

The IWLA Bulletin

A Newsletter for the Members of the Iowa World Language Association

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Spring 2009

From the President: Patricia Calkins

I am writing to you from southern Germany, where I am accompanying students from Simpson College for their foreign exchange semester. Two main emphases of the program are cultural comparisons and the European Union. In order for my students to make cultural comparisons, we first have to decide what culture is; we need to define ourselves as cultural beings; and we need to recognize how our culture forces a certain perspective on us. My students do not normally consider themselves as representatives of a culture, but rather as “normal.” Thus, we must gradually develop skills so that my students can function in an intercultural situation for which it is not assumed that the familiar is “normal.”

In dealing with their new guest students, our host families also must undergo a learning process in order to navigate the intercultural experience successfully. However, especially the development of the European Union—which Americans, wrongly, tend to equate with a United States of Europe—has helped Germans to see themselves both as representatives of a national culture and also as representatives of a larger, European culture. The fact that Europe is striving to create a union from a plurality of cultures and languages—actually the opposite of the melting pot—can help us in Iowa to identify weaknesses in our language education strategies.

Perhaps the most important issue for me is that language teachers in Europe are not fighting alone. Recent discussions with colleagues about language learning here have surprised me. I had always thought that it was easier to motivate German learners to learn languages, at least those who learn English, than it is for us to motivate Americans who will never go abroad. But in my recent conversations I have learned that many teachers here also have to go to great lengths to convince their students of the necessity of language learning. While it may be nice to be able to understand the lyrics of the latest pop song, it still seems awfully remote

to many German students that they will ever need to converse with someone in English. Does this sound familiar to you as well?

Unlike many of our students, though, at least a good portion of Germany’s students will indeed take more classes in foreign languages after they finish their secondary schooling. Why is that? Because it is not only the language teachers who are advocating the study of languages. A broad coalition of groups supports the goal of plurilingualism—a parity of many different languages across the entire European continent. Parents, school officials, community organizers, politicians, businesspeople—all of these people support language learning.

**See pages 3, 4 & 5 for tributes to
Michael Oates who passed away on
April 7**

Who are we missing in our own quest for support for language learning? Under the past couple of presidents, IWLA has made a concerted effort to reach out to Iowa’s politicians, but those politicians are not yet willing to hear us. We need broader support. It is time that we enlist the help of our natural allies, the business community. As part of my term as President of IWLA, I am going to reach out to create alliances with Iowa’s businesses. But it is just as important that we do so in our local communities. My challenge for each language teacher in Iowa is this: choose a business leader in your local community and engage that person in a discussion of mutual benefits. How could employees with intercultural and language skills be helpful to the business community? And how could the business community help us to convince young people of the necessity of developing these skills? It is important for us to start the conversation now, and then to keep it going. To whom will your first call be? Make that call, meet with your new partner, and then make another call—to me. Let the networking begin!

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**THANKS FOR YOUR
LEADERSHIP,
OFFICERS OF IWLA!!**

MICHAEL D. OATES

7 avril 2009

What can you say about a man who has died ?

That he lived...
and laughed...
and loved...
and fostered...
and sheltered...
and advocated...
and encouraged...
and succeeded, brilliantly..
and that he endured.

In other words, he was a teacher. A teacher who rose up every single day to bring to the world his special gifts of love, and patience, and kindness, and dedication. A teacher who, even in his last days on earth, reassured us with his strength, courage, loyalty, wit, and his deep love for God, his beautiful family, and his friends.

Michael D.Oates is a name that is synonymous with the teaching of language, culture, linguistics, and pedagogy. Thousands of students and teachers across the nation and around the world have benefited from knowing Mike, from taking his classes and reading his works, from teaching and learning from his materials and from his constant example of excellence. Our hearts were warmed and gladdened by his music, his cheerful « Bonjour ! », his unique laughter, his hilarious stories and anecdotes. We can still hear him now, saying « Cathy, don't step in the *attention* ! » and we can still see him taking off his glasses before giving others who wore glasses a bise in order to avoid what he called « la guerre des lunettes ».

What can you say about this beautiful, extraordinary person, teacher, colleague, and friend who has left us much too soon ?

You can say that the world is a much, much better place for having known him.
And a much sadder, much emptier place for his loss.

And you can be sure that he's on a golf course somewhere in heaven,
gently reminding us to say it in French.

(Tribute written by Joye Lore-Lawson)

Tribute to Michael Oates

By: Keeka Baedke

Michael David Oates (69) of Cedar Falls died at The Western Home on April 7 with his wife Maureen at his side. He was a loving and cherished son, brother, husband, father, grandfather, and teacher. Mike was a professor of French at the University of Northern Iowa from 1967 to 2003. He co-authored Entre Amis with Larbi Oukada, Personnages with Jacques Dubois, and Earth Science Success: 50 Lesson Plans for Grades 6 - 9 with his daughter Catherine Oates-Bockenstedt.

Mike served the world language profession with distinction. He was Vice-president of IFLA from 1984-1986. He was President from 1986-1988. In 1989 he was named the IFLA Outstanding Educator of the Year. In that same year, he received the Nelson Brooks Award for Excellence in Teaching Culture from ACTFL. Mike was a certified tester for the ACTFL Oral Proficiency Testing Project. He was a member of the Iowa Curriculum Coordinating Commission which wrote the Iowa Guide to Curriculum Development in Foreign Languages. He was also a member of the Governor's Task Force on Foreign Language and International Studies. Mike was a Chevalier dans l'Ordre des Palmes Académiques. And in 1999 he received the Iowa Foreign Language Association's Distinguished Service Award, this organization's highest honor.

To many Iowa foreign language teachers in the 1980's and 90's, Mike Oates was IFLA. So I have asked some of the IFLA "Old Guard" to share their memories of Mike with the membership. If you were lucky enough to know Mike, everything that you read here will resonate with you. If you didn't know him, you will wish you did and you will want to strive to have the same positive impact on others that Mike had.

What a sad day. I know that the funeral service will pay great tribute to his life, will emphasize the tremendous effect on those around him and how he will have influenced hundreds and hundreds of students and teachers all over the country. The teaching profession has lost one of its most loyal supporters. Mike Oates will be missed. His memory will go on however and Mike's "enthousiasme" and expertise will be shared for years to come. I know of only a handful of professional colleagues in my career who have been such a boon to the teaching of French and who have carried such a sincere lifestyle. I can only say "See you on the other side."

Jim Becker

I was saddened to learn of Michael Oates passing. I always remember Michael for being extremely welcoming when we would meet at UNI. He was always so gracious and so concerned about others. I'm sure the entire world language family will miss his many contributions and his intense interest in "la francophonie". I also remember him for his love of singing. A wonderful colleague - someone who I will miss as well as his many friends and family in Iowa and elsewhere.

Paul Hoekstra

It is difficult to put into words my thoughts of Michael Oates and what he meant to me. Dedicated, to his teaching and to his family, passionate, for anything and everything French, friendly, hard working, and genuine, are words that come to mind. I must admit that there was something that made me uncomfortable at the beginning about Michael, his uncommon "gentillesse et politesse." It was unusual to find someone so caring, so polite, that it was easy to wonder if it was real. Well, time and close collaboration with Michael made me realize he was exactly as you saw him: he was indeed genuine. You hear people talk about a coach being a "players' coach", a coach who cares and nurtures his players, always encouraging them to do better, to push themselves a little harder. Michael was a "students' teacher." He too, encouraged, pushed, complimented, as he taught. I am very glad to have known him and I share the feeling of loss that many people throughout academia and in everyday life are feeling today. Michael *was* someone special.

Jacques Dubois

J'ai eu le privilège de collaborer avec Mike Oates sur une passion qu'on a tous les deux partagée, celle d'écrire des manuels pour apprendre le français.

Notre collaboration a duré 30 ans. Seul un individu pourvu d'une patience de Job peut faire durer une collaboration positive si longtemps.

En tant que quelqu'un né dans un milieu musulman, Mike m'a montré ce qu'est le christianisme. Il ne l'a pas fait à travers des cours magistraux, mais tout simplement comme un modèle. C'est vrai, il était le modèle d'un mari idéal, le modèle d'un père attentionné et le modèle d'un ami fidèle.

Mike est parti mais il a laissé derrière lui un inventaire de souvenirs délicieux qui resteront à jamais dans nos mémoires.

