

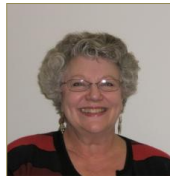


Missouri Foreign Language Newsletter

Winter 2011

Volume 42, Number 2

From President Carrol Lund



Akemashite

omedetou gozaimasu! Happy New Year for 2011, the Year of the Rabbit. According to Chinese tradition, the Rabbit brings a year in which one can catch one's breath and calm one's nerves.



A new year always brings reflection and last year was a stellar year for FLAM. Springfield Central High School's **Lisa Lilley** was the ACTFL NATIONAL Teacher of the Year. What an outstanding personal honor and she served so well as the face of excellence in our profession. 2010 also saw FLAM going green for our newsletter and conference materials. I am always humbled when I consider the spirit of service and volunteerism exhibited by our board members and membership in putting together the successful annual conference.

2010 was marked by national dialogue on language proficiency. Central Intelligence Agency Director Leon E. Panetta in a press release dated December 8, 2010, called for a transformation in cultural attitude: "For the United States to get where it needs to be will require a national commitment to strengthening America's foreign language proficiency. A significant cultural change needs to occur."

He encouraged schools and universities to reach beyond reading, writing, and arithmetic to "the fourth R": the reality of the world in which we live. He said, "Language skills are vital to success in an interconnected world, and they are fundamental to US competitiveness and security." Director Panetta has made strengthening foreign language capabilities at the CIA a top priority. There is nothing new about Director Panetta's observations. We language teachers have long known that top-notch language and cultural skills are critical to success on every level from personal to diplomatic. Yes, there are challenges. We are too well aware of them, but we also now have the tools to put the WORLD into world-class education.

2011 will see us moving to St. Louis for the next two years for the fall conference. As a board we are excited about responding to evaluations and moving to the "big city." We are also grateful to and thankful for the administration and staff of Lodge of Four Seasons, FLAM's fall conference "home" since 2000. Thank you. Lodge, for our 10 years of continuous history. Thank you also to the march of Conference Chairs who have made each annual event a success. **Janice DeNure**, conference chair this past year and last has been the picture of excellence and we thank her. Her reflections on the 2010 conference are to be found in this newsletter.

As we move into the new year, I am so thankful to FLAM. We are a multi-generational family. **Sarah Hoover**, Spanish teacher at Kickapoo in Springfield, mentioned our family nature in her eloquent comments introducing **Jeffrey Karr**, outstanding future foreign language teacher. Jeffrey is her student, but Sarah herself was a student of Glendale teacher **Alma Pettenger**. All three generations of outstanding Spanish teachers were together at FLAM. The Japanese class at Kickapoo in high school is now in its second generation of teachers. I retired this past summer.



Kazumi Holcomb is the new Japanese teacher

and is pictured leading an outstanding standards-based, backward-design lesson infused with culture. It was an honor to observe the second generation in action and a thrill for both of us to be together at FLAM. Best wishes to all for the new year.

What's Inside

Conference Summary	3
Distinguished Educator	4
Best of MO	5
Tips for Teachers	6
JNCL	7
CIA Summit	8
Poster/Essay Contest.....	13
Awards & Grants	14
Internet Connections	16
Regional News	18

2010 Fall Conference Summary

Yes We Can! With World Languages

by Janice DeNure

The 2010 Fall Conference was held at the Lodge of the Four Seasons on Friday, October 22 and Saturday October 23. We had 199 in total attendance this year with some arriving on Thursday and many staying through Saturday evening. It was our first two-day conference which proved to be a success. Registration opened at 5:00 PM on Thursday evening.



Jo Wolken of Holt McDougal provided the neck wallets for the conference. Many thanks go to Cathy Meyer and Julie MacDonald for being so organized and efficient at the registration table.

Friday began with a complimentary buffet breakfast in Granada B at 7:30 AM with 111 participants attending. There was time to eat and catch up with colleagues and friends before the first session began at 9:15 AM. There were a total of 12 sessions and workshops offered Friday morning with half of our total conference attendance taking advantage of these sessions.

The morning sessions were followed by our Language Immersion Luncheon in HKs Restaurant at 12:15. We had several on-site registrations for the luncheon which brought our total to 66 served. A soup and salad lunch was served along with an assortment of breads and crackers and ended with a chocolate mousse for dessert.



After lunch, the afternoon sessions began at 2:00 PM. We had almost 150 members in attendance for the afternoon sessions. Topics included motivating students with music, student exchange programs developed by teachers, and developing intermediate speakers in high school.

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Following the last session, the FLAM General Session was held in Granada A with Carrol Lund presiding. Awards were given at this time with the highlight being the presentation of the Future Foreign Language Educator of the year award which was presented to Jeffrey Karr. After hearing a motivating introduction by his former teacher, Sarah Hoover of Kickapoo High School, it was evident that Jeffrey was, without a doubt, the best choice for this award. Our guest keynote, Noah Geisel, gave a short preamble for his workshops offered the following day. Regional meetings, which followed the general sessions, are always a good time to catch up and connect with those in one's local region.



The traditional wine and cheese reception began at 4:00 PM after the regional mixers had concluded. There were 15 exhibitors and booths open for members to visit and do some shopping. The highlight once again was the FLAM booth which strives to offer a plethora of materials for old and new teachers alike. We appreciate the business that you give to the booths and exhibitors while at the conference so that they are able to return the following year.

The day concluded with French, German and Spanish films shown at 9:00 PM. The film with the biggest draw was the recent French film "Le Petit Nicolas". Unfortunately, the walls were rather thin so there was some sound interference. We hope to remedy this for next year.

Saturday began with a cash 'n carry breakfast starting at 7:30 AM. A total of 13 sessions were offered in the morning including French Art for Dummies, Developing Thematic Units, and World Languages in Saint Louis History. Our guest speaker, Noah Geisel, gave a workshop on **Immersion Gimmicks: Classroom management, pop culture,**



technology and cell phone solutions. He had the crowd engaged and out of their seats demonstrating what can be done with our students in the classroom. Exhibitors were available at 7:30, 9:30 and 11:30 with the exhibits concluding with our annual drawings. A huge thanks to exhibitors who donated items for the drawings.

After the Saturday morning sessions, lunch was served in the Marbella Ballroom. The award of Distinguished Educator was given to Wendy Brownell of Camdenton High School. It was with great sadness that we said goodbye to Dr. Robert Headrick (Dr. Bob) this last year. After a battle with cancer, he passed away in May 2010. He was awarded posthumously the Lifetime Achievement Award. Lisa Lilley, ACTFL



teacher of the year, gave a rousing recap of her adventures as a representative of our profession. She has made quite an impact both locally and nationally as she has traveled to many conferences and had some tête à tête with government officials on our behalf.

The afternoon sessions began at 2:15 with 12 more sessions and a workshop being offered. Noah Geisel presented his workshop entitled **21st Century Toolbox for Teachers**. Approximately 40 were in attendance. Other session topics included SmartBoard activities, Teaching with Technology, Sustaining World Language Programs and running a Challenge Tournament. We were well represented in the first sessions but numbers fell for the last session of the day at 3:45. My humble apologies to those who prepared some awesome sessions to have only a few attend.



This was our last year at the Lake Ozark and Lodge of the Four Seasons. We had a good sampling of instructional methods, technology, French and German sessions. Great care was taken not to overlap language or level specific sessions. The FLAM CD was again a part of the registration materials which included electronic files of many of the sessions presented at the 2010 FLAM Conference. If you were unable to attend the conference, you may want to find someone who did to see what you missed. It truly was one of the best yet.

As we say goodbye to the Lake we say hello to St. Louis for next year's conference. Our 33rd Annual FLAM Fall Conference will be held at the Sheraton Westport Plaza Hotel and Conference Center. We hope a more metropolitan location will draw more exhibitors which is one of the top requests on our conference evaluations each year. Please go to www.flamnet.org to find information about the poster and essay contests (deadline March 15), grant opportunities, and the call for presentation application. The theme for the 2011 conference is "Speaking Up For World Languages". It's all about advocacy for world languages which we all need as we face the fight of finding a place in the falling district budgets. We look forward to seeing you there!

