-NELL

Homefront

Strengthen your commitment to YOL

BY KRISTIN HOYT

COORDINATOR FOR WORLD LANGUAGES
& INTERNATIONAL EDUCATION
INDIANA DEPARTMENT OF EDUCATION

If you haven't already heard, we are in the midst of an unprecedented year of celebration in the U.S. and it is not too late for you to join in. As a language educator, you are undoubtedly engaged in numerous activities and programs that support language learning. So, now is the time to celebrate! The *2005 Year of Languages* has been modeled after the highly successful European Union Year of Languages initiative in 2001. ACTFL has taken the lead in organizing the *2005 Year of Languages* to focus America's attention on the academic, social, and economic benefits of studying other languages and cultures from around the world. Celebrations of language learning are taking place in elementary and secondary schools, and postsecondary institutions, at the local, state, and national levels across America. The goal of the *2005 Year of Languages* celebration is to advance the concept that every American should develop proficiency not only in English, but in other languages as well.

You should take a few minutes from your busy schedule to log onto www.actfl.org and click on the link for *2005 Year of Languages*. There are numerous interesting links on the website to check out:

- Listings and documentation of events that have already taken place as well as those scheduled for upcoming

dates at the local, state, and national levels

- The monthly themes throughout the year that focus on different aspects of language learning

- Copies of both the US Senate (28) and House (122) Resolutions designating the *2005 Year of Languages*

- Photos of your fellow teachers around the nation taking part in acknowledging the *2005 Year of Languages*

- A bulletin board where you can add to the numerous motivating postings

- Helpful advocacy resources to promote language learning

- A "how to" kit for launching a *2005 Year of Languages* campaign in your own school or community

- Public relations materials for promoting language learning

- Information for parents, teachers, and MORE....!!

Don't hesitate to check out the *2005 Year of Languages* website today and think about your own contribution to the national celebration. You will be grateful that you did.

Department of Defense Releases New Report: Defense Language Transformation Roadmap

The "Defense Language Transformation Roadmap" is a "plan to overhaul military policy, doctrine, and organizations to improve the diversity of foreign languages spoken in the armed forces; enhance the proficiency of linguists; and create new military sources of foreign language expertise

outside the Defense Department." Recent world events have emphasized the need for the Department of Defense to significantly improve "organic capability in emerging languages and dialects, a greater competence and regional area skills in those languages and dialects, and a surge capability to rapidly expand its language capabilities on short notice," as stated in the report. Consequently, the Defense Department will require all junior officers to complete a foreign language course. Eventually, all general officer and flag officer candidates will have to be bilingual.

To read a copy of the "Defense Language Transformation Roadmap," visit the JNCL-NCLIS website at www.languagepolicy.org and click on the "What's New?" link.

Opportunities for Professional Growth

There are numerous resources, study grants, and institutes available through I.U. Bloomington. The various area study resource centers that represent different regions of the world have much to offer. For example: West European Studies Grants for K-12 Teachers (travel and lesson plans): <http://www.indiana.edu/~west> or 812-855-3280, and International Studies Summer Institute for Grades 7-12 Teachers: <http://www.indiana.edu/~global/institute.htm> or 812-855-0756. Find out about other world regional study centers at http://www.indiana.edu/~intlprog/area_studies.html.

There are also many opportunities

News from IDOE

available beyond our state borders for professional growth during the summer months at the fourteen national language resource centers. Go to <http://nflrc.msu.edu> for links to each of the centers' websites and more information on summer workshop.

Chinese & Japanese AP

Advanced Placement (AP) exams for both Chinese and Japanese are currently under development by the College Board and the first administration of these exams will take place in May 2007.

The College Board has received special grant funding to support the growth of Chinese and Japanese language programs and is offering secondary school Chinese and Japanese language teachers the opportunity to apply for a fee waiver for the purpose of attending College Board Workshops and College Board-endorsed Summer Institutes. For more information, visit the AP home page at <http://apcentral.collegeboard.com> and follow the links for "New World Language Courses."

New Graduation Requirements for Class of 2010

The Indiana State Board of Education has passed the resolution to adopt changes to Indiana's course and credit requirements for a Core 40 high school diploma. These changes will go into effect for the graduating class of 2010. As we go to press, there is on-going discussion on a resolution to make Core 40 Indiana's required high school curriculum for all. To download a copy of the new graduation requirements and a helpful Q & A document on the new requirements, go to <http://>

www.doe.state.in.us/reed/newsr/2005/02-February/Course_and_Credit_Requirementschart.pdf and <http://www.doe.state.in.us/stateboard/pdf/NewGraduationRequirements-QA-2-8-0532.pdf>.