Larbi Oukada

Mike was a true gentleman. Mike loved to dance. Nowhere was that more evident than at our IFLA social evenings. As there were always more females than males, Mike seemed to consider it his duty to ensure that there were no wall flowers. At the Sioux City conference, the band was very good and Mike had been dancing every dance. I noticed that Mike disappeared for a while and wondered where he was. When he returned, dressed in a different shirt, he explained that since he had completely soaked his other shirt through, he had gone up to shower and change because he could not in good conscience subject a woman to his previous state. How will I remember Mike? With a guitar in his hand and a smile on his face.

Barb Maitland

Mike Oates was my teacher, my advisor, my mentor, my colleague, one of my staunchest supporters, and my friend. I remember my first day in Mike's class. I was the only freshman in the class and I transferred in two weeks late. Everyone else in the room spoke much better French than I did. Mike introduced me so proudly. He told the class that not only was I the only freshman in the class but I was the only person who had not yet traveled to France. He complimented my French and began that first day to make me feel proud of my accomplishments too. His joy in even the smallest of my successes was genuine and his smile and approval warmed my heart. But I know that Mike did this for everyone, not just for me. He made **every** student feel special, nurtured, supported, and loved! I will strive my entire career to be as caring, as gentle, and as loving as Mike was to my own students and colleagues. He had a unique gift, and we, his students, were the recipients of it. Merci, Mike. "Il y a longtemps que je t'aime. Jamais je ne t'oublierai."

Keeka Chung Baedke

I will always feel blessed to have known Michael Oates. He touched so many lives with his gentle and caring ways and he inspired us with his kindness and his incredible skills. Any of us who had the privilege of knowing him are better for it. I can imagine him playing his guitar in Heaven with angels singing along. I feel sad for the future students and teachers who will miss having him as a mentor and a teacher. He will be greatly missed.

Sandy Nyhus

In 1972, I was a graduate student on the University of Northern Iowa's Summer Institute for French Teachers in Angers, France. It was my first trip to France so everything was new and exciting for me as I started building a bank of memories in a country I would quickly grow to love : living with a French family, trying new culinary specialties and sitting at an outdoor cafe at the end of a day of classes. Another wonderful memory I have was at the Universite Catholique de l'Ouest, where classes were held, when I met a young professor by the name of Dr. Michael Oates. The students were divided into three groups, each group assigned to a professor for grammar and culture classes. I was fortunate enough to be placed in the group that Mike taught. I still have the notebooks from those classes which are filled with useful vocabulary and strategies to cope with the cultural differences of France. Little did I know that the summer of 1972 was the start of a personal and professional friendship that would last for 37 years.

For two months, my dear friend and colleague, Dr. Michael Oates, bore his own personal cross of suffering while dealing with his terminal illness. And when he passed away on April 7, the world of French educators lost one of its most staunch advocates of the French language and culture. He will be deeply missed, but for all of us whose lives were touched by his passion for anything French, we will continue to carry on his traditions in our classrooms, knowing that we learned from the best.

Lowell Hoeft



Opening Minds to the World Through Languages

By: Mary Doyle ACTFL Representative

The Annual Convention and World Languages Expo of the American Council on the Teaching of Foreign Languages (ACTFL) was held Thursday, November 20 (Pre-Convention Workshops scheduled on Thursday, November 20) through Sunday, November 23, 2008 in Orlando, FL. The ACTFL Convention featured over 500 educational sessions covering the whole spectrum of the foreign language profession. The entire selection of sessions was designed to provide attendees with an exciting array of sessions and events to further their knowledge and help them be better teachers or administrators. The convention drew approximately 6,000 attendees and is the only national event bringing together all languages, levels and assignments within the profession

From the time I arrived at the convention site the excitement and energy of the ACTFL conference were evident. Professionals from not only the US, but from many other nations as well were coming together, meeting, talking and getting to know each other. It was an exciting experience just to sit having a cup of coffee and hear surrounding conversations taking place in 8 or 10 different languages.

The Conference began with a Key Note speaker and general assembly of the delegates. Nearly 3,500 of the attendees gathered to hear Neil Howe, who gave a very interesting overview of the different generations leading to an explanation and characterization of the newest, the millennium generation. A generation of young people raised very protectively, having their career goals and paths already firmly set before they even leave High School and with the sentiment of being very special. He said something very funny and true:

"The Boom Generation when they were young, took pills to think outside the box, now they are giving their kids pills to behave inside the box."

He has written a book called [Millennials Rising: The Next Great Generation](#). In working to understand the thinking and perspectives of our

students this could be a useful tool.

As I listened to the Key Note speech and looked around the assembly at the diverse and talented representatives from so many places it was more evident than ever to me that IWLA must be a part of this. We must be watching and listening to what the foreign language professionals from throughout the country and beyond are doing, and we must be strong participants in making Iowa a leader in top quality foreign language programs and experiences. There is no doubt that conferences like Central States and ACTFL are important to our profession and therefore important to IWLA members.

The program of sessions offered throughout the conference was amazing. In order to make my attendance at ACTFL as valuable as possible I attended a session at every time spot throughout the days and into the evenings. The hard part was choosing from among the 40 presentations scheduled at each time slot. Each session lasted 1 hour 15 minutes with some special sessions that were longer as well as some exhibitor sessions that were shorter. A typical day at ACTFL for me began with the 8am session and I finished up at about 7:30 in the evening. With one exception, all of the sessions I attended were interesting, valuable and well worth the time. I will be sharing information from those sessions in two focus articles in the IWLA bulletin and at our Fall 2009 IWLA conference in Des Moines. I will also be posting ACTFL information and resources on the IWLA Discussion board. Check there for new and current information on a fairly regular basis since I will be adding new podcast links, new resources, etc as ACTFL makes them available.

While many different sessions topics were available, there were several clear areas on which presenters and attendees were focusing. The area of Technology and Teaching with Technology was a topic in many sessions. Differentiated Instruction was a second area with a large number of sessions and materials attracting much attention. I choose a number of sessions in these two areas in order to bring back current ideas and information to IWLA.

The Exhibit area was an impressive gathering of hundreds of vendors representing every type of

Continued on page 7

If It Ain't Broke, Don't Fix It

By: Wade Petersen

product and resource imaginable. The exhibit area covered two huge ballrooms and was open only to registered ACTFL attendees. During lunch breaks and between sessions I spent time (and money!) in the Exhibit area. I will share some of the materials and connections through the IWLA Discussion Boards. I was pleased to see some of our long time IWLA Exhibitors also attending ACTFL. It was interesting to listen to the more informal Exhibitor sessions held right there where they demonstrated and highlighted their products. Several publishers also held special events to draw attention to their new products.

A final note of congratulations and a big pat on the back to the many IWLA members involved in planning and conducting our annual IWLA conference, it is a great opportunity for Iowa teachers. We are well organized and offer proportionally a great number of opportunities for our attendees also! While I would encourage all of you to try to attend an ACTFL conference at some point, we have a first rate conference right here in Iowa for you too. Please get involved and help keep that event alive and valuable.

6 Ways to Get Funds Now for Professional Development

Want to attend the most exciting professional development event of the year with over 600 sessions and events and more than 250 exhibitors? We know these are difficult times financially and we are trying to find ways to help you attend the largest professional development event of the year with 5,000 other language educators. Here are seven ways you can solicit funding to the [2009 ACTFL Annual Convention and World Languages Expo](#), Friday, November 20- Sunday, November 22, 2009,

Contact your school district about Title II Professional Development funds designated for core subjects identified in the No Child Left Behind Legislation. Since Foreign Language is listed as a core subject in No Child Left Behind (NCLB) legislation, any funding designated to NCLB professional development would include support for foreign language teachers

Become a presenter at the fall IWLA Conference! See page 12 for conference presentation proposal form.

Download this! Was that a Twitter or a Tweet? Podcasting 101. We are all experiencing a new wave of technology available to us as educators; consider what the internet has brought to our classrooms. The potential of using all these new devices in our world language classrooms is awesome. Some of the more popular sessions our past couple of years at the IWLA Conference and at the Central States Conference have shown us the possibilities for transforming our classrooms. For someone who has considered myself pretty techno-literate in the past, I have increasingly felt like I've been losing ground on keeping up with all the new toys and tools available. Am I still relevant as a teacher in the twenty-first century? Yes!

I am here to proudly state that I still use my overhead projector and transparencies! I play cassettes in a tape player! I check student pronunciation by having them use a tape recorder in the hallway while I continue with class! There...I've said it. As much as I look forward to using the new technologies that are coming at us and that our students are so used to, I soundly believe that valuable lessons can still be taught the "old-fashioned" way. Recently I was talking with another Iowa teacher who, when she found I that I was still using an overhead, breathed a big sigh of relief. It was almost as if she was saying, "You too? I don't have to be ashamed?" No. I strongly believe that the majority of learning can come in a variety of ways.