Wendy Brownell Named Distinguished Educator

Wendy Brownell, a Spanish teacher at Camdenton High School in Camdenton, MO, has been selected as the 2010 recipient of the Distinguished Educator Award given by the Foreign Language Association of Missouri (FLAM). The award was presented at the association's 32nd Annual Fall Conference at Lodge of Four Seasons in Lake Ozark, Missouri on October 22, 2010.



Ms. Brownell is a National Board Certified Teacher and has taught at Camdenton High School since 1995. She teaches Spanish I-IV as well as an upper-level course in the school's International Baccalaureate program. She believes it is important to go beyond the textbook to expose her students to authentic Spanish materials such as online articles and videos from various global news sources.

The Distinguished Educator Award recognizes a foreign language teacher who exhibits excellence in language teaching. The selection process includes the submission of a portfolio and letters of recommendation. Several colleagues, parents, as well as current and former students wrote letters on Brownell's behalf. In them, they mentioned her dedication to the world language teaching profession through her development of new materials and

willingness to share them with other educators through face to face as well as online collaborations. They also noted how Brownell is highly regarded for taking an active interest in her students.

FLAM’s 2010 Best of Missouri



Our congratulations go out to Eureka High School’s (Rockwood) **Kim Lackey** and **Denise Pahl**, Spanish, Region V, for being selected as this year’s Best of Missouri at the fall conference in October. Their session, entitled **Going Beyond**

the Textbook to Inspire and Motivate Your Students was presented during the Saturday afternoon schedule to an enthusiastic group of conference attendees. During the session, Kim and Denise spoke about the various activities they have created to take their students’ cultural learning beyond the textbook and the classroom. A variety of ideas were shared with the audience: such as the use of technology, a student-created art museum, immersion activities, current events and television that can be used to enhance textbook themes in bringing culture alive for students.

FLAM members will have the opportunity to attend an encore presentation of this session by Kim and Denise this fall during FLAM’s 33rd annual Fall Conference at the Sheraton Westport in St. Louis, Oct 21-22. Kim and Denise will also represent Missouri next spring at the 2012 Central States Conference on the Teaching of Foreign Languages in Milwaukee. ¡Felicitaciones, Kim y Denise!

Lifetime Achievement Award Given Posthumously to Dr. Bob Headrick



Robert J. Headrick, Jr., known to many simply as “Dr. Bob,” was honored posthumously at the 2010 FLAM Conference with the Lifetime Achievement Award. Bob passed away peacefully in May, 2010, after a courageous fight

with cancer. His partner Frank Nelson received the award given in Bob's memory. He spoke of how much Bob valued language study and the great fulfillment he derived from his involvement in the language education community.

Bob received his Ph.D. from the University of Missouri-Columbia and taught Spanish, French, German and Latin at the K-12 level. At the university level he taught methodology and language courses. Most recently he was Coordinator of Foreign Languages in the Rockwood School District in St. Louis. He served for years as a Foreign Language Consultant for EMC/Paradigm Publishing Company. He was the author of several textbook teaching materials and was a regular presenter at FLAM, CSC, and ACTFL. He helped establish the TESOL program at University of Missouri St. Louis.

Bob served on the original Missouri Standards Project dating from 1997. He was a planner/instructor for the three summer institutes for Missouri teachers from 1999 to 2001. He served as a CSC Leadership Fellow in 2004 and served as an evaluator of NCATE/ACTFL approved foreign language teacher education programs. Most recently Bob served FLAM on the DESE-sponsored Course Level Expectations Committee during the 2008-09 school year.

He was also a published author outside of academia and his titles include *Cadillac: The Tailfin Years*; *Chevrolet Station Wagons, 1946-1966: Photo Archive*; and *The Cat Who...Quiz Book*, popular with fans of the Braun*The Cat Who Wasn't...* series.

The FLAM Lifetime Achievement Award is presented to an outstanding Missouri teacher who has devoted his/her professional career to the improvement of foreign language learning.

Save the date:



Central States Conference – March 3-5 in Indianapolis

AATF Conference – July 6-9 in Montreal, Canada

French AP Institute – July 11-15 in Montreal, Canada

MSU Methods Students Attend Conference

Thanks to MSU funding arranged by Department Chair, Madeleine Hooper, all nine of the fall methods students and the recipient of "Outstanding Future Foreign Language Teacher" were able to attend the fall FLAM Conference.



Pictured from left to right are: Jessica Wynne, Samantha Freeland, Alicia Russell, Cynthia Mergen, Jasmine Allen and her adorable baby. Madeleine Hooper (MCL Department Chair who organized the funding), Carrol Lund (methods instructor), Simone Liburd-Leffler, Kazumi Holcomb, Jeffrey Karr and Baron Myers. All of this group were at the region 7 mixer. Not pictured is student Deborah Lay who was attending her region's mixer. Thank you to Missouri State funding that recognizes our outstanding professional development available through FLAM. We encourage methods classes and students around the state to attend and many do.

Letter of Appreciation

FLAM president, Carrol Lund, received the following note from Jeffrey Karr, FLAM's 2010 recipient of the Outstanding Future Foreign Language Teacher award. Jeffrey was nominated by Sarah Hoover, Springfield, Kickapoo HS.

Thank you for your support at FLAM!
I appreciate all that you've done to help me.
It's such an honor to represent MSU and
Kickapoo as "Outstanding Future Foreign
Language Teacher."

Merci encore,
Jeffrey Karr

Tips for Teachers: Why Study Languages?

by Kim Lackey



With so many responsibilities that come with our profession, it can sometimes seem that advocacy for foreign language learning is just one more thing added to our plates. Many of us have seen budget cuts and reduction of staff in the last couple of years though and the coming school year does not seem look too different. We are not only fighting for what is in the best interest of our students, but also for our own jobs.

As language teachers, we are the only voice promoting the study of language for some of our students. Guidance counselors may emphasize the fact that the classes are for elective credit. Their parents likely did not study advanced levels of a language. We are the ones that must educate our students in the numerous advantages of starting and continuing their study of another language and culture.

So, how do we accomplish this daunting task? First, make your classes fun and filled with energy and purposeful learning. Students appreciate the classes in which they learn the most and are treated with respect. If they feel they are not learning and/or are not respected, they will not want to continue their studies. During enrollment time you must make a conscious effort to recruit / retain students. Talk about it in class, email parents, hang posters in common areas of your school, and educate your guidance counselors. Explore the possibility of visiting with middle school students. Identify which students are considering not going on to the next level and counsel them individually, involving their parents and counselors.

Below are some links with excellent statistics and well-reasoned arguments for learning another language. The first is general benefits of studying any language, followed by specific information about learning Spanish, French, German, Latin, and American Sign Language.

http://www.adfl.org/resources/lang_brochure.pdf

Why learn another language? Knowledge of Other Languages Brings Opportunities (Modern Language Association)

http://www.vistawide.com/spanish/why_spanish.htm
Why learn Spanish? Ten reasons to learn Spanish
(Vistawide)

<http://www.francedc.org/en/Article.aspx?id=11> 10
Reasons to Study French (Alliance Francaise de
Washington)

http://www.vistawide.com/german/why_german.htm
Why Learn German (Vistawide)

<http://www.camws.org/cpl/educators/TCAsurvey2.pdf>
Why Take Latin / Should I Take Latin III and IV?
(CAMWS Classical Association)

<http://teachers.net/gazette/wordpress/paul-fugate/benefits-of-learning-sign-language/> The Many
Benefits of Learning American Sign Language
(Teachers.net Gazette)

JNCL News

by Leslie Hoffman



Greetings, colleagues! I hope the start of 2nd semester found you well-rested, refreshed, and ready to tackle the rest of the year! On the advocacy front, I have several updates.