Do you have Spanish teaching positions to fill for next year?

As a component of the Memorandum of Understanding between the Indiana Department of Education and the Spanish Ministry of Education, the Visiting Teacher Program is designed to bring teachers from Spain to be employed by school corporations in Indiana. You are probably aware of the increased student enrollment in Spanish that is occurring in Indiana, and you may also be aware that there is a shortage of Spanish teachers to meet this demand. For this reason, you or your school district may be interested in the IDOE Visiting Teacher Program.

We have just returned from the teacher interviewing process in Madrid with candidates that were pre-screened by the Spanish Ministry of Education. There are numerous excellent and qualified candidates certified in elementary and secondary. The IDOE would like to make recommendations for these candidates to interested schools, with final approval resting upon the hosting school corporations.

The visiting teachers are able to teach either (1) Spanish language and culture or (2) other subject areas in Spanish, in such programs as immersion or content-based language learning programs. The teachers are individually contracted by the school corporation and may be under contract with the district for one to three years, with the possibility of an additional one-year extension beyond the third year.

The visiting teachers are responsible for their housing arrangements, including the cost of the housing. They are also responsible for the expenses of their round trip from Spain to Indiana and their transportation within the U.S. However, schools must assist visiting teachers in securing a temporary host/welcome family for the initial days following arrival in the US.

The Spanish teachers bring with them an international driver's license and enough money for expenses for food and other up-front expenses, such as car insurance, car lease or car purchase, apartment deposit due and furniture purchase or rent.

For more information on the Visiting Teacher Program, contact IDOE Coordinator for World Languages & International Education, Kristin Hoyt at 317-232-9148 or khoyt@doe.state.in.us.

**Stay in touch and stay informed;
join the FL listserv**

www.doe.state.in.us/opd/wrldlangs

Behind the name

Looking for a few good leaders

Continued from Page 1

bility, yes, but what a responsibility!”

My awe of her turned into inspiration. Her words resonate in my mind during the highs and lows I experience as a leader in IFLTA and in the various community organizations in which I volunteer. **“Taking turns.”** A simple kindergarten philosophy, a unique opportunity for personal and professional growth!

The “Elite” Executive Board

As a first year teacher many years (already?) ago, I thought that the people who held office in IFLTA were truly the “elite” of our profession. Who wouldn’t? These were well-established teachers, published, and quite well known around the United States for their contributions to foreign language education. Wide-eyed, I was in constant awe of their knowledge and the professionalism they exuded.

After getting to know some of them, I realized that they were also regular classroom teachers who were sharing with other teachers what they liked best: teaching foreign languages. They graded homework, dealt with administrators and parents, and even made sure their supply and text orders were in on time. There is no “cushy” job in teaching. Out went the “elite” idea—and fast!

It’s funny. It took over ten years for

one of our current officers to work up the courage to present in front of her colleagues at IFLTA. Today, that timid teacher is one of the most effective and diligent leaders with whom I have ever worked. Period.

I would hate for others (new or established teachers) to pass up such an enriching opportunity to lead their profession because they thought that they weren’t one of a “special” circle of people.

We are all teachers. We are all human beings.

The “Pay Off”

Over the past four years as an officer of IFLTA, I have gained so many reproducible and marketable skills—both on a professional and personal level. I have made so many vital connections with awesome educators in our state and across the USA. As the only world language teacher in my school, I have no language colleagues in my building to interact with on a daily basis. Being active in IFLTA has given me an engaging community and “family” of my teaching colleagues. *They* make up my department at my school.

Last year, I celebrated the birth of my third child, Benjamin, and suffered the sudden loss of my father, Robert. By far, the people that came through for me during these “threshold mo-

ments” were world language teachers from across the state. A professionally enriching experience can become a personal blessing! Many thanks. Yes, the behind-the-scenes people who make up IFLTA are my professional colleagues; more importantly, however, they are my *friends*.

The Last Word (I promise...)