Let's face it...our state, nation, and world are going through difficult times. The world language classrooms across Iowa are challenged by budget cuts and elimination of second and third choices of languages. The fact that my school is getting data projectors installed in our ceilings for almost every classroom is amazing, but I've spent most of my career in small Iowa high schools where teachers are counting the number of photocopies they make, hoping their print quota will last until the end of the year.

There **may** be no money in your budget for next year. Thinking about podcasting and cutting-edge technologies **may** just not be a reality yet. But what I do know is this...my colleagues in Iowa are the best teachers in the nation. It is the dedication and care that we bring to our job and our classrooms that will determine whether students learn or not. The teaching techniques, activities, projects, and games that have come from the creativity of teachers is unmatched.

**Iowa World Language Association
Advisory Council and Board of Directors Meeting minutes**

Saturday, April 4th, 2009
Marshalltown Public Library

President-Elect Sara Blanco called the meeting to order at 9:21 AM.

Present: Stacy Amling, Keeka Baedke, Sara Blanco, Mary Doyle, Dawn Frye, Bea Houston, Carrie Mulvihill, and Wade Petersen.

Secretary's Report - Minutes from the Advisory Council Meeting of 10.2.08 were reviewed. There was a motion from Keeka Baedke for approval, and it was seconded by Stacy Amling. Motion carried.

Treasurer's Report

2008 charges from the conference were consistent to those last year and in past years, though some expenses were a bit higher. We are slightly ahead from 2008. We are doing well compared to past years, when we have ended lower after the conference. Our ending balance is \$14,895.22 and there is \$23,500 in MBNA money market account. We should be able to cover the initial costs of conference.

There is much uncertainty as far as how many will attend. We may need to look at raising fees and/or dues to plan for any cut in attendance. Stacy was asked what the ideal cost of the conference would be. It all depends on the number of attendees. It would help to include all conference related fees together to get a better idea of true costs of conference. Supplies and things could be purchased ahead of time to save buying items during conference.

Constituency Reports

Web Administrator - Julio Rodríguez - no report

Advocacy - Carrie Mulvihill (for Tammy Dann)

Plan to do two more letters for signing at next conference. Tammy has a topic in mind regarding what our needs are and how the current structure does not allow for them to be addressed. We are looking for more folks to help. We will tap those who expressed in the survey that they would be willing to help and ask to sign up for times. Would like input as far as another topic. Will look at NCSSFL and ACTFL sites for ideas or maybe get a quote from business person.

Need to do more high profile events. Do a panel with business leaders at conference and put it on website for legislators and others to see. Du-

ronda Schlue may have contacts. Some states do events at their Capitol. Can do language ambushes to get media and make appointments with legislators. Need to get kids to talk to legislators. Can host a reception at the Capitol.

It would be a good idea to enclose in folders a half-sheet of talking points for our attendees to have when talking to their legislators.

We need to put together our list for John Scott of things for which we need his help.

AAT presidents could be the contact to find out about programs that are being or have been cut. Kara Vance's French program at Independence was recently cut. Talk to legislators about programs that have been cut. Then AAT's can contact Tammy and Carrie to put together rapid response. The new stimulus package is intended to fill any cuts that were recently made. Need to hold schools to this and get the money back for the programs.

Folks need to contact legislators and know who they are and contact them from personal e-mail accounts. Get people to legislative forums. We could send out information for legislative forums on Google group. If lots of people use it, it could be a good way to let people know of events and rapid response efforts.

AATG - Patricia Calkins - nothing to report

AATF - Sherri Condon - no report

AATSP - Rosa Bailey

Thanks to the contribution of several IWLA members, AATSP organized a Café Latino at Grand View University. It was a great and there was an excellent turnout. It was graduate credit in Spanish, which is hard to find.

Bea is writing an article to submit to the Bulletin as follow-up. Got great idea to add a technology workshop to the conference.

ACTFL - Mary Doyle

Mary is willing to loan out the ACTFL program guide to those who could use any of the information in it. It has contact info for presenters. Mary wrote some articles for the Bulletin, an overview of the conference and two specific short ones that show huge trends. Differentiated instruction and technology in education were popular topics. In Iowa, teachers spend a great amount of time on rigor and relevance, though there wasn't a single presentation on this topic at ACTFL. Presents

an opportunity for teachers to do some kind of a presentation. The guide could also help come up with ideas for IWLA presentations.

ACTFL is great chance for members to get much more involved. Midwest isn't well represented at the conference as we underestimate what we do here in Iowa. Many stick to IWLA but ACTFL is a big eye-opener. There is great value in connecting to the rest of the nation in what's going on in language instruction. Need to be part of these things and not isolate ourselves. Connections with Central States, ACTFL, AATs are important and critical for future of our teachers in Iowa.

Neil Howe was the keynote speaker on the students of the millennium, speaks about trends in student learning around the world. His book is The Millennials Rising.

To attract exhibitors, we may want to consider looking at different types of exhibitors. Very large variety at ACTFL.

Central States - Kerisa Baedke
Keeka is thankful for the opportunity to go. There were not many people from Iowa at Central States. There was a student presenter from Clarke College who presented Japanese in an Hour-How to get to the Heart of the Language. No one did leadership program, but Paulino participated in the extension workshop.

We had no one apply for the scholarships or grants and have no one in a leadership position on the Advisory Council. To get nominated, it helps to have others from the state there. Only advisory council members can apply for grants. Grants can be used to partially or fully fund ideas to help us grow, keep affordable, or provide services beyond the conference. We need to avail ourselves of more opportunities at Central states.

We need to write at least one grant for Central States, have someone in the leadership program and someone in the extension workshop. Grants have been made to charter a bus to the state conference. We could plan a day in Des Moines at the Capitol for teachers and students and get a grant for the bus and sack lunch during spring break. We could apply for a grant to get cameras to film conference presentations and then put on website.

We could have a Central States/ACTFL table at the conference with volunteers to sit there and tell about opportunities. Next year's Central States is March 4-6 at the Hyatt Regency in Minneapolis. The table can even be used to help find someone to share a room with.

In Wisconsin, they permit paying for membership 3 years at a time. If we provide more services, it may encourage more to be members. We should partner with the universities on the Tete a Tete program, we can get involved with UNI's summer language camps.

IWLA Bulletin - Julie Wilhelm
Julie is still taking items for the Bulletin. Last online bulletin before the printed version.

AMICI - John Gruber-Miller - no report
Scholarships - Moratorium, position vacant

FLES - Jeanette Borich - no report
Jeanette has served in this post before-- welcome back, Jeanette!

Jr. High/Middle School - Susan Sandholm-Petersen - nothing to report
Japanese - Sachiko Murphy - no report

Community Colleges - Bea Houston
DMACC has Spanish for Heritage speakers in place. WIT is still working to offer for fall. Want as part of general education credit to replace Spanish I or Spanish II.
Bea hosted a Café Latino at WIT in the fall. They had good sharing sessions. There were 3 Saturdays, had to go to 2 of 3 to get credit. Education credit through Morningside, Continuing education credit through AEA, undergrad credit for education through WIT. Bea would like to pull those folks to IWLA conference. Use school van to come to IWLA.

Private Colleges and Universities - Coralie Turner - no report
Coralie hosted and helped organize the Café Latino. She did an excellent job!

Public Universities - Terri Gebel
Welcome, Terri! She and her department are excited to be involved.

Parliamentarian - Kerisa Baedke - nothing to report
Grants - Grace Valdez - nothing to report
Historian/Archivist - Juan Trujillo - no report

Exhibitor Liaison - Julie Wilhelm/Regina Schantz - no report

Local Conference Chair - Susan Sandholm-Petersen/Coralie Turner

Susan mentoring Coralie as conference chair. Hopefully Coralie will mentor someone else after. Need to have conferences centrally located, according to exhibitors. Mixed bag on survey about conference site. Centrally located, but more expensive location.

There are opportunities to plan cultural experiences in Des Moines if people are interested. Wade knows a woman who plans them and takes groups around Des Moines area. Includes a lunch.

Could do in Sioux City, partner with NE and SD. This was done once before and Iowa attendee numbers were down, but had good turnout from other states. Could use as grant opportunity to bus people in from Eastern and Central Iowa. Could plan sessions on the bus ride!

Membership - Bea Houston

Need to set prices and early bird cutoff dates for conference registration and membership. Want to have membership/registration form ready to go for summer. Bea will get a copy of our registration form to AEAs, and they will run copies and deliver them. They can route them to schools to be in teachers' mailboxes for fall.