First, Antonio Vitti, President of AATI, recently announced that after a year-long campaign the College Board has agreed to negotiations in order to have the Italian AP Course and Exam reinstated for the 2011-2012 academic year. This came as a result of financial contributions from the Italian government, former Congressman Guarani, some private Italian clubs, and Italia-American organizations. Vitti also asks that all Italian teachers continue to teach and organize courses for the AP Exam. Well done, and congratulations! Advocacy and support does pay off!

The Center for Applied Linguistics (CAL) Board of Trustees did a recent survey regarding the decreasing number of opportunities to learn another language. In November 2010 they released a statement on the National K-12 Foreign Language Survey. In summary there were 5 major points:

1. Foreign Language education in elementary and middle school levels has had a dramatic decrease.
2. Rural schools and schools with a high percentage of low income students are less likely to offer foreign languages than private or schools with more affluent students. Many schools have no

foreign language programs at all. (*It would be interesting to see numbers on these reports.*)

3. Most elementary foreign language programs don't have a high level language proficiency goal for their students.
4. Often, articulation/sequencing of programs is poorly planned or nonexistent.
5. There is a shortage of qualified foreign language teachers.

Based on these survey results the CAL Board sees the U.S. in a "state of near crisis". As a result of this study, CAL made recommendations on how to reverse this trend and work to build more language-competent citizens in the U.S.

And finally in the JNCL-NCLIS 2010 Executive Summary, some of the highlights include:

- JNCL/NCLIS' President and staff collaborated with CIE, NEA, CED, ACTFL and the Asia Society in assisting Rep. Rush Holt's staff with the development and drafting of a new \$400 million foreign language bill entitled the Excellence and Innovation in Language Learning Act (EILLA). The bill contains state, local and national titles.
- JNCL/NCLIS contacted Administrative and Congressional staff to object to the Administration's proposals to combine FLAP, Civic Education, STEM and Foreign Languages, Literacy, Advanced Placement, Javits, and other federal programs of importance to languages and international studies into larger competitive programs including a number of disparate academic fields.
- JNCL-NCLIS staff attended a briefing at the Department of Education where the President's Budget request for education was unveiled. JNCL-NCLIS responded to the attempt to consolidate the Foreign Language Assistance Program (FLAP) with a number of unrelated programs with a letter to Secretary of Education Arne Duncan following this announcement. This was one of three advocacy issues, along with increased funding and passage of the Foreign Language Education Partnership Program Act, addressed during JNCL/NCLIS Legislative Day.
- Congress passed and the President signed H.R. 3288, the Consolidated Appropriations Act, 2010, which includes appropriations for the Department of Education for fiscal year 2010. A number of programs that support foreign languages and international education, were level-funded from last year, among them are Baccalaureate and

Master's STEM grants and Javits Fellowships. A number of programs received small to moderate increases, such as the Fund for the Improvement of Education (\$135.5 million), Civic Education (\$35 million), Byrd Honors Scholarships (\$42 million), and SMART grants (\$1,010 million). Of particular interest, the Foreign Language Assistance Program (FLAP) was increased by \$600,000 for \$26.9 million and Title VI/Fulbright-Hays was increased to \$125.9 million..

- As of the beginning of the FY 2011 fiscal year on October 1, 2010, the House and Senate Appropriations Committees had not funded the budget for next year and passed a Continuing Resolution on the Budget at the same financial levels as last year (FY 2010).

I look forward to visiting our state capital as well as our nation's capital again in hopes of building support in creating more language-competent citizens of the United States. I know we all do the much needed legwork within the classroom, but don't forget that as educators, WE are our own best advocates. Don't be afraid to contact your local, state, and national leaders to voice your concerns and support for foreign language education as we continue to build future 21st Century leaders of our own.

CIA Director Calls for National Commitment to Language Proficiency at Foreign Language Summit

Reprinted from: <https://www.cia.gov/news>
December 8, 2010



Central Intelligence Agency Director Leon E. Panetta today urged renewed focus on the critical need for Americans to master foreign languages at a national summit that brought together policymakers, members

of Congress, Intelligence Community officials, and leading language educators from across the country.

“For the United States to get to where it needs to be will require a national commitment to strengthening America’s foreign language proficiency,” Director Panetta said. “A significant cultural change needs to occur. And that requires a

transformation in attitude from everyone involved: individuals, government, schools and universities, and the private sector.”

He urged schools and universities to reach beyond reading, writing, and arithmetic to “the fourth R”: the reality of the world we live in. Language skills are vital to success in an interconnected world, he said, and they are fundamental to US competitiveness and security.

“Language is the window through which we come to know other peoples and cultures,” Director Panetta said. “Mastery of a second language allows you to capture the nuances that are essential to true understanding..This is not about learning something that is helpful or simply nice to have. It is crucial to CIA’s mission.

Director Panetta has made strengthening foreign language capabilities at the CIA a top priority. In May 2009, he launched a five-year Language Initiative, which aims to double the number of Agency analysts and collectors who are proficient in foreign languages and increase by 50 percent the number of officers with the right language skills serving in jobs that require foreign languages. The initiative received significant start-up funding from Congress and the Office of the Director of National Intelligence last year.

Since then, the CIA has made important progress:

- More than a quarter of CIA’s new hires last year claimed at least some foreign language proficiency.
- More new analysts and collectors go directly into language training after graduating from analytic or operational coursework.
- A higher percentage of officers are studying mission-critical languages, including Arabic, Pashto, Urdu, Persian, Russian, Korean, and Chinese.
- Language skills are now a stricter requirement for promotion to CIA’s senior ranks.

“Since we announced our program, the number of Agency collectors and analysts with a foreign language has grown by almost 13 percent,” Director Panetta said. “And last year, we increased the number of officers proficient in mission-critical languages by 11 percent. That’s solid progress. We need to do more to keep the momentum going.”

Other speakers at the summit included U.S. Secretary of Education Arne Duncan, Under Secretary of State for Management Patrick Kennedy, Under

Secretary of Defense for Personnel and Readiness Clifford Stanley, and U.S. Representative Rush Holt of New Jersey. The event, which was held at the University of Maryland/University College Marriott Inn and Conference Center in Hyattsville, was cosponsored by the CIA and the University of Maryland’s Center for Advanced Study of Language. More than 300 foreign language experts and educators from the public and private sectors attended.

Secretary Duncan focused his remarks on the state of foreign language education in the United States.

“It’s clear to all of us that schools, colleges, and universities need to invest more and smarter in linguistic instruction,” he said, noting that reauthorization of the Elementary and Secondary Education Act will be a top priority next year.

“Our proposal to reauthorize goes much further than the existing law in supporting a well-rounded, world-class education,” he said. “The blueprint to reform the law would create a competitive pool of \$265 million to strengthen the teaching of the arts, languages, civics, government and other subjects.”

Representative Holt, who has written legislation to increase federal funding for foreign language education, said, “We need to alter dramatically how children learn language at an early age.” To make the most difference over the long term, the United States should focus its efforts on teaching languages in grades K through 12, he said. He commended the CIA, Department of Defense, and Department of State for their ongoing collaboration on improving language proficiency in federal agencies.

“At State, language proficiency has to be an integral part of the work culture,” Ambassador Kennedy said. “Top-notch language and cultural skills are critical to diplomatic success.”

Posted: Dec 08, 2010 04:51 PM
Last Updated: Dec 08, 2010 05:15 PM
Last Reviewed: Dec 08, 2010 04:51 PM

**The Life and Works of
Antoni Gaudí i Cornet**

This website features virtual visits to Gaudí’s major works plus some biographical information about the architect. It is available at
<http://www.ctv.es/USERS/ags/GAUDI.htm>

**Summary of the ACTFL
Assembly of Delegates**

17 November 2010, Boston
by Wendy Brownell



In the morning session the first item presented was a summary of the ACTFL enrollment survey. One of the surprising statistics for me was that only 18.5% of our nation’s students are enrolled in foreign language classes.