You know, as teachers, we lead *every day, every class hour* at our schools. Step up. Take *your* “turn” with IFLTA. Join us in the leadership of IFLTA and get set for a fulfilling and exciting ride. Start out small and work your way “up.” You don’t have to be Vice-President/President-Elect your first time helping out with our organization. There are so many special projects that are “one-time deals” that need special people like you with the special talents you have to offer. In whatever capacity you choose to lead, whether it is as an excited member who encourages others to join our professional organization, a special projects helper, session presenter or presider, or board member, we welcome you—new and not so new Hoosier world language professionals!

Editor’s Note: If you are interested in serving Indiana world language educators in some capacity, please contact a board member. See page 3 or go to www.iflta.org for contact information.

How we do our stuff

Before you register for the 2005 conference

Before you register for the 2005 conference, remember that our procedure for accepting purchase orders has changed. To better facilitate getting all registrations processed in a timely manner, we must have all purchase order registrations in hand by October 1.

Therefore, if your school requires a purchase order to pay for your conference expenses, it is very important that you clip the registration on page 8 and submit it ASAP.

Also, please verify that your school has the correct billing address for IFLTA. All checks should be made payable to IFLTA and mailed to:

Rhonda Pool-Von Werder
IFLTA Treasurer
34 Churchill Ct.
Lafayette, IN 47905

Please make the corrections now or before you know it, time will have slipped away. Have a great summer!

Attention, pre-service and beginning teachers

Your registration costs could be paid by applying for our conference

grant. Visit our website at www.iflta.org for more information and to print an application.

Reserve your hotel room(s) now

Don't forget to call Holiday Inn or fax the reservation sheet on page 10 to reserve your hotel room early. The hotel holds space only through October 4; after that, they are fair game for any other group. Plan to stay at the hotel with us so that we can maximize our time together!

Be a presenter!

Teachers are, by nature, very creative people and natural public speakers. We get things done – and we're not afraid to share. We are our own best resources. So share some of the things you do to make your classroom more fun, more efficient, more effective, more memorable. Be a presenter at the 2005 conference.

Go to the presenter registration form on page 9 or visit our website at www.iflta.org to complete the registration with your session proposal.

If you can't think of an idea for a session, ask some of your students or colleagues what some of your best features are, then turn those ideas into

a conference session.

You could even present with a friend or group of friends, do a panel discussion of an important topic or simply a demonstration of a method you learned along the way.

Remember, great ideas are for sharing!

Lend a hand

In addition to session presenters, help is also needed in supporting roles. We need volunteers to work registration, serve as session presiders to help us get feedback from attendees, help with the vendors, help set up and organize and much more. For more information, contact Sarah DeMaris at:

118 Meier Hall
Valparaiso, IN 46383
Sarah.DeMaris@valpo.edu
219-464-5344



2005-2006 Academic-Year Membership

(September 1, 2005 - August 31, 2006)

and

2005 Conference Registration:

“Connecting Communities Through World Languages”

(November 3 –5, Holiday Inn Select, Indianapolis Airport)

PLEASE PRINT OR TYPE

YOUR NAME: _____
Last First Middle Initial

SCHOOL NAME: _____

LANGUAGE(S) TAUGHT: _____ LEVELS: K-5 6-8 9-12 post-sec.

PREFERRED MAILING ADDRESS: Home address: _____ Work address: _____
Street _____
City _____ State _____ Zip _____
Telephone _____ FAX _____
Preferred e-mail address: _____

Check Policy:

1. Checks payable, please, to IFLTA.
2. Checks returned “NSF” incur bank fee plus IFLTA fee: the amount of the check plus \$10.

Purchase Order Policy:

PO numbers *must* be received with early registration. Please direct your business office to submit the PO number and billing address on letterhead paper **with** this registration form, postmarked by Oct. 1, 2004.

MEMBERSHIP DUES

Regular and Retiree Membership	\$20	_____
Student Membership	\$5	_____

CONFERENCE REGISTRATION FEES

(Membership in IFLTA is required to register for the conference.)