Still working on fill able form to be submitted online. Just have to get checks to follow. Right now, form can be completed electronically, but has to be printed out or e-mailed as a document.

Some states have gone to online registration. Payment could be arranged through PayPal. Bea will check it out and Keeka will try to find out more about how other states do it. There may be fees we would incur.

To get more members, we may want to consider a mentoring system. Get members to contribute to pay 1-year membership for a new member. Offer college graduates one year membership free if they teach in Iowa. Cut the registration rate for first-year teachers or build corporate connections to pay for memberships or registration for first-year teachers. Do bucket pass at lunch for donations. Have a raffle for items (Teacher's Discovery, crafts, bas-

kets) and money goes to memberships and registrations. Send conference registration forms to universities with methods programs as ACTFL does with packets. Promote offers in Bulletin. Could get information to students through student teaching program coordinators.

Many who don't attend the conference don't send in dues.

Program Chair - Kerisa Baedke/Lisa Sobotka
Keeka will e-mail last year's presenters soon. Will go back to those who presented the year before. AATs should get people to present. Need more presentations from Advisory Council and Executive Board. 5-6 agreed last fall that they would present in 2009.

Keeka and Lisa will go to hotel and meet with contact person to get head around what the space is like. June 15 is deadline for session proposals. Sara gave survey responses to Keeka with people's preferences for sessions.

Could arrange simultaneous book discussions for teachers according to language. Publish book that will be read on website in advance. Do discussion in target language. Could be used with a book folks are teaching. Perhaps continuing education credit could be arranged.

We could offer a student teacher strand and beginning teacher strand with a label of "Great for a new teacher/student teacher!" We should also have conference presentation handouts available online for those who can't attend the conference or even include links to conference presentations.

New Business

Conference 2009 - Dawn Frye

We are trying to address issues from surveys in the Bulletin and in conference planning. Show that we're responding to issues in conference, bulletin, etc. Post other actions and Bulletin responses on website.

In complaints about cost of registration, people suggest cutting back food ordering and mention that Central States registration is cheaper. Central States doesn't include food, it all costs extra including the lunches. We are always in the position where we have to buy food to get room space. Other conferences have the same issue.

Dawn blocked out 50 rooms for Thursday night and then 80 for the next night. Sept. 14 is

room registration deadline this year—later than normal. We typically meet room quota. Room rate is \$104, down from \$109 last year. Dawn tried to get it under \$100. Head count by 14 days in advance, deposit September 24th. Numbers for meals, etc.

Held winter executive board meeting at conference hotel, Downtown Marriott. Got tour of facilities. Have contract for 2 years. Want to get enough attendees/rooms for volunteer hours from DSM Convention and Visitors Bureau.

Registration cut-off by September 9th for early bird. Pre-registration postmarked by September 19th for mid-level price and then a different rate for registration postmark after September 19th to onsite. 72 hours notice needed to change headcount for meals.

If you know you're coming but can't pay yet, should at least send in form. Helps to count for meal and keep cost of conference in line. We will send Save the Date e-mail. Can focus on things that we know about the conference. Highlight importance of registration as getting registered at hotel needs to be done in advance for us to be credited for our rooms. Dawn will send link for hotel registration to Bea for form and to Julio for website.

Parking rate for valet is \$6 per day, very low special rate for IWLA. In hotel bill, can include parking for ramp in hotel bill. Hotel in central location, great exhibitor space, and complimentary internet access in general session. Feature website in general session and show it and recognize Julio for all his work.

Minimum of \$30,000 has to be spent on food and we had budgeted \$36,000. Technology needs are very expensive through the hotel. Charge for microphones, stand, lavalier, podium.

Let Dawn know if there is further information that is needed.

EOTY Nominations for 2009 – Sara B. Sara has first Educator of the Year nomination. Will send reminder from Google group. Deadline is April 30th but will be accepted late. There is a fillable form to submit then can e-mail supporting letters in the attachment.

Technology Workshop – Stacy Amling & Carrie Mulvihill

At the Café Latino, lots of talk about technology and interest in an add-on workshop. In the past, there was one off site at Cedar Rapids conference.

Get 3-4 presenters. Can run different workshops or the same ones at the same time. Keeka has some people in mind to be presenters—Jason Noble, Carrie Mulvihill, Marc Cadd would be great people. Various topics. Lincoln High School lab may be a possibility. Carrie to check into DMACC Urban Campus on number of labs open and fees to go past open hours of campus, from 1:00-4:00PM. Campus closes at 3:30, so would have to pay at least 30 minutes of security/custodial.

Could split technology into two 90-minute sessions. 30 minute presentation and then 60 minutes of work time. Have something started and tangible by the end of the session.

Stacy or Bea will help with getting Heartland AEA credit. Carrie will work with executive board and include Keeka.

Need to add to registration form, maybe early-bird and have open until it fills.

Reminders

Bulletin deadline for the fall issue – **July 1st** (this is the one which is mailed)

Deadline for proposals June 15 – on the web site - Sara will try to get fillable form that can be sent online instead of word doc.

Check out the website –if you see something that needs “tweaking”, e-mail Sara and she will contact Julio to make the corrections. Send all things for website to Sara.

Next Advisory Council meeting – **Thursday, October 8th, 2009** – 7PM. Ideally will be on site since large group. Social hour window and dinner onsite. May be able to get the meal cheaper than last time. Advisory council may not have to pay or pay a nominal fee.

Adjournment

Bea Houston moved for adjournment. Stacy Amling seconded. Motion carried. Meeting adjourned at 1:20 PM.

Respectfully submitted,
Carrie Mulvihill

IWLA PRESENTATION PROPOSAL FORM
2009 IWLA CONFERENCE THEME: World Languages: A Passport to the Future
October 9-10, 2009, Des Moines
DEADLINE FOR SUBMISSION OF THIS PROPOSAL: June 15, 2009

Please type or print clearly. We regret that we are unable to pay our presenters' expenses or registration fees. You will be notified in late July if your proposal has been accepted. Please send your completed proposals via email (**preferred**) or U.S. mail to:

Name: Kerisa Baedke
Position: 2009 Program Chair
Email: kbaedke@mchsi.com

Address: 1923 56th Street
City/Zip: Des Moines, IA 50310
Phone: (515) 223-8966

I. Contact Person for Presentation:

Name (as you would like it to appear in the program):			
Current Position/Title:			
Current School Affiliation:			
Preferred Mailing Address:			
Phone Numbers:	Home:	Work:	
Fax:		E-Mail:	

II. CO-PRESENTER(S) (these names will be listed as speakers under your presentation; however, only you will receive communication regarding this presentation):

SCHEDULE INFORMATION: Please check [x] all times that you are **AVAILABLE** to present. Please understand that we need presenters to be flexible about days and times. We want to have as full and varied a program on Saturday as we do on Friday. Thank you for your willingness to share with your colleagues. Your flexibility makes putting together the schedule much easier. ALL sessions are 50 minutes in length. If you wish to do two 50-minute sessions back to back, please indicate that below.

<input type="checkbox"/>	Friday a.m.	<input type="checkbox"/>	Friday p.m.
<input type="checkbox"/>	Saturday a.m.	<input type="checkbox"/>	Saturday p.m.

LEVEL:(check appropriate designation [x])

<input type="checkbox"/>	All	<input type="checkbox"/>	Elementary
<input type="checkbox"/>	Secondary	<input type="checkbox"/>	Post-Secondary

LANGUAGE: (check [x] all necessary components):

A. Presented in:		B. Examples given in:	
<input type="checkbox"/>	English	<input type="checkbox"/>	English
<input type="checkbox"/>	Target language (specify)	<input type="checkbox"/>	Target language (specify)
<input type="checkbox"/>	Both	<input type="checkbox"/>	Both

EQUIPMENT: IWLA will provide the following equipment free of charge, subject to availability. Presenters will supply **ALL OTHER EQUIPMENT.**

<input type="checkbox"/>	overhead/screen	<input type="checkbox"/>	TV/VCR/DVD	<input type="checkbox"/>	presentation table
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If you need an internet connection, please indicate it here. Yes _____ No _____
 There is a **SUBSTANTIAL** fee. The cost could range between \$65 and \$175 including service charge and tax.
 You will be informed of the total cost when we know how many presentations require an internet connection each day.

TITLE OF PRESENTATION:

DESCRIPTION: (Max. 70 words)

Iowa World Language Association
Executive Board Meeting
Saturday, April 4th, 2009
Tremont Grille
26 West Main Street, Marshalltown

The meeting was called to order by President-Elect Sara Blanco 1:45PM.