In addition, several national initiatives that affect world language education were discussed. One of the initiatives is the Common Core State Standards Initiative. This initiative promotes common standards shared by every state. It currently describes common core standards for English Language Arts and Mathematics. The hope is to add standards for world language. You may find more information at www.corestandards.org

Another initiative is the Partnership for 21st Century Skills Map. ACTFL has a draft for world languages. You may read more about it at actfl21stcenturyskillsmap.wikispaces.com. ACTFL is also soliciting lessons for the 12 skill areas included in the map. You may upload your lesson examples to the wiki.

The third initiative is called EdSteps, www.edsteps.org, is being developed as an assessment tool. The goal of EdSteps is to collect student work samples in several skill areas and place them on a continuum from emerging to accomplished work. Rather than using rubrics to assess, student work would be compared with other student work on the continuum. Currently the subject areas are English language arts and math, but EdSteps will be seeking foreign language samples as well.

The last initiative discussed was H.R. 6036 and Languages in ESEA at www.actfl.org/files/hr6036/HR6036.pdf. Susan Frost of The Sheridan Group summarized the Excellence and Innovation in Language Learning

Act. She suggested that there be a signature from at least five organizations from each state on a letter drafted by the Asia Society.

Then attendees broke into small groups to discuss the following questions:

1. How can our profession use current national initiatives such as the Partnership for 21st Century Skills Map to our advantage to improve language classroom practice and to promote world languages as a core curriculum subject?
2. What impact would H.R. 6036 (Excellence and Innovation in Language Learning Act) have on language education in the U.S.?
3. What work do we need to do as a profession to raise awareness among the general public of the urgent need for language study at K-16 levels? Where do we begin?
4. What can we do to reverse the trend that is occurring across the country regarding closure of language programs K-16 and the use of commercial technology programs to replace teachers?

One of the things that I gleaned from the delegates' assembly was the need to talk with our local decision makers about the importance of language study. One person mentioned the importance of collecting data to support the success of language programs in the event that they become jeopardized. I agree wholeheartedly with this. I believe we should all be gathering data regarding the proficiency levels of our students using both internal and external measures. Data is currently a driving force in education today, and administrators do not necessarily understand world languages, but they do understand data. I would also stress language proficiency goals for each level of study rather than merely completion of credits. I believe every world language program should have clearly stated proficiency outcomes for students to demonstrate successful completion of each unit of study rather than merely a letter grade. I believe these outcomes should be based on the

ACTL proficiency guidelines but stated in a way that students and parents can understand what students should be able to perform.

In the afternoon, we discussed 3 proposed ACTFL Position Statements, which were:

1. Alternative teacher certification and add-on certifications—stresses the need to require knowledge of language teaching methodology, a minimum oral proficiency of advanced low (intermediate high for Middle Eastern and Asian languages), and a mentored induction program.
2. The role of technology in language learning—expresses concern about replacing language teachers with software or online programs.
3. Distance and technology-mediated language learning—highlights the importance of providing standards-based instruction with the focus on language proficiency in online and distance learning courses.

Eileen Glisan introduced the topic of “high leverage teaching practices” which are the minimum tasks that all novice teachers must be taught to do in order to be successful in the classroom. We discussed in groups what we thought were the top three high leverage practices for novice world language teachers. Some suggestions by the group were comprehensible input, questioning techniques, cooperative learning, critical thinking skills, effective interpersonal tasks, and classroom management.

Eileen also expressed her concern about the disconnect between research and teaching practices in world language education. She wishes to see teaching guided by research as well as research that addresses current teaching practices.

A teacher affects eternity; he can never tell where his influence stops.

--Henry Brooks Adams

The 33rd Annual FLAM Fall Conference
SPEAKING UP FOR WORLD LANGUAGES

October 21-22, 2010
 The Sheraton Westport Plaza
 Saint Louis, Missouri

CALL FOR PRESENTATIONS

All proposals received by May 31, 2011 will be considered. Please type or print legibly. You will be notified by July if your proposal has been accepted. Thank you for your interest and participation.

Please mail this form to the following address or send via email to sadams@ladue.k12.mo.us .
 Sarah Adams, FLAM Conference Planner
 1541 Grant Road
 St. Louis, MO 63119

PRESENTER INFORMATION

First Name	Last Name
Academic Affiliation and City	
Home Address	
Home Phone	Work Phone
Preferred Email	

CO-PRESENTERS (Only the person completing the above information will receive correspondence.)

First Name	Last Name
Academic Affiliation and City	
First Name	Last Name
Academic Affiliation and City	
First Name	Last Name
Academic Affiliation and City	

Please **briefly identify** the content (100 words or less), procedures and materials to be used in your presentation, as well as how it will benefit participants. Please indicate if the presentation and/or examples will be given in a language other than English. Please tie your presentation to the theme if possible. **This description will be included in the conference program.**

	<p>Check here to have your presentation evaluated for "Best of Missouri." (If you are presenting multiple sessions, please choose only ONE session for Best of Missouri consideration.)</p>
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⇒ Has this session been previously presented? If yes, where and when?

⇒ Please put an X next to the items that apply to your session.

LENGTH		TARGET AUDIENCE		LANGUAGE FOCUS		CONTENT	
3 HOURS		ELEMENTARY		SPECIFIC (Give Language)		Assessment	
		MIDDLE SCHOOL/ JUNIOR HIGH				Culture	
		HIGH SCHOOL				Curriculum	
75 MINUTES		COLLEGE/UNIVERSITY		GENERAL		Methods/Techniques	
		GENERAL				Research	
						Standards	
						Teacher Prep	
						Technology	
						Other (Please indicate)	

⇒ You will be sent an AV request form once your presentation has been accepted.

⇒ If accepted, it is understood that you will supply electronic copies of your presentation materials by October 1, 2011.



FLAM

and the

**Sheraton Westport Plaza Hotel
Westport Conference Center**



Invite you to join us

October 21 & 22, 2011

for the

33rd Annual FLAM Fall Conference

Nestled in St. Louis's impressive West Port Plaza area, the facility has a unique location among fourteen restaurants, shops and entertainment venues. It is the perfect location for excellent workshops, stimulating sessions, delicious food & beverages, with fun events and activities for the whole family.



Just five miles from Lambert St. Louis International Airport, complimentary shuttles connect with Metro Link for easy access to Busch Stadium, the Edward Jones Dome, Scottrade Center, the Gateway Arch and all other downtown landmarks and attractions.

The Sheraton Westport Plaza Tower
is happy to offer you a special rate of
\$99 per night

(\$114.02 including tax)

Conference room rate is available October 20-23, 2011

The deadline for reservations is September 22, 2011

For more information about the
2011 Conference contact:
Sarah Adams
sadams@ladue.k12.mo.us

For more information about the
Sheraton Westport Hotel
and to make a reservation call:
314-878-1500 or email
www.sheratonwestport.com

FLAM

2011 FOREIGN LANGUAGE ESSAY/POSTER CONTEST

Eligible Participants: Missouri foreign language students in grades K-12
(Two divisions: K-6 and 7-12)

Categories:

1. Short essay entitled "Speak Up For Languages"
The essay should be typed and double-spaced on one side of a maximum of two sheets of paper for grades 7-12 or handwritten neatly one side of a maximum of two sheets of paper for grades K-6.
2. Original poster with the heading "Speak Up For Languages"
The poster should be submitted in color on 8½" x 11" paper. Do not use computer-generated graphics.

Prizes: Prizes of \$25 each will be awarded in the following categories:

- | | |
|------------|-------------|
| K-6 essay | 7-12 essay |
| K-6 poster | 7-12 poster |

Winners will be notified by May and winning posters and essays will be displayed at the annual FLAM Conference.

Deadline: Entries should be postmarked by March 15, 2011 and sent to:
Lisa Lilley
1667 S. Woodbury
Springfield, MO 65809

~IMPORTANT~

Teachers: Please limit the total number of entries you submit to ten. On the back of each entry include the following information: Student's name and grade, school and school's mailing address, teacher's name, and county in which the school is located. Failure to supply the above information may result in disqualification of the entry. All entries become the property of FLAM. The student release form must be included with all entries.



FLAM Poster/Essay Contest Student Release Form



I, _____, submit this entry, which is entirely my original work. I am a student at _____ and my teacher is _____.