Early Registration (postmark by Oct. 1)	\$20	_____
Registration (postmark by Oct. 15)	\$25	_____
On-Site Registration	\$30	_____
Retiree Registration	\$15	_____
Student Registration (full-time students only)	\$10	_____
Luncheon, Friday, Nov. 5	\$15	_____
Luncheon, Saturday, Nov. 6	\$15	_____

(both luncheons in the Hotel Atrium)

VOLUNTARY DONATION

Lorraine Strasheim Scholarship
(IFLTA has 501 C3 status) (indicate amount) \$ _____

TOTAL ENCLOSED \$ _____

Print out or copy this form and mail with payment to:

Rhonda Pool-von Werder
34 Churchill Court
Lafayette, IN 47905

Or register on-line at:

www.iflta.org

Questions?

sarah.demaris@valpo.edu

Office Use Only

PO#: _____ Check #: _____

Cash: Y N Amount: \$ _____

Date: _____

**INDIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION
2005 ANNUAL CONFERENCE
SESSION PROPOSAL FORM**

Submission Deadline: July 15, 2005 (early submissions valued)

Notification of Acceptance: September 1, 2005

Theme: *Connecting Communities Through World Languages*

Dates: November 3–5, 2005

Location: Holiday Inn Select Airport
2501 S. High School Road
Indianapolis, Indiana 46241

Presenter:

Your Name: _____

Institution: _____

Postal Address: _____

E-mail Address: _____

Telephone: _____

Please list co-presenter, if applicable:

Name: _____

Institution: _____

E-mail address: _____

Telephone: _____

Please list session presider (presider introduces session and collects evaluation forms; IFLTA will select presider if you don't):

Name: _____

E-mail address: _____

Telephone: _____

SESSION TITLE:

SESSION ABSTRACT (60 words or less)

Describe session content, objectives, procedures, and materials. State expected benefits to participants and language of presentation. (Attach a separate sheet or use the reverse of this page.)

To submit electronically go to: <<www.iflta.org>> and complete the form on-line

To submit by post print out this form, complete responses, and mail to:

Prof. Sarah DeMaris
118 Meier Hall
Valparaiso University
Valparaiso, IN 46383

Questions? sarah.demaris@valpo.edu

IFLTA is a non-profit organization and is unable to pay your conference expenses. Thank you for your professional contribution.

PLEASE NOTE:

Regular sessions are scheduled for 50 minutes.

Workshops (3 hours) are submitted directly by the constituent AATs; if you wish to propose a workshop for IFLTA please be in contact with your AAT.

Please provide the following information (check multiple items if appropriate):

Type of 50-minute session:

lecture
 discussion
 demonstration
 panel
 other
(specify) _____

Appropriate Level

Elementary
 Middle School
 High School
 Post-secondary

Intended Audience

Teacher
 Supervisors
 Other (specify) _____

Will you need A-V equipment?

Slide projector
 Overhead projector
 Screen
 VCR
 Cassette/CD player
Other equipment must be brought by presenter.

Sharing experience

Leadership in Foreign Language Education

BY TOM ALSOP
BUTLER UNIVERSITY

What is leadership? **Me**, an idealistic World Language educator, sat down the other day to eat lunch in this lovely park. The trees were extraordinarily beautiful. You wouldn't believe who appeared to **Me**. It was a super-person type, a Captain dressed with a cape and the letters WoLa on the shirt. **Me** had seen this image in another futuristic encounter years ago. In that age this person-god wore a cape with For Lang on it. The face looked different now. More experienced, more with it. **Captain WoLa** sat down and **Me** offered WoLa a sandwich. WoLa preferred it be a taco or crepe. **Me** had neither so WoLa refused the sandwich.

Me: Let's talk about leadership.

Captain WoLa: Okay. Which languages do you speak?

Me: English and Spanish. Please, tell me your thoughts on leadership in world language education.

(Since Captain WoLa speaks 12 languages, **Me** feels like a typical American. Well, at least **Me** is not monolingual, but two languages will not qualify **Me** as a true polyglot.)

Captain WoLa: Leadership requires questioning what is and what could be!

Can we be leaders in the classroom? How? What about leaders in the community? Leaders in the administrative chain of command? Why are

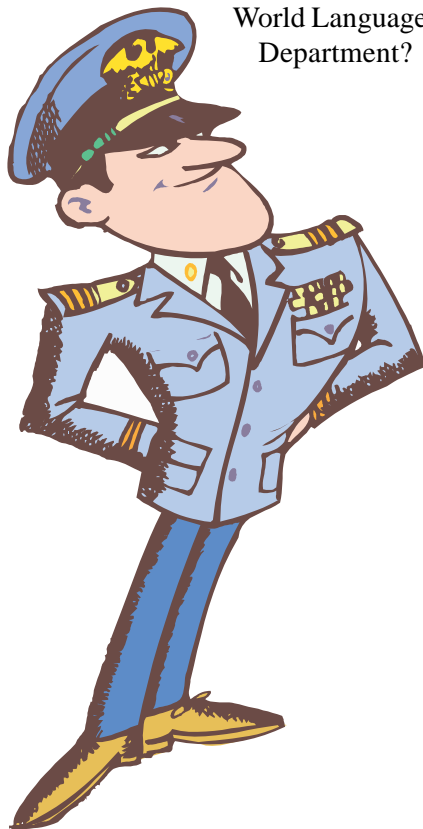
we teaching the way we do? What are our goals?