Present: Stacy Amling, Sara Blanco, Dawn Frye, Carrie Mulvihill, Wade Petersen

Conference 2009 – Dawn

Dawn working on local speaker, may not be language person. Working with Jill at hotel to be sure final plans on appropriate timeline. Dawn is working with Stacy on a budget. At next year's winter meeting, should have a budget for the following conference.

Uncertain on number of attendees due to economy. The later date will likely not have much effect, as there are always conflicts for some. Will promote offerings as much as possible and keep registration affordable. Want to be sure that those who can't come can still get something. Will include in folder a page to give to a colleague who couldn't attend and just needs to pay dues.

Like last year, not planning on Saturday lunches. May stay with brunch instead. However, if the technology workshop is popular, may need to have box/sack lunches available. Could have option of getting a lunch if sign up for workshop. Fee for workshop could get lunch too. Include box lunches for executive board and conference committee. No longer doing exhibitor lunches.

Would like to have another executive board meeting by phone (perhaps 2 hours) this summer, perhaps late June evening, date to be determined by Patricia. Work with Keeka and find out what conference proposals are needed and handle Educator of the Year. If no meeting or phone conference, could do with Survey Monkey. Meeting could help to streamline October meeting, as it is always long. Helps to have the Bulletin due now to put things in it from meeting.

Would like to have Save the Date out by end of the month. If we don't have the list from the Dept. of Education by the end of the month, will send to past conference registrants.

Dues, Registration – Stacy

Dues have been \$20 for a long time. Laura had mentioned to look at raising them, perhaps to \$25 and this percentage increase fits into by-laws. Postage has gone up as have other fees. Let people know what their conference registration and membership pays for. Access to our website and videos of presentation. Something in printed bulletin about what their registration pays for.

Vote was called to raise dues for non-conference attendees from \$20 to \$25. All voted yea. Motion carried.

Stacy would like to have another early bird registration deadline to encourage earlier registration. We have to allow for some on-site registrations, but need to let people know they are not guaranteed a lunch. Registration last year was \$125 for early bird and \$135 for on-site. Would like to set an additional early bird date for additional savings. Need to let people know what will be at the conference if we want early commitment. Let them know via Bulletin, website, e-mails what will be at conference.

Will have as much information available as possible about conference in advance for those who sign up early. Also, July Bulletin, the website, and update e-mails would be good opportunity to tell of what will be at the conference. We have an e-mail list of conference attendees and will purchase the list from the Dept. of Education. Will send Save the Date message to all have addresses for—past conference attendee list and Department of Education list. Once people register for the conference, want to get them on the Bulletin list. Need to find out from Julie how we can get people added to her list. We can send the paper Bulletin to schools or through AEAs, should try to get to as many teachers as possible member or no.

Last year Saturday only rate was \$70, student registration still \$50 whenever they register. Cancellation date for refund is Tuesday, September 22nd.

Vote was called to approve registration fees as \$120 with a postmark of September 9 or earlier, \$130 from September 10-19, and \$140 for after September 19th or on-site. These dates help give more information earlier for

headcounts to hotel and other planning.

Follow-up on Advisory Council Meeting

Need to make sure all Advisory Council participants are members in good standing.

For role of Vice-President, should see by-laws for official duties, but also work on publicity and determine own goals with organization, perhaps dealing with minutiae like e-mail lists, etc. Different types of community outreach and writing Bulletin articles is also helpful. Need to be prepared to fill in wherever needed at conference.

Need to develop system for scholarships and grants. We gave away 2 conference registrations last year, and would like to give memberships for new teachers. No one contacts us about scholarships and grants and there really is not information available. Contact information needs to be set up on site with the types of grants available. Perhaps \$300 grants or scholarships, depending on what is requested. It is unclear what the scholarships were initially intended for. Perhaps if we don't have a request for a grant, we could give a scholarship. Need to solicit grants and see what is on webpage as far as types and specifications. Need to contact Mary and Elizabeth to see where we are on scholarships—we have been contacted about them. Our IWLA Grants person could be the one to do the paperwork for grants from Central States, which need to be officially requested through a Central States Advisory Board member. Need to talk to Grace and get plan together before summer executive board meeting.

Nominations Update – Dawn

Elizabeth Zwanziger Page is a candidate for next ACTFL Representative. Erik Ladner will be running again for Vice President. Carrie Mulvihill will run for secretary again. Would like to have 2-3 candidates for VP to present some options.

Adjournment

Carrie Mulvihill moved to adjourn. Dawn Frye seconded. Meeting adjourned at 3:24 PM.

Respectfully submitted,

Carrie Mulvihill

Survey Results

By: Dawn Frye

In a continuing effort to improve the organization, IWLA President Elect Sara Blanco, conducted a post-conference survey last November. Your feedback and participation was very valuable to us and we would like to thank you if you participated in this survey. In the winter bulletin, the issues addressed were availability of registration materials and hotel information, conference location and conference costs. We want to take this opportunity to continue to communicate with you, the members, on the issue of conference dates.

Historically the IWLA conference is held every fall in early October. This fall the IWLA conference is scheduled for Friday, October 9th and Saturday, October 10th. It is necessary for the conference planning and registration committee to set a registration deadline of approximately 3 – 4 weeks prior to the conference in order to account for the number of attendees. Also, contractual issues with the conference center require that room reservations be made no later than 3 weeks prior to the conference date. Previously, registrations and reservations deadlines fell within the first week of September, making it difficult for educators to submit registration materials for approval and for school districts to process payment. With this year's conference date, which is one week later than is typical, the deadlines fall at the end of the 2nd week of September.

In the survey, respondents indicated the drawbacks of the early October date were busy fall schedules that include parent-teacher conferences, Homecoming events and other personal fall commitments, making it a difficult time of year for attending. Benefits of an early fall date included the conference was held near the end of first quarter which allowed for educators to feel like they were in "the swing of things" yet early enough in the first semester to apply new teaching ideas and materials acquired at the conference. Many felt the weather in early October is still amiable and that an established time of year made it easier to plan ahead.

2009 IWLA CONFERENCE

World Languages: A Passport to the Future

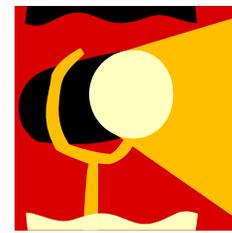
Des Moines Marriott Downtown
700 Grand Avenue
Des Moines, IA 50309

October 9 & 10, 2009



IWLA Member Spotlight

By: Sara Blanco



Paulino Brener

Anyone who has attended the IWLA Conference in recent years is probably familiar with the featured person of this spotlight. He has presented many engaging sessions over the years at IWLA, weaving his talents and knowledge of the Arts into the educational activity examples he shares with his audience. Perhaps you know him by his theatrical interpretation of Don Quixote which he presented at the 2006 conference in Dubuque. Needless to say, he is a talented yet humble man who leaves a lasting impression on his audience. He is the winner of our 2008 Best of Iowa conference session.

Some interesting background information you may not know about Paulino Brener is that he teaches 1st through 8th grade Spanish at City of Lakes Waldorf School in Minneapolis, MN. He is originally from Santo Tomé, Santa Fe, Argentina. He first came to Minnesota to work at Concordia Language Villages in 1998. In Argentina Mr. Brener studied to be an English teacher. While working at Concordia Language Villages he was able to apply all that he had learned about foreign language teaching and methodologies to teaching his native language and culture. He commented that the Concordia Language Village experience was a great experience and he enjoyed it so much that he wanted to continue on this path.

I asked Paulino what his most rewarding experience as an educator has been. He told of how he learned about the impact he had made in one student's life.

"This year I started teaching at City of Lakes Waldorf School in Minneapolis, MN after teaching 5 years in another Waldorf school in MN. Some time in November I got an email from a mother saying that in September her son came home enthusiastic (for the first time) about Spanish!! She also added: "He is partial to German. I have always looked forward to the day when my son realizes he knows a lot of Spanish. It is important to me because I am from El Salvador and my father is Italian. My son said he learned more Spanish in two weeks from you than he had in four years. Thank you for your hard work and your ability to bring the true capacity of Spanish knowledge to the forefront of my child's consciousness." I was very moved not only to learn this happened but also that a parent took time to communicate it with me."

As an effective teacher Paulino uses a variety of methods and learning activities in his classroom. He learns about different methods and techniques by attending language conferences and then takes the next step of implementing them in his classroom.

Most importantly, Mr. Brener brings materials to his classes that he is passionate about and that he has a personal connection to. He also does his best to read the mood of the class and adapts his teaching to the needs of the students at that time, noting the importance of being flexible in teaching.