I give permission for my work to be used on FLAM merchandise and publications. FLAM also has permission to use my name and my school's name on the merchandise and in the FLAM newsletter.

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

FLAM Awards

Attention FLAM members! Put on your thinking caps to consider the following questions:

Which of your students is deserving of extra recognition for their language skills in and perhaps outside of the classroom? Have you worked with a student teacher or practicum student who has gone above and beyond their duties and will be an excellent addition to our profession? Who are the "go to" people in your community who help your program and/or promote the importance of language learning? Who is a colleague that inspires you with their innovative ideas and passion for teaching? Who is that teacher nearing retirement or recently retired who has exemplified excellence in language teaching throughout their career?

It isn't at all difficult to come up with answers to these questions because we are surrounded by deserving individuals. Now, do your part to help them get the recognition they deserve by submitting an application on their behalf so that they may be honored by FLAM.

All application forms are online at www.flamnet.org

Excellence in Foreign Language Study

This \$100 award is given to a junior or senior secondary student who exhibits superior performance abilities in the foreign language classroom. The nominating teacher must be a current member of FLAM.

Outstanding Future Foreign Language Teacher

Awarded to a post-secondary student who exhibits superior performance in a foreign language program. The nominating teacher must be a current member of FLAM.

Friend of Foreign Language

Presented to an individual or group from outside the foreign language teaching profession who has made significant contributions to the teaching and learning of foreign languages. The nominating teacher must be a current member of FLAM.

Distinguished Foreign Language Educator

Presented to an outstanding Missouri teacher who has significantly and positively impacted foreign language teaching and learning. The honoree must be and have been a member of FLAM for the past

consecutive five years. The honoree must also have a minimum of ten years teaching experience at the elementary, middle, secondary or post-secondary level. The nominating teacher must be a current member of FLAM.

FLAM Life-Time Achievement Award

Presented to an outstanding Missouri teacher who has devoted his/her professional career to the improvement of foreign language learning. The honoree must be within two years of retirement or recently retired and must have been a member of FLAM for the past consecutive five years. The honoree must have a minimum of fifteen years teaching experience at the elementary, middle, secondary or post-secondary level. The nominating teacher must be a current member of FLAM.

All Nomination Materials Must Be Neatly Typed

Nomination Packet Due Date: March 15, 2011

Nominations to be sent to:

Lisa Lilley, Grants/Awards Chair
1667 S. Woodbury
Springfield, MO 65809
Phone: 417-881-8815 Fax: 417-523-9695
llilley@spsmail.org

FLAM Mini-Grants for Teaching

Opportunity is knocking! Why don't you open the door? FLAM offers grants for teachers who have been members for the past two years. Innovative classroom projects that have the largest impact on our FLAM constituency are specifically requested. All grant applications are due March 15th and are available online. Grants will be evaluated by the scoring guide found below.

Grant recipients will write a newsletter article detailing their project and will present at the 2012 FLAM Conference. Watch for presentations at the 2011 conference in October from our current recipients.

Application forms are available online at www.flamnet.org

Eligibility: FLAM members who have been members for the last two years may apply. Board members are

excluded. Teachers must be teaching in Missouri during the grant year.

What may be funded? Innovative classroom projects, supplies, realia, travel, meals, registration, admission fees, etc.

Application process: Applicants are to articulate the grant proposal using the scoring guide criteria below.

Obligations: Recipient will present at the FLAM conference and will write an article for the newsletter about the implementation of the grant funds.

Application Due Date: March 15, 2011

Grant Applications are to be sent to:

Lisa Lilley, Grants/Awards Chair
1667 S. Woodbury
Springfield, Missouri 65809
Phone: 417-881-8815 Fax: 417-523-9695
llilley@spsmail.org

FLAM Poster & Essay Contest Get your Students Involved!

February is **Discover Languages Month** and a great way to get your students involved in promoting language learning is through participation in FLAM's Poster and Essay Contest. You can find more information on the flyer that follows as well as at www.flamnet.org where you can also see examples from previous years. The theme of the poster and essay "Speak Up For Languages" coincides with the theme for FLAM's fall conference. The winning artwork is displayed on merchandise that is sold by FLAM, such as notecards and includes their name, school, and teacher. The winners will also receive monetary awards. Consider using this as an activity to brighten a dreary winter day! The deadline is March 15th.

The National K-12 Foreign Language Resource Center

The Center is pleased to announce that they have made available on their website free Adobe PDF downloads of their K-12 standards-based thematic units, available at

<http://www.nflrc.iastate.edu/pubs/units/unitsList.html>

These include six Spanish and three French units for elementary through high school language learners.

Dr. Lynne Tatlock wins ACTFL Award Florence Steiner Award for Leadership



Dr. Lynne Tatlock received the ACTFL Florence Steiner Award for Leadership in Foreign Language Education, Postsecondary at the 2010 ACTFL Annual Convention and World Languages Expo held in Boston, Massachusetts this past November.

Dr. Tatlock is the Hortense and Tobias Lewin Distinguished Professor in the Humanities at Washington University in St. Louis, and her steadfast commitment to students and collaboration with colleagues provides an outstanding example of the impact she has had on our field.

She is recognized by her peers for her pioneering work with the establishment and growth of the Language Studies Model, encompassing language, literature, and culture, that, as a previous recipient of this award wrote, "has shifted the paradigm from a literature-based curriculum to a studies model resulting in more students being attracted to the study of languages." She has been recognized as an exceptional teacher, devoted mentor, and prolific scholar, and yet has also focused on strengthening the connection between high school and post secondary German programs so that more students continue their studies. This has been most notable in her role as the founder of, and first contributor to, the AATG Endowed Scholarship Fund, which has already supported well over a dozen students in study abroad experiences.

According to one nominator, Lynne Tatlock "cares passionately about language education" and serves as an inspiring postsecondary leader. Dr. Tatlock has remarked that "The Steiner Award provides not an occasion for complacency, but a sharp reminder of ideals yet unattained. My abiding concern is to find ways of keeping our profession strong across diverse institutions and programs, levels of teaching, student populations, languages, literatures, and cultures by identifying our shared interests and making common cause. To be honored by an organization that supports these aims is to be honored in the most gratifying way."



Internet Connections

by Wendy Brownell

What are the ACTFL Proficiency Guidelines for Speaking and Writing? How do the ACTFL Proficiency Guidelines influence classroom practice? While many of us are familiar with the proficiency guidelines, the connection between the guidelines and learning outcomes may not be clear. How well do we want our students to be able to communicate in the target language? How do we know when they have met our goals? In a recent NADSFL presentation Greg Duncan stated that language programs that are making the most progress are setting proficiency targets. The state of Georgia has identified proficiency targets for language learners in their state. To see the proficiency targets for each level of instruction visit <https://www.georgiastandards.org/standards/Pages/BrowseStandards/ModernLanguageLatin.aspx>.

New Jersey has identified proficiency targets for K-12 language learners at <http://www.njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World%20Languages>.

The Thompson School District in Colorado identifies proficiency levels in their world language curriculum maps at <http://tsdwlstandards.wikispaces.com/Curriculum+Maps>.

To review the ACTFL Proficiency Guidelines visit <http://www.actfl.org/files/public/guidelinespeak.pdf> and <http://www.actfl.org/files/public/writingguidelines.pdf>

In the next newsletter I will provide assessment resources to determine whether your program's proficiency goals have been met.

On a separate note, if you are interested in contributing to a database of world language resources or are looking for resources for a particular theme, please visit www.worldlanguageresources.wikispaces.com.

To me the sole hope of human salvation lies in teaching.