Me: Where are we headed? Should we allow lots of time for students to speak in class?

Should most of the classes be taught entirely in the language? Should we teach lots of culture? How do we teach the five C's? Should we travel with our students to a country?

Captain WoLa: Leadership requires questioning what is and what could be!

Should we celebrate student and teacher successes? Should the school administrators help celebrate successes of the World Languages Department?



Me: What should I do to celebrate successes?

Captain WoLa: Are there special celebration days for the World Language

Department? Should we spread the days of celebration throughout the year?

Me: What should I do to practice leadership?

Captain WoLa: Should we celebrate the risk-takers among us? Question, question, why, why, why? Because..., because, because..... We do not know everything about language and culture. We need to look at ourselves in the mirror and admit that we are not perfect teachers and never will be. We need to question. We need to do better, to improve, to explore! Life is a trip and where we go and what we do on that trip depends on us!

Me: When do I start my journey? What should I do?

Captain WoLa: Why, why? Question, question! Risk-take, explore! Now, this very moment. Say the words with me: WoLa, WoLa, WoLa, WoLa.

(**Me** repeats the words: WoLa, WoLa, WoLa, WoLa.)

Me: The words were magic! I feel different, inspired, ready to risk-take, explore. Captain WoLa, where are you? WoLa, WoLa. He disappeared! Who was this mysterious person? Why? When? Because.... Someone ate my sandwich. Oh well. Why? Who? When? Because....., because.....

Pass it on!

Should children learn a foreign language? Why and when?

BY MOLLY MURPHY

RE-PRINTED WITH PERMISSION FROM
INDY'S CHILD

She stands holding onto the table, brow slightly furrowed and delivers a long, passionate monologue. Her language is melodic, bearing all of the inflections of spoken English, yet it is almost entirely incomprehensible. Just when the audience thinks that the speech is over, with a burst of enthusiasm and a showering of half-eaten Cheerios, she makes her final point holding her fist in the air, triumphant.

The speaker in question is neither a politician nor a motivational speaker. She is my eleven month-old daughter. Having spent many months in relatively quiet observation absorbing and processing the sounds in her environment, she is now making her feelings known. She is communicating.

There are few things as amazing as watching a young child learn to use words. As a Spanish teacher, I have been reading about language acquisition for

years. I have followed the findings of brain research and become more and more convinced of the importance of early language learning. Still, it wasn't until I had the opportunity to watch my own young children acquire language that I really understood their incredible

capacity to learn.

It is known that young children learn their first language skills by imitating the phonetic sounds that they are exposed to at an early age. My own children have shown me that first hand. Exposing children to a wide

array of language sounds will help them hear and reproduce those sounds later in speech. Learning a second language does not hinder first language acquisition. In fact, in long-range studies children who learn a second language actually earned higher test scores in their first language than their monolingual counterparts. Research supports what I have learned from experience: there is no better time to expose children to a second language than when they are young.

The benefit of foreign language study extends beyond the language itself. Basic skills and reasoning are enhanced through language study. Additionally, exposure to other languages increases our comprehension of our native language and



Ideas that work

increases vocabulary. Cultural diversity is celebrated through language study, teaching children tolerance and acceptance.

There are many ways to give your child the gift of a second language. If you or someone else in your family speaks a foreign language, by all means use it with your child! Encourage family members who speak a language other than English to share that language and culture with your child. While this may seem quite obvious, in past generations speaking languages other than English in the home was often discouraged. (My husband's German mother rarely used her native language with her children.) Today the trend is just the opposite and bilingual children are thriving as a result.