You, like me, may wonder what brings this talented educator from Minnesota to the Iowa World Language Conference year after year. Paulino started attending IWLA because his friend Keeka Baedke invited him. This began as a way to see her and other friends and enjoy each other at the conference. He still enjoys this part of attending IWLA but also the opportunity to be with colleagues and learn from others. He also attends the Minnesota Council on the Teaching of Languages and Cultures Conference each year and Central States once in awhile.

As I mentioned before, Paulino has presented many sessions at the IWLA Conference. I wanted to know what motivates him to present each year. He shared that besides being an educator, he is also a performer. Presenting at conferences is his chance to combine both talents. While he is a relatively new teacher, having taught six years in a school setting with additional experience in summer camps, he feels that he has something to offer and share with other teachers. He hopes that he might inspire others or help them in their teaching. Mr. Brener is very passionate about education and his involvement with language conferences allows him to keep up to date with the development of the profession. He encourages other teachers to find what they are passionate about in teaching and put together a few examples to present at the conference. In his words, "It doesn't matter if it's just one or two games or a whole curriculum design idea. If you don't feel comfortable presenting by yourself, find a colleague and present together."

Paulino's talents don't stop with educating and performing. I asked him to share something interesting that others probably don't know about him. He told that he is a knitter and likes to make knitted animals to use in his classes. Recently he knitted a sapo [toad] that has been a favorite of the Parent and Child Spanish Immersion class he is teaching. All the children love to hug and play with "Paco, el sapo"!

Thank you Paulino for the time and energy you give to IWLA and our conference attendees by presenting each year. Your positive energy and talents are uplifting to all!

BIG CLASSES VERSUS SMALL CLASSES

By: Lowell Hoeft

As a world language teacher, are you overwhelmed with large numbers of students in your classes? When I listen to my colleagues who have large class sizes, I am probably the only teacher who is envious of them. I consider a class with more than 30 students as being large and a class of 10-15 as being small. I know that many world language teachers have never had classes that small, especially at the beginning levels. I have, and I have never enjoyed them as much as the larger classes. In fact, I can tell you the exact years I taught classes of that size and what year they graduated from high school. There were seven of those classes. When you teach the same students for four years, you have a tendency to remember things like that.

Before beginning my teaching position at Northern University High School in Cedar Falls, I had taught for 19 years in a public high school in Wisconsin where many of my classes were comprised of more than 30 students. In fact, I recall one year when I had two level one classes; one with 40 students and the other with 45 with a total of 180 students that I met every day. That was not a typical year, but when I look back on the classes that created the fondest memories, they were definitely not the small ones. Let me explain!

In spite of those who think that the method of 'drill and kill' will discourage participation, I don't agree. I have been a teacher who has always spent the first five to ten minutes of almost every class period with fast pace drills and review of vocabulary and grammar concepts that include meaningful activities. Within the period of drill, there is always room for creativity in student responses, not just memorized phrases. With large classes, there will be a greater variety of responses where students compete to have the most unique answer. In other words, the class participation becomes contagious. In large classes, I've noticed that the higher academic achieving students raise the performance level of the lower achieving students. In a small class, a few good students are not able to do that. In fact, it is my observation that the weaker students in a small class bring down the achievement level of the good students.

For me, small classes have always created their own particular management problems. The

students see a small class as too much of a family atmosphere where they think that they can talk freely to each other and to the teacher without staying as focused on the subject matter at hand. As a result, small classes are able to control the teacher's pace more than big classes do. I've also noticed that, due to the limited oral responses during class time, the quality of the written homework isn't as high either. The oral work done in class is reflected in their homework writing assignments. And another observation I've made is that students feel that, with a small number in the class, the instructor will be more lenient when it comes to grading.

To further support my belief, my observation applies to the university level as well. I have been serving as an adjunct instructor in the French department at Wartburg College in Waverly this past year where I have one section of beginning French. Last semester, I had only 14 students in my class, and this semester, I have 27. I am enjoying the second class much more due to the marked difference in the enthusiasm for participation. In spite of the larger number of students, I have connected much more quickly with them, and they with me. The quality of the oral and written work is far superior to what I experienced during the previous semester.

This being said, I will agree that smaller classes at the advanced levels are enjoyable to teach because, by the time students are juniors and seniors, there is a different group dynamic than when they are freshman or sophomores.

Is there a downside to having large classes? Definitely! The paperwork alone can become an insurmountable task. And as many of you know, if you teach six classes, where you meet 150-180 students every day, it can be physically and mentally exhausting. I have experienced that also. Thank goodness it wasn't every school year! But for those world language teachers who, year after year, are confronted with large numbers, I commend you for your tireless efforts.

Lowell Hoeft
International Student Teacher Coordinator -
University of Northern Iowa
Adjunct French Instructor - Wartburg

ACTFL
2008 World Language Expo
Focus Articles
Mary Doyle, ACTFL Representative

The variety of sessions available at each time slot was daunting. How to choose the session that would be the most valuable, the most interesting and make the biggest impact on future teaching? In an effort to focus on the major trends nationally I chose to look at the program as a guide to what is most timely and important to foreign language educators. Although the case could be made that other trends emerged throughout the conference too, I chose to center my time and attention on sessions related to Differentiated Instruction and Technology and teaching with technology. In two short articles I will sum up these trends and provide some links to sites of interest related to these two topics.

Differentiated Instruction:

Foreign Language Learning of Students with Language Learning Disabilities
Strategies to Motivate Students
Increasing Involvement: Challenging All Minds
10 Easy Strategies for Differentiating FL Instruction
Helping Diverse Learners Reach Proficiency Goals
Differentiating World Language Instruction
Differentiated Instruction for Heritage Speakers

These are but a few of the many session titles that dealt with the idea of modification of materials and instruction to help students of all ability levels achieve in our classrooms. This is a large area of study, however in the majority of these sessions there were common threads such as "What is true differentiated instruction, how does it work in our classrooms, how can it change the success rate of my students?"

Many of the presenters also spoke about what to differentiate and when to look at this as an option. I will give a short example here then provide some links for you to follow if you would like to see more.

There are three areas in which teachers differentiate instruction.

1. Content
2. Process
3. Product (and assessment)

An example of content differentiation might be selection of what you consider the essential basic vocabulary of a chapter for all students to master, adding to that to challenge higher-level learners.

An examples of Process would be creation of Tiered lessons suited to the different learners in a class. Tier 1 might have 10 activities of various types to help students learn and practice. Tier 2 would add in additional work on certain skills or increase the amount of vocabulary, etc that students work with, Tier 3 might be activities and practice to challenge your especially talented students with more detailed information.

Product examples also reflect the achievement by all students of the essential learning goals, while allowing students to work at a level suited to them. One group may have a 10 sentence short description of a family member as their end product; another group would have a 20 sentence description including other information and vocabulary.

Finally, the presenters all spoke about how to differentiate based upon student readiness, interests and learning styles

USEFUL SITES and PRINT RESOURCES

<http://www.smcoe.k12.ca.us/apps/pub.asp?Q=107>

<http://www.caroltomlinson.com/>

<http://daretodifferentiate.wikispaces.com/>

[Differentiated Instruction: A Guide for Foreign Language Teachers](#) by Deborah Blaz

Technology and Teaching with Technology

At ACTFL 2008 nearly every session time slot offered at least two or three sessions dealing with using technology. A few sample session titles are:

Web-Based Tools for Language Learning

Ready to Power-Up Your Language Programs?
Online Video Hypertext Adventure Stories
Using Blogs and Wikis to Encourage Writing in
the Language Classroom

The session that I want to mention particularly here is "Best of Central States: Technology Tricks to Enhance World Language Instruction"

Ricardo Varguez from Omaha Nebraska was the presenter. The focus of his session was using technology to teach significantly enhance student work. I am going to list a number of the tools available free of charge for teachers to consider as we seek ways to bring technology into our lessons.

www.edublog.com
<http://voicethread.com/about/>
<http://clear.msu.edu/clear/professionaldev/pastworkshops.php>
<http://www.wordchamp.com/lingua2/Home.do>

Through timed writing, debriefing a reading, using programs such as Wordchamp to assist in understanding reading students can work on reading for understanding, writing and discussing written material and asked to share through speaking activities. Mr. Varguez demonstrated the appeal of using current articles from newspapers or magazines that would interest our students to get them reading, writing and talking.

For more information on either of the two topics or contact information for any of the presenters please email me at Mary.Doyle@uni.edu

AATSP 91st Annual Conference

**Hyatt Regency Hotel
Albuquerque, NM
July 9—July 12**

AATSP.ORG for more information

Café Latino held at Grandview College By: Bea Houston

Saturday, March 28, 2009 completed the first jointly sponsored Café Latino held at Grandview College in Des Moines. The event was hosted by Grandview College under the leadership of Coralie Turner. The event was a great success and all participants came away from the event with a greater knowledge of the Spanish language, culture and customs of many different regions of the Spanish-speaking world.