--George Bernard Shaw



Submitted by Gregg Siewert

A good number of Missouri AATF members, including our President, Ann Sunderland, were in attendance at the fall conference, with several teachers offering excellent sessions. After stimulating work, we relaxed late Saturday afternoon at a round-table discussion to recruit newcomers and to discuss issues common to all. Anna Amelung, president of the St. Louis chapter, discussed numerous activities it has been involved with, particularly in concert with local musical, theatrical, and artistic events. Of particular notice was news of the Missouri History Museum's exhibition on Napoleon, which closes on April 3, 2011, (see www.mohistory.org for more details). On the Kansas City side of the state, President Sunderland mentioned the Monet Waterlilies triptych exhibition at the Nelson-Atkins Museum to be held April 9 – August 7, 2011 (This exhibit will be ticketed.).

This just in: an inquiry from the Springfield area about starting a chapter of the AATF in the southwest corner of the state has been made to the national office. Stay tuned for further developments or contact me about making connections with the people leading that effort. AND on February 26, at Rockhurst University in Kansas City, the local chapter is co-sponsoring with the Alliance Française a day-long immersion event involving French-Canadian culture, history, and contemporary music. Yours truly will present this, along with David Milot from Canada as featured speaker. Please e-mail Ann Sunderland (mmesunderland@sbcglobal.net) for further details. This is to whet your appetite for a summer excursion to Montréal! See the next paragraph!

The Annual Convention of the AATF will be in Montréal, Québec this year from July 6 to July 9. The detailed program will be available soon. It is always a pleasure to visit with and hear from our colleagues north of the border, and the city is truly a metropolitan, dynamic melting-pot of cultures. If you need an introduction to Franco-Canadian culture, or a refresher *bain d'immersion* in a francophone city, do consider the Montréal events coming up soon. (Next year's convention will be held in Chicago July 5-8, 2012). Early bird registration for the Montréal meeting will close by 1 May, 2011, (just as everyone will be in the throes of end-of-school year!!). Hotel

reservations at the convention rate must be made by 3 June 2011, and can be made on-line at <http://www.deltacentreville.com/010704t> or by telephone at (800) 268-1133. Do keep in mind that a valid passport is now needed to enter Canada, and that Montréal in July is full of festivals which put a premium on hotel spaces.

Please see full details at www.frenchteachers.org about the convention, and all details regarding membership in the association, services, small grants, and scholarships. (A note regarding scholarships: a Saint Louis student majoring in French at Truman State earned a \$2000 award in 2009 for study in a francophone country. In many cases, there is actually a lack of applicants for these awards, even for secondary teachers to study in Canada, Belgium, or France, so it is worth it to you to mail in your membership and to send in your applications. AATF offers better odds than Lotto...).

If you can't find answers to your questions about AATF at the website, please contact me, Gregg Siewert, AATF Region VI Representative (at gsiewert@truman.edu) and I will do what I can. Bonne année et bonne continuation dans vos efforts pour défendre la langue française et la culture francophone ! A bientôt au Québec!

Summer French AP Institute to be held in Montreal

Current and future French AP teachers are invited to attend a **French AP Summer Institute** in **Montreal July 11-15** at **McGill University** immediately following the **AATF Annual Convention** (July 6-9). The Institute, offered by **AP Consultant Timothy Farley** (Truman State University) and **AP Teacher Jane Zeiser** (Francis Howell Central HS & St. Charles Community College) will introduce teachers to the **AP French Language and Culture Curriculum Framework** and the format of the new exam which is aligned with the ACTFL guidelines.

The **thematic unit** is the core of the new curriculum. The **Curriculum Framework** guides teachers in designing instruction around one of **six themes**: Global Challenges, Science and Technology, Contemporary Life, Public and Personal Identities, Families and Communities and Beauty and Aesthetics. Prior to the workshop, the leaders and participants will choose several topics based on one


or more of these themes. During the Institute, participants will work in teams **to design a thematic unit using backwards design**. Teachers will learn how to select appropriate authentic print, audio and visual texts and **design interpretive, interpersonal and presentational tasks** that engage their students and that promote language acquisition all the while **preparing them for the AP exam**. In addition, teachers will learn how to assess students' abilities in the three modes of communication, using rubrics based on the new AP Achievement Level Descriptions.

There is **no fee** (normally \$1569) for teachers who teach or live in Missouri. Participants will receive **3 hours graduate credit** from Truman State University.

Two housing options are available: a hotel room with air conditioning, a private bath, & wifi is 280\$CA (five nights), based on double occupancy; or single dormitory rooms are available for \$225.00 CA (five nights). Continental breakfast and lunch are included, plus one group dinner and a cultural event.


For more information, please contact Dr. Timothy Farley, tfarley@truman.edu or register for the Institute at <http://ap.truman.edu>.

All Aboard the 21st Century Express!



**2011 Central States Conference on the
Teaching of Foreign Languages**

A joint conference with the
Indiana Foreign Language Teachers Association



March 3-5, 2011
Hyatt Regency Indianapolis
Indianapolis, IN

For more information, contact
Patrick T. Raven, Executive Director
P.O. Box 251
Milwaukee, WI 53201-0251
Phone: 414-405-4645
Fax: 415-276-4650
E-mail: CSCTFL@aol.com
Web: www.csctfl.org

Region I News

by Julie Begnaud



Region 1 is currently blanketed with about seven inches of the white stuff while I am writing this. Ah January! The snow days, the arctic temperatures, the lack of motivation to do any work—and then there are the students... Luckily a string of four day weeks will help us survive the winter doldrums. Here's what some of our colleagues were doing this past fall:

Ron Scrogam and Christi Ivers report the following from St. Pius X High School:

The advanced levels of French and Spanish of St. Pius X High School participated in the annual University of Missouri-Kansas City Foreign Language Fair, October 12. Students participated in dance workshops and competed at Team Jeopardy and poetry recitation. Senior Jennifer Stewart placed second in the intermediate division with her recitation of the poem "Busca en todas las cosas" by Enrique González Martínez. Senior Paige Gorman received an honorable mention for her recitation of the poem "Le vieil homme et le chien," by Daniel Boy. This is the second year that St. Pius X has participated in this event, and our department hopes to make this an annual event.

The World Languages Department of St. Pius X High School was awarded an Excellence in Education Teaching Grant from the Brandon McPherson Memorial Foundation, Inc. The department plans to use the grant funding to install webcams with microphones at teachers' workstations in order to create audio-visual content to be uploaded to class web pages and to be used in real-time, dynamic interactions with students. The webcams would also facilitate students' exposure to authentic materials in the target language. This exposure would engage students in more meaningful communication through the natural use of the target language.

Kathleen Madigan reports that the Greater Kansas City Chapter of the American Association of Teachers of French (AATF) met in the fall for their annual meeting to share ideas from the summer national conference and other teaching tips at Jazz Louisiana Kitchen. Then on December 17th, they gathered for their annual Christmas dinner and gift exchange, with fifteen teachers in attendance! They are now gearing up for the French immersion day to be hosted at Rockhurst University and co-sponsored by the Alliance française de Kansas City and the AATF. They also expect to visit the Monet water lilies exhibit coming to the Nelson-Atkins museum in the spring.



To celebrate the Day of the Dead in November, the Spanish II classes of St. Pius X High School constructed altars honoring deceased family, friends, and celebrities in the

school's foyer. In addition to being seen by the Pius student body, the altars were visited by the middle school Spanish students of St. James Catholic School and St. Patrick Catholic School. They remained on display during St. Pius X High School's Open House, raising awareness for Pius's World Languages Program among North Kansas City students and their families.



Activities for other Spanish classes included baking Pan de Muerto, creating traditional crafts, and preparing "virtual altars" in PowerPoint.



2010 welcomed another year of the exchange program with the Independence School District. The French students at Truman High School hosted a group of 27 French students this fall. The group came from Châteaubriant, France. The students arrived just in time to celebrate Halloween and stayed for two weeks with a host student from Truman. The students really enjoyed their time in the United States. Besides attending class daily, they toured Independence,

Kansas City, attended soccer and football games, a bonfire and even went bowling while they were here. The French students are pictured at the



Lewis and Clark memorial that they visited during their Kansas City tour. Currently, the students at Truman are preparing their trip to Châteaubriant in March! We leave on March 10 and stay for 15 days!



Region II News

by Astrid Ruiz

Hello from Region II and Happy New Year!