Families without a native speaker can seek other ways to add a second language to their children's lives. A close friend of mine hired a Spanish-speaking nanny to help care for her toddler and is thrilled with the ease with which her daughter communicates in Spanish and English. There are many resources available in books, music and video to give children a second-language experience and there are increasingly more school programs offered. Cultural opportunities abound at local libraries and museums. Check the paper for festivals and special events that highlight foreign cultures.

While it is true that children have a particular advantage in language acquisition, parents should not feel that

they are "off the hook." Make language-learning a family affair! There is no better way to model life-long learning than to set the example for your child.

Pick up a book at the library and add a word or two a week to your household routine. Colors and numbers are a great place to start. Music is a wonderful way to learn languages. Take advantage of driving time by listening to traditional songs in another language. You'll be amazed at how quickly your child will learn the words—and her pronunciation will be accurate.

Learning a second language does not hinder first language acquisition.

Look into taking a vacation to a country in which the language is spoken. There are some surprisingly affordable "language vacations" offered in various countries around the world.

Now is a great time to give your child the opportunity to learn another language. In fact, 2005 has been declared the Year of Languages in the United States! Schools and communities will use special events, competitions and promotional materials to communicate the importance of language learning in our country. One focus of the Year of Languages initiative is to promote early language learning. What better time to bring a foreign language into your own family.

My two and a half year old son is no longer engaging in the passionate babble of his younger sister, but is speaking in complete sentences, adding descriptors, and talking incessantly. I can't keep track of his increasing vocabulary. It is mind-boggling and, at times, quite exasperating. Although the vast majority of his time is spent in English, Spanish is a part of his day as well. As we approach our house in the car he says, "There's our *casa!*" We pick out *frutas* at the grocery store *en español*. We sing songs in Spanish before bed. His grandmother taught him to say "Happy Birthday" in German.

This language hodge-podge is perhaps not the shortest path to multilingualism, but it works for our family right now. I encourage all parents to find a way that works for you. Your child is ready and willing to take the plunge. Are you?

Of interest:

Annual INNELL conference produces creativity and educational opportunity

What happens when you bring a nationally known group of educators and a *familia* that is always *contenta*, together with Indiana language teachers and a table full of craft supplies? You have a fantastic day of creativity, professional development and fun!

Language educators from around Indiana gathered at Park Tudor School in Indianapolis to “Celebrate and Create with the Sunshine State” on March 5. Sylvia Amaya, Jan Kucerik and Sandra Rosado of the Pinellas County FLES team lead the sixth annual conference.

These nationally known educators, along with la Familia Cicatríz and a host of emotional *frutas*, led an invigorating, hands-on workshop packed full of creative teaching ideas and activities. This dynamic group shared many original songs and activities with the group and then gave participants an opportunity to create their own.

The workshop proved to be both informative and inspiring as participants were given the time, opportunity and supplies to create materials for their classrooms. Games and assessments were demonstrated and explained, as were the creative technology components.

During the lunch meeting, participants had an opportunity to honor people who work hard to promote language learning in our state. Dr. Marta Antón received the Distinguished Service Award for her work in teacher education at I.U.P.U.I. Bill Main, director of Park Tudor Lower School, received the Champion of World Language award for being a true supporter of the promulgation of language at an early age. Kathy White, from Orchard School in Indianapolis, received the IN-NELL Teacher of the Year award for her excellence in teaching.

Conference participants left with an abundance of teaching strategies for Monday morning as well as a folder full of swapshop materials and individual creations from the make and take session. Door prizes were awarded throughout the day and materials were available for purchase from our loyal vendors.

The presenters from Florida were successful in bringing some sunshine to the gloomy midwestern skies that day. After working in small groups to make up original songs, all participants became aware of their own creative gifts. Everyone left feeling inspired and empowered to bring some world language “sunshine” to their own students.

Teacher Created Songs from the 2005 IN-NELL Conference

Here are just a few of the songs created by conference participants:

Les saisons

Tune: London Bridge

Au printemps, il fait beau (3 fois)
Au printemps, il fait beau et les fleurs poussent.
Au printemps, il pleut, il pleut (3 fois)
Au printemps, il pleut, il pleut et il fait du vent.

En été, il fait chaud, il fait chaud (3 fois)
En été, il fait chaud, il fait chaud et le soleil brille.
En été, il y a desorages, desorages (3 fois)
En été, il y a desorages, desorages et moi je nage.

¿Dónde está la abuela?

Tune: Are you sleeping?