The first session was held on February 21, 2009 where participants enthusiastically shared introductions, teaching assignments, instructional techniques and developed a great bond of camaraderie. Some of the topics shared included travel, working with native speakers, *comida rápida* and differences between Big C and little c culture. The participants were eager to move on to the second session which was held February 28, 2009.

The second session was a huge success as well; we attracted some new participants and discussed new technologies and opportunities for implementing them in the classroom. There was a discussion on how to handle the native speaker in the classroom. At DMACC and at Western Iowa Tech classes have been created and implemented for the native speaker specifically to eliminate the teaching of vocabulary focus and more on the development of the written and grammatically correct structure of the sentence. The decision was made to begin the third session with a lunch meeting at a Mexican restaurant near campus.

The third session was a culmination of the first two sessions with all participants going for credit submitting and sharing a project designed around a cultural aspect of their choosing. Lunch was a wonderful buffet at La Cabaña Buffet on 6th Avenue. If you haven't eaten there it is worth the trip. Projects were shared and everyone thanked Coralie for her excellent work in organizing the event and offering Spanish teachers a chance to come together to share best practices and to earn some continuing education or graduate credit for the experience. I would like to offer again on my own behalf as well as that of everyone attending, a huge thank you and congratulations to Coralie Turner, the other presenters and the enthusiastic participants, on a wonderful experience.

If you are interested in organizing or attending an experience like this one at a location near you, please contact the AATSP president, Rosa Bailey at Rosa.Bailey@gpaea.k12.ia.us and she can put you in contact with the person in your area who is organizing similar events.

Baedke Named Finalist for Central States Conference

Teacher of the Year



After the fall conference, the IWLA Executive Board nominated Kerisa "Keeka" Baedke to be Iowa's nominee for the Teacher of the Year award. State nominees then are candidates for their region's Teacher of the Year. Of these five regions, ours is the Central States Conference on the Teaching of Foreign Languages (CSCTFL) which was held in Chicago from March 19-21.

I am thrilled to report that Keeka was announced at the March 20 award luncheon at Central States as a finalist for the Teacher of the Year award. This is a tremendous honor that she has been awarded. Besides her work as a committed foreign language teacher, in order to be considered for the award Keeka was required to put together a portfolio of student work samples, letters of recommendation, reflection statements regarding her teaching philosophy, and a teaching video. Of the finalists, only one continues on to be considered for the national Teacher of the Year award at the ACTFL convention. Though Keeka will not be considered at ACTFL, being a finalist is an incredible honor.

Through her efforts, energy, experience, and service to our IWLA organization, Keeka has helped inspire and encourage new and veteran teachers alike. We're so proud of you!

—Carrie Mulvihill, IWLA Secretary

InterCom: Customized E-Digest for Language Teachers

Too much information and not enough time to sort through it? Try InterCom, a weekly email digest for language teachers that you customize so that you receive only the content that you are interested in. For instance, you can sign up to receive only information about high school Spanish and French assessment or elementary Japanese and German curriculum.

Each week, you receive a unique email containing just these types of information, in summary form. InterCom is a free service for second language teachers provided by the Center for Applied Second Language Studies, one of the National Foreign Language Resource Centers. Go to <http://casls.uoregon.edu/intercom.php> to search for articles from the archives and to subscribe.

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*Timely: InterCom brings all kinds of time-sensitive information to the attention of subscribers.

*Archived: Good ideas are worth saving. That's why all InterCom entries are archived in our growing database.

If you have any questions about InterCom, please direct them to the InterCom editor at langsub@uoregon.edu.

Check the IWLA website

www.iwla.net

**For conference registration
information**

Coming soon!

Central States Report

By Kerisa "Keeka" Baedke
Central States Delegate

It was my privilege to attend the Central States Conference on the Teaching of Foreign Languages in Chicago March 19-21. The conference was during my Spring Break so I didn't have to miss any school to attend. This was my third conference as Central States Delegate and I think that I get more out of and contribute more to the organization each time I attend.

The Delegate Assembly is held on Thursday afternoon. It was run differently this year and I think that it was very effective. We spent much of the time sharing positives from our states as well as challenges. And as always, it helped to hear what others were experiencing.

Here is an update on some of the issues that I brought to the Advisory Council last year. We've made some real progress, but we still have room to grow.

- Our Best of Iowa winners, Amy and Piet Van der Meer gave an outstanding presentation and represented IWLA extremely well.
- Other IWLA members, both teachers and students represented Iowa gave a total of ten presentations. Presenting were myself, Jeanette Borich, Paulino Brener, Marc Cadd, Eduardo Garcia, Katya Koubek, Anne Lair, John Storm, and Charlotte Meyer, a student from Clarke College. Great job, IWLA! I hope we can see even more participation by IWLA members at next year's conference in Minneapolis.
- I don't know if we had anyone participate in the CSC Leadership Program this year.
- We sent a member, Paulino Brener, to the CSC Extension workshop on differentiation. It was presented by CSC's very own ACTFL Teacher of the Year, Toni Theisen. The extension workshops are always of the highest quality and Paulino is a wonderful presenter who will bring that information and share it with other IWLA members in the form of, what will undoubtedly be an outstanding presentation at our fall conference.
- The IWLA Executive Board did nominate someone as the Iowa nominee for Central States Teacher of the Year. I was most honored by that nomination! I hope that we nominate someone every year!

- No one from Iowa applied for any of the CSC scholarships this year. And only two of six were awarded due to a lack of applications. A goal of mine for next year is to get IWLA members to apply for these great scholarships.

- Iowa still has few members on the Central States Advisory Council. This year's members are myself, Katya Koubek, Elaine Park and Judith Strotman. I hope to see this number increase for next year as well.

- IWLA did not apply for any grants again this year. Only three grants were applied for and all were funded. Another goal of mine is that the Executive Board will apply for a grant next year.

- A CSC goal is to have information about CSC at every state affiliate conference. I will do a presentation at IWLA, as the Iowa finalist for the CSC Teacher of the Year award. And as a member of the CSC outreach committee, I will share information about CSC at the session. I will also present with this year's winners and the other finalists at the 2010 Central States Conference in Minneapolis.

My main goal for next year in this position is to increase IWLA's participation and leadership in Central States. To that end, a colleague from Wisconsin has nominated me to run for a position on the Central States Board. Iowa has not had a presence on that board, that I am aware of, in all the time I've been involved in Central States. We can gain a lot from increased involvement in CSC programs and activities. And we have a lot to share with our region as well.

Each state delegate shared. There were many common successes and many common concerns. It was a great opportunity to hear from other states and to make connections.

Some highlights include:

Indiana has a new teacher workshop on Thursday to kick off their fall conference and they have a retreat for emerging leaders.

Many states are looking for a state coordinator or supervisor for Foreign Language. The advocacy committee should contact ACTFL - www.actfl.org and NCSSFL - www.ncssfl.org (the state supervisors organization) for letters of support, research, testimony at hearings, etc.

Ohio and Kentucky both spotlight their state organization and the importance of foreign language education at their state capitol in Febru-

ary. Have a media event - song and dance, kids at the capitol telling stories, language ambushes - something showy. Then in the afternoon set appointments with legislators.

Take your TOY's to meet the governor and have a photo op.

Look at the stimulus package in our state. The bulk of the money is to go to restore money that was cut. Were there cuts in FL in the state? We should be advocating to restore those programs/positions

A recurring theme was the need to provide more services to our members - we have to do more than put on a conference. Here are some ideas that have been tried by other states.

work on an email list and do e-blasts
look at starting a ning, probably a better option than the google group

Illinois does 9 on-line newsletters and they print and mail 3

Mini-conferences in the spring

Offer scholarships to students and younger teachers

Nebraska invites students to be presiders in an effort to get them hooked so that newer teachers become involved in the association

offer a student teacher strand at the conference, offer a beginning teacher strand at the conference

provide teaching tips, on-line professional development for members - Wisconsin created a DVD that teachers can view

festivals that involve students - such as the FL Festival that Jim Becker used to run at Price Lab - something with prizes and different levels of competition (regionals and state)

On a personal note, this year's conference was the best of all of the Central States Conferences that I have attended throughout my career. The first reason is that the Delegate Assembly was really well done and I once again left with new ideas and renewed energy. The second is that every session I attended was good and had something that I could take away from it, and most were excellent! The third is that both of my presentations went extremely well and were a lot of fun to present and, hopefully, to attend.