Kim Fish, Spanish teacher at the North Daviess School and **Jeanne Cracraft**, French teacher at the Cainsville School, recently took a whirlwind tour of Shanghai, China, a city of over 25 million residents. After spending over 14 hours on a plane, they spent five days as teacher delegates to the EF Student Travel Organization convention.



While there, they toured The Yu Chinese Garden and Jade Buddha Temple. The Buddas were sculpted out of white jade and were brought from Burma by a Chinese monk in the last century. They also visited a silk factory, ascended the 88-story World Financial Tower (with the third highest observation deck in the world) in the Pudong district, took a cruise on the Yangze River and tried many new Chinese foods. One of the teachers on the trip declared that Shanghai reminded them of Las Vegas on steroids!! There was a great contrast of the new and old—modern skyscrapers next to ancient Chinese gardens, for example. They toured the EF offices and found time to go shopping along Nanjing Road. They also visited the Bund, a waterfront promenade offering a beautiful view of Shanghai's famous skyline. The Oriental Pearl TV Tower was extremely beautiful. One evening was spent watching one of China's most well-known acrobatics show. The trip was an incredible and fascinating experience!

We wish you a new and exciting year and if you want to share any more news from our great region please send it to me before our next newsletter deadline.

They may forget what you said but they will never forget how you made them feel.

--Carol Buchner

Region III News

by Nita Shipp



I hope everyone had a restful and productive break and is back into the swing again.

Five students in the Master of Arts in Education program from Truman State University, eight Truman alumni and three Truman faculty members attended this fall's annual conference at the Lodge of the Four Seasons.



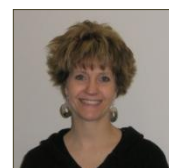
Front row: Alexis McGeahy (MAE-Fr), Mariana Bruna (exchange student from Chile), Theresa Giuffrida (MAE candidate, Sp), Angela Worley (MAE candidate, Fr), Rebecca Gordon (MAE-Sp), Dr. Carol Marshall, Professor Spanish, & Brian Santos (MAE-Sp)
Middle row: Dr. Gregg Siewert, Professor of French, Jocelyn Nebel (MAE candidate, Sp), Julia Reimann (MAE-Sp) & Jennifer (Roach) Miller (MAE-Sp)

Back row: Jennifer Lee (MAE-Fr), Rachel Uhlig (MAE-SP) Jason Sinclair (MAE candidate, Sp), Joanne Appleby, (MAE-Sp), Nita Shipp, & Dr. Timothy Farley, professor of French. Not present but attending the conference: Brandi (Moeller) Pruenete (MAE-Fr).

Region III members, if you have news about classroom, professional, or personal happenings, please send me an e-mail and I'll include your news in the next FLAM newsletter.

Region IV News

by Carey Hughes



Hello Region IV!

I hope you enjoyed the 2010 FLAM Conference as much as I did! This year was probably the first year that I paid to attend workshops (I attended both of Noah's). I had a really hard time doing this, because I knew that I would be missing out some incredible sessions given by our own, experienced teachers. Let me tell you, although I understand I missed several excellent sessions, I was not at all sorry that I paid to hear what Noah had to

say! The first thing I did when I got home from the conference (after filling my family in on all the details of the weekend) was to check out www.edmodo.com. If you have not registered for this free educational tool, I encourage you to do so this spring. I set up my classes within 5 minutes...no exaggeration! Once I set up the classes and did a little tutorial with my students, I was ready to use this tool. What do I use it for? I use it to reach any of my students who are willing to give it a try. I post videos that I don't have time to share in class, but that could help the students with our current topic. I also post all the assignments for each week. Those assignments populate a calendar with links to all the handouts. Sometimes I make up polls or silly questions for the students to answer. I just tell my students that whatever they post must be in Spanish. Since I implemented edmodo, it has really taken off with some of my students. They are responding to my posts and videos and submitting videos that they find helpful. They are also socializing like normal teenagers, but in the target language. Last week a student wrote something in English and another responded with, "No inglés...español." I consider that a success!

Aside from attending Noah's workshops, I presented at the FLAM Conference. While it is a bit of work and can be nerve-racking, I feel somewhat of a calling to share with my fellow FLAM members. After 16 years of teaching, I feel it is "my turn" to give. FLAM has helped me develop a toolbox of tricks and treasures that I constantly open up and use. It is my turn to pass that legacy on to others in the profession. I hope others of you will do the same. It can be a very rewarding experience. Make sure to check the newsletter and/or website for the form for presenting. I do not think you will regret it!

This spring Spanish Teachers have another opportunity to collaborate, learn new ideas, and improve their language skills. **Carla Danner** from **Rockbridge High School** will be hosting a Spanish Immersion Weekend at The Iron Horse Hotel in Blackwater, Missouri February 18th and 19th. This will be my fourth immersion weekend. Each one I have attended has not only improved my conversational skills, but also given me ideas of immersion activities to use in my classroom. The price includes food and deluxe accommodations, as well as the immersion experience and two graduate credits! Contact Carla (cdanner@columbia.k12.mo.us) to register or get more details.

This summer **Carla Danner (Rockbridge High School)** and **Jo Cunningham (Jeff Junior High School)** will be traveling a little further than Blackwater, Missouri. They will be taking a group of students and parents to Germany, France, and Spain. They have taken so many trips with students that they make it look easy. We know there is a lot of work behind the scenes.

Speaking of trips abroad, **Mitchell Flottman** (student of **Ginny Huckla** at **Hickman High School**) was accepted in the Rotary Exchange Program. He will be leaving in August to spend his junior year in Ecuador! Congratulations to Mitchell and to all of his Spanish Teachers.

West Junior High School Teachers **Yoko Smith, Heike Rosa, Janet Russell, Courtney Alber, Eloy Montenegro, Leslie Hoffman** and **Carey Hughes** are waiting to hear "Congratulations!" because they have been writing grants. They wrote one grant to attend a conference on differentiation, another grant for voice recorders to be used in the classroom, and a third grant for a new ipod touch (includes camera and video capabilities) for the classroom. Earlier in the year they wrote a grant to continue a music library for the classroom. They were awarded over \$600 to use for implementation of that music library.

That is about all the news for now. Do not forget to check out www.edmodo.com, to sign up to present for the 2012 conference and to contact **Carla Danner** for more information about the Immersion Weekend.

Have a SUPER SPRING and send me any and all news you would like to share with fellow FLAM members!

¡Hasta luego!

Region V News

by Catherine Boulanger



In the recent October edition of the ACTFL Language Educator, Eileen Glisan's *President's Message* treats brain-compatible learning and foreign language. She reminds us that brain-based research as applied to the teaching and learning of foreign languages gives strong support for focus on what T.J. Kennedy called the "Big Ideas." In other words, meaningful content is what provides the ideal brain-nurturing context for a successful foreign language classes.

Foreign Language text books continue to pull the metaphorical wool over parents', administrators' and some teachers' eyes by trying to convince us that mechanical language practice can teach students a second language. In fact, Glisan reminds us, student brains do not learn through mechanical language practice precisely because there are no "Big Ideas" or meaningful context in language drills. Glisan suggests that teaching foreign language through content-based instruction is one way to make use of those "Big Ideas" that are needed for meaning-making. Content can easily be partnered with social studies curriculum, with science, or with geography to reinforce standards in those areas while at the same time teaching the vocabulary of the second language. Are there other ways that students can be fed a diet of meaningful language input?

President Glisan also lists as important for brain based learning the following: novelty, engagement, positive emotion and low anxiety, as well as cognitive and psychomotor involvement. These criteria are not as readily present in content-based learning. Glisan, however, does not mention that these brain-based learning criteria are very present and in abundance in the TPRS classroom. TPRS is chock full of Big Ideas. There is novelty in every PQR (personalized question / response). All students are involved cognitively because **understanding** is the class's goal every minute. Positive emotions echo throughout the class as sentiments are expressed after all newly presented facts. Psychomotor responses are used to demonstrate understanding and to dramatize stories.

At Ladue Middle School German and French foreign language classes make use of TPRS. Both **Marie Keath** and **Beth Heuermann**, experienced TPRS teachers, use props extensively to illustrate and tell stories. They question the students using targeted vocabulary in the context of the student's personal life. Students are also invited to invent answers using targeted vocabulary in new contexts of their own choosing (personal choice). One recent learning goal was household chores. Beth's French class was learning a revised Cinderella story that told of a poor princess who had to cook lasagna, take out the trash, do the dishes, walk the cows, and mow the lawn, among others. The story had all students on task and laughing as the stepsisters gave the poor girl more outrageous chores to complete. TPRS students focus on all forms of communication, receptive as well as expressive. Marie and Beth use the target language extensively in class. They also utilize Google Voice so

that the students call in prepared information as oral assignments. Reading the stories and writing, especially storyboard frames, are an integral part of the class.

Opportunities for professional learning and mentoring for foreign language teachers in Region V: The St. Louis TPRSers meet bimonthly at the Weber Rd. Branch of the St. Louis Public Library. (Contact Matt O'Brien <obmatt@yahoo.com>). FLTA held a successful fall workshop November 6 with a variety of topics including on-line discussion boards; the spring workshop date will soon be announced. (Contact Lisa Bergfeld <bergfeldlisa@rockwood.k12.mo.us>) FLAM Spring Roundtable will be held April 27 at Ladue Middle. Our most important news item is the National TPRS Conference to be held July 18-22 at the St. Louis Airport Hilton.

(www.ntprs.org/ntprs.org/HOME.html). Even though you may have to pay for the conference yourself, you won't have to pay the hotel overnight fee! What a super opportunity for Regions V and X!

Region VI News

by Amaris Breton



Foreign language taught on line. A good or bad idea?

Online learning continues to gain popularity because of its flexibility. It provides individuals with busy schedules, and full agendas the opportunity to accommodate education into their busy lives.

Nowadays, many companies prefer online training to their employees, because it is considered time and cost effective, because people do not need to go across half the world for the sake of training.

The key question for us as professional educators is whether online learning is a good idea for foreign language high school students.

This is an ongoing topic of discussion among many foreign language educators and students. Many people still think classroom teaching the best mode of education and on line learning a foreign concept, especially in foreign language, the cons seem to outweigh the pros.

During the past FLAM conference at the lake, teachers from region 6 engaged in a discussion regarding the benefits and disadvantages of online foreign language courses. Following are excerpts of

their discussion:

Disadvantages: (CONS)

1. Only self starters who are mature enough to take the responsibility for their studies can do well. Unmotivated students either end up not doing anything or not finishing their course, which is nothing but a waste of time.
2. The lack of interaction between student and teacher as well as between student and student, significantly reduces the opportunities for realistic interaction using the language. Students learn a foreign language to speak the language to other people, not to a monitor connected by a wire
3. Students cannot get the necessary feedback in a timely manner. Students may have questions and need assistance or additional help with language learning, in this regard, internet classes are not an adequate replacement for an actual teacher.
4. Students will not get the positive encouragement that a teacher could provide.
5. There is not much option for students that do not understand, and parents for the most part will not be able to help. It is likely that students will not reach levels of proficiency in the language that they would achieve with a skilled teacher.
6. There will be too many opportunities for academic dishonesty.

Advantages: (PROS)

1. On line learning could be used to complement the already existing education system. Classroom teaching could be followed by a successful completion of a web-based course and online group assignments for a few hours a week as part of classroom teaching.
2. Students may find it useful to have a resource on line for translating words and phrases they have never come across.
3. The district may save money.
4. Any exposure to another language is better than none.
5. Advanced students who already have knowledge of the language could make online learning work for them.
6. It will make it easier to fulfill the time requirement for college entry.

The overall consensus of those present at the FLAM discussion was that online classes work best for mature adults, rather than teenagers or young adults.

In order for online courses to be successful, the individual needs to be self-discipline, which takes a level of maturity that the majority of high school students have not yet developed. High School students still need adults to encourage and guide them until they are ready to take upon the responsibilities of mature adults. Nevertheless, there are some students that are mature enough to have the self discipline required to take online courses, but for the most part teenagers are learning to become adult, and this is a process in which a machine could never take the place of a real live teacher. There are some things that cannot be replaced!

Region VII News

by Jason Jolley



The quarter's biggest event was obviously FLAM's Annual Conference held for the last time at the Lodge of Four Seasons at Lake Ozark. It was a wonderful conference, and as the Region VII representative I was particularly pleased to note the huge turnout by educators from Springfield and the surrounding area. I'm not sure about the official count, but during our regional meeting we filled the better part of the theater we met in. I'm pretty sure Region VII had the largest contingent – or close to it! Either way, it was an excellent showing, and I'm sure everyone benefited as much as I did from the sessions and the opportunities to exchange ideas and to network.

One very noteworthy thing to point out about Region VII's FLAM Conference contingent was the attendance of several students in Carrol Lund's MCL 413 Special Methods course, a class she has taught for several years at Missouri State. Dr. Madeleine Hooper, head of the MSU Department of Modern and Classical Languages provided funds to offset the costs of attending the conference for these students. I hope that this program will continue and that other teacher preparation programs will imitate it. I think all of the student attendees were able to appreciate how beneficial belonging to a professional organization can be. The experience of attending the FLAM Conference will no doubt encourage these future teachers to continue to be involved with FLAM in the future.



Members of MSU's MCL 413 Special Methods class at FLAM Conference with Dr. Madeleine Hooper

Speaking of memberships, I would like to encourage everyone reading this to invite, encourage, cajole and even pressure at least one colleague in your building to become a member of this organization before the end of the month. All you have to do is refer them to the FLAM website!

Here are some more great news items from around Region VII, as reported by the following teachers:

Carole Ogden, Kickapoo High School:

Carole Ogden's Kickapoo High School French students put together a fashion show from around the French-speaking world as they celebrated National French Week on Tuesday, November 9th. All proceeds from this project went towards Kickapoo's French Class Student Travel Fund.



Kickapoo High School French students are Skyping with a High School in Nice, France. Students from



both parties plan the visit by deciding on a topic, establishing rules of conduct, prepare well, and practice

ahead of time. It is Carole Ogden's hope to continue the experience and develop lessons both parties can benefit from. Students are having fun as they learn!

Carrol Lund (retired), Kickapoo High School

Ms. Lund is excited to report that Strader Payton, a 1997 Kickapoo graduate and the first student to reach level five in Japanese language study, is now working as news producer for the Washington D.C. branch of Tokyo Television (a major TV network in Japan). He works exclusively in a Japanese language

environment. Ms. Lund has maintained contact with Strader and they get together at least once or twice a year. He has now applied to work in a U.S. diplomatic services career and is studying Chinese to add to his linguistic skills and résumé. Ms. Lund adds that Strader is a rising star and that it has been fun for her to have been a part of his training.

Barbara Canfield, Laquey High School

Spanish II students at Laquey High School will begin creating their piñatas. Each year the Spanish II students complete this project under the auspices of the Laquey Association of Foreign Language Students. The previous year's piñatas will be raffled at Homecoming at the end of January. Proceeds are



then used to fund the class's spring field trip and a small scholarship to a deserving senior. The students hope to be able to raise enough funds to go to World Fest

at Silver Dollar City. This year's raffle includes a clown fish, Pikachu and a Laquey Hornet. Plans for this year's creations include a cancer awareness ribbon, Kung Fu Panda, and a minion from "Despicable Me." Students are always excited about this project and come in before and after school to make sure they are finished on time. The trip to World Fest is always fun and enjoyed by all.

Fane Young, Bakersfield High School

Bakersfield High School has a small faculty and offers only two years of Spanish as its foreign language curriculum. Ms. Young retired last May and is back half time this year, meaning she has had to limit some of the activities she has done in the past, such as having a Spanish Club. To make up for that she is incorporated some former club activities into the classroom. For instance, she is making individual Roscas de Reyes for her students for el Día de los Reyes Magos, and notes that they'll all be frantically