¿Dónde está la abuela? (2x)
En la cocina.(2X)
Preparando chilaquiles(2x)
Para desayunar. (2x)

¿Dónde está la abuela?(2x)
En la cocina(2x)
Cocinando frijoles(2x)
Para almorzar.(2x)

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¿Dónde está la abuela? (2x)

En la cocina (2x)

Asando la carne (2x)

Para cenar. (2x)

¿Dónde está la abuela? (2x)

En la cocina (2x)

Horneando pasteles (2x)

Para celebrar. (2x)

El Cuerpo

Tune: If you're happy and you know it...

Boca, ojos, pelo y nariz – y orejas.

Boca, ojos, pelo y nariz – y orejas.

Boca, ojos, pelo

Boca, ojos, pelo

Boca, ojos, pelo y nariz – y orejas.

Manos, brazos, piernas y pies – y rodillas.

Manos, brazos, piernas y pies – y rodillas.

Manos, brazos, piernas

Manos, brazos, piernas

Manos, brazos, piernas y pies – y rodillas.

¿Qué animal será?

Tune: Pop goes the weasel

Es una mascota popular

con garras afiladas.

Duerme mucho dice "miau".

¿Qué animal será?

Camina lento y pausado
con coraza dura y fuerte.

Es fácil esconderse.

¿Qué animal será?

AATG hosts poster contest

AATG Poster Theme: Why learn German?

• This contest is open to any K-12 German students in the US.

• Posters should be no larger than 23 x 34 inches and no smaller than 8½ x 11 inches.

• Students can use any two-dimensional (i.e., everything must be flat on the poster) media that is not copyrighted. They can incorporate language (German and/or English), colors, different fonts, and so on. They can make drawings, take pictures, make a collage, etc.

Posters must be submitted to the AATG Indiana chapter by June 30, 2005 for the initial judging.

This submission to the local chapter of AATG can be electronic (e.g., a picture of the poster, or an e-poster), or an actual artifact. Submissions must include the name of the student, level of German, school name, teacher name, and level, e.g.:

• Elementary (K- 5 or 6)

• Middle School/Jr. High (6 or 7 - 8 or 9)

• High School (9 or 10 - 12)

Chapters pick one winner from

each level, if possible, up to a maximum of three total (i.e., they have no elementary school programs - or they have no submissions at a given level).

The three winners from the local AATG chapters are submitted electronically to the AATG YOL Poster Contest committee, consisting of post-secondary level AATG members, and judges from the German-American Chamber of Commerce, as selected by the AATG Executive Director.

Electronic submission of chapter winners must be made to the AATG by September 15, 2005.

National winners will be announced at AATG Annual Meeting in Baltimore in November 2005. Prizes will be sent to winning students in November.

All chapter posters submitted become the property of AATG and may be used for publicity purposes, sold as promotional items, and/or featured on the AATG website

For more information go to: <http://aatg.org/programs/hsstudentprogs/YoLPoster.htm>

Please encourage your students to make a poster as part of the Year of Languages and submit it to the contest.

News from the Classical League

On March 11-12, 380 students competed in the Indiana Junior Classical League's 53rd Convention. Among the activities were creative arts projects, a talent show and Certamen.

Indiana Latin teachers recently competed in the National Latin Exam and the Mythology Medusa Exam.

The second statewide Certamen contest and was held April 23 at Brownsburn High School.

Nick Rauh of Purdue University hosted Latin teachers April 1-2. The topic was "Pirates?" presented by Philip de Souza of Dublin University.

CHS, Indiana Academy finish strong at National Japan Bowl Competition

Three teams represented Indiana in the National Japan Bowl in Washington, DC on March 26th. The Chesterton High School third-year Japan Bowl team captured the third-level championship and the CHS fourth-year team finished in second place in their division. Indiana Academy had a strong showing in the preliminary round, but did not make it to the three-team final. Japan Bowl is an academic competition for students of Japanese with categories that include translations, *kanji* (Chinese characters), proverbs, listening comprehension and onomatopoeic expressions.

While the students were not competing, they had the opportunity to try a variety of cultural activities including *haiku*, *kimono* dressing, *koto*, *origami*, *go*, traditional games and other arts. Following the awards ceremony, all the teams were taken to the Japanese Embassy for a reception where the students, teachers and special guests ate delicious Japanese food and were greeted by the Japanese ambassador.



IFLTA News

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