And the last reason is that my friends and colleagues on the IWLA Executive Board nominated me for the Central States Teacher of the Year Award. I was extremely surprised when Dawn informed me of my nomination, and I was nervous about the very short timeline for gathering all of my materials! But the task of putting together my portfolio and supporting materials and the chance for me and my students to reflect on my teaching and their learning, were great for my professional growth. And my husband Bruce and my dear friend "Luz" were both there to support me, when as a finalist, I was honored at the Awards luncheon on Friday. The reward itself is beautiful and the significance of it is even more so. Thank you IWLA!

5 Ways to Get Funds Now for Professional Development

Want to attend the most exciting professional development event of the year with over 600 sessions and events and more than 250 exhibitors? We know these are difficult times financially and we are trying to find ways to help you attend the largest professional development event of the year with 5,000 other language educators. Here are seven ways you can solicit funding to the [2009 ACTFL Annual Convention and World Languages Expo](#), Friday, November 20- Sunday, November 22, 2009,

1. Contact your school district about Title II Professional Development funds designated for core subjects identified in the No Child Left Behind Legislation. Since Foreign Language is listed as a core subject in No Child Left Behind (NCLB) legislation, any funding designated to NCLB professional development would include support for foreign language teachers.
2. Present a proposal to your PTA/PTO identifying the professional development opportunities that will be gained by convention attendance.
3. Request support from a local community-based organization such as the Rotary Club, Chamber of Commerce, or other groups that support educators.
4. Apply for a [First Time Attendee Scholarship](#) from ACTFL. The application can be downloaded from www.actfl.org.
5. Use grant funds that designate a portion of the grant for convention attendance or professional development.

IWLA Member Spotlight

By: Keeka Baedke



Jason Noble is a first year Spanish teacher at Ogden High School where he teaches Spanish 1. Jason is also a first year IWLA member. Jason received his Iowa teaching license in Elementary Education, but couldn't find an elementary job nearby.

He had taught Spanish before at some private schools and had subbed a few times in high school Spanish at Ogden, Boone, and Ames, the semester after student teaching.

When Jason couldn't find an elementary education job, he applied for the open Spanish position at Ogden, "sort of on a whim". To his surprise, he was hired! He then applied for a Class B license in Spanish. He also began talking with Coralie Turner at Grand View University to find out what courses he needed to take to get a Spanish endorsement. Since he had taken quite a few Spanish classes already, he only needed to take a Methods/Practicum course (the practicum is done in his Spanish 1 classroom) and Spanish 201. He is just now finishing up his coursework and he anticipates being "100% legit" in May.

Jason came across the IWLA website last summer. Since he had not taken any classes on the pedagogy of teaching Spanish, he began scouring the internet for resources. He promptly joined and was trying to figure out how to get to the October conference. As it turns out, Ogden pays the registration fee for the Spanish teachers to attend every year and provides the day as a paid professional development day.

Jason says that the IWLA conference was a huge help. He learned a lot, he earned an hour of graduate credit, and there were several things that he immediately took back to Ogden and implemented into his classroom. The conference was also very helpful because it allowed Jason to network with other Spanish teachers from around the state. He no longer feels as isolated. He now feels he has more people to call on and from whom to get ideas. When

asked what he would change about the conference, Jason said the only thing that he hopes will change at the next IWLA conference is that more teachers would attend. And in response to how he might become more involved, Jason replied that he hopes to use his interest in educational technology to help the IWLA in the future.

Jason found IWLA because he went looking. And after finding us, and seeing how valuable the IWLA conference was, he researched what other professional organizations were available for world language teachers. He saw that the Central States Conference was going to be in Chicago and that it coincided with Ogden's Spring Break. He made plans to attend and was even able to convince his superintendent to pay for the conference registration fee. Once again, he learned many new things. Jason also said it was nice to go somewhere and get "recharged" to finish out the school year.

Last summer, Jason also joined the AATSP and received an e-mail calling for proposals to present at the 2009 conference in Albuquerque, NM. He decided to give it a try. He wrote a proposal on using podcasting in the FL classroom and it was accepted. He is looking forward to presenting, though he admits to being a little nervous. What he is most looking forward to is getting more ideas on how to increase his students' proficiency in the language.

Jason took part in the Café Latino course this spring at Grand View. That is where I met him. He says that these meetings have been very helpful to him. He really enjoyed being able to share ideas, practice the language, and collaborate on projects with other Spanish teachers from around the area. And all of us who participated were glad to learn from Jason. He really is a technology wiz. Look for presentations from him at IWLA next October and in years to come.

Welcome to IWLA, Jason. Welcome to the profession! There is nothing like being a world language teacher, you've chosen a great field. It is obvious from your initiative that you are making a great impact on your students and that you will make an impact on your IWLA colleagues!

What you want, is what we want to give you.

By: Keeka Baedke

After the annual conference, members were surveyed on a number of topics. Here is a sampling of the responses to the question about sessions members would like to see in upcoming conferences. There were many, many topics mentioned. The ones listed in the first paragraph below were mentioned most frequently. The topics in the second paragraph below were also mentioned, though not as frequently.

Survey said . . .

IWLA members want to see more sessions on teaching specific grammar topics, especially ones that can be difficult or boring (subjunctive, passé composé vs. imparfait, ser vs. estar, por vs. para). Members want to learn more ways to engage students in grammar instruction. IWLA members want more culture - holidays, music, dance, and ways to integrate culture in everyday lessons. IWLA members want to learn the newest technology and want to learn how to integrate it in their classes. Newer teachers want to attend sessions where they are the students and they learn how to teach specific grammar topics and vocabulary. IWLA members want ready to use activities, cultural units, grammar units, and hands-on activities.

IWLA members want to explore using children's literature in their classes. IWLA members want to know more about assessment, differentiation, finding grants, TPR, TPRS, student travel, promoting our programs, teaching literature (not children's), reading, best practices, research, projects for specific grammar topics, the standards, and game ideas.

As the song from High School Musical 3 says, "We want it all!" And that's okay, we should! IWLA is our professional association. And where better for us to learn and grow as professional world language teachers than among our own?

These are great session ideas. As program chairs, Lisa and I would love to fill the program with these ideas, but we can't do it alone. We need every member to look at this list, look at the article "How to be an IWLA Presenter" elsewhere in the bulletin, and to consider submitting a session proposal. Maybe you've never presented, but if you look at the list of topics, there is bound to be at least one that you are passionate about, one in which you have a great deal of experience, and one that you would feel comfortable sharing with your colleagues. That's all it takes - each of us looking at the list and deciding "what can I do?", "how can I contribute to my professional association?" Perhaps you should invite a colleague to present with you - someone from your school, a close friend, or someone from whom you would like to learn more. Now fill out a session proposal form and submit it to Keeka by June 15. This is our conference and it will only be as good and as varied as the sessions we all decide to present.

Gracias de antemano for the wonderful session proposals you are going to submit.

How to Be an IWLA Presenter 101

By: Keeka Baedke

Here is a 10-step plan for developing a successful presentation and becoming more active in our organization.

*Choose something about which you are passionate - research, a methodology (TPRS), the standards, reading, technology, differentiation, cooking in the classroom, electronic portfolios, podcasting, traveling with students, etc.

*Brainstorm what you would like to share about the topic with friends (IWLA members) in an informal, no-pressure situation.

*Write a basic lesson plan (you do it all the time).

Answer the following questions.

*What is your hook?

*Who is your audience?

*How will you share the information?

*How will the students (IWLA members) practice the information?

*What handouts should you provide?

*How much time will you leave for discussion?

*Do you have enough material for a 50-minute session or should you do two 50 -minute sessions??

*Should you present in the target language or in English?

*Should you invite a friend to present with you?

*Seek feedback. I often ask my students. I tell them what my topic is and ask them what else they think I should include. Run your ideas by the colleagues who know how you work.

*Come up with a title and description of your proposed session.

*Complete a session proposal.

*Submit it to Keeka Baedke or Lisa Sobotka, program chairs, electronically at kbaedke@mchsi.com or l.sobotka@mchsi.com before the end of the school year. Better yet, before things get too crazy in the spring.

*Work on it over the summer. Develop handouts.

*Contact Keeka or Lisa if you need to change anything for the program.

*Present it in October for your friends.

*Receive the thanks of colleagues and of IWLA for your contribution to the success of the 2009 conference!

Please submit your proposals soon. Let's get a lot of new names on the presenter list! And let's offer the maximum number of presentations possible in each session. I'll see you in Des Moines on October 9 and 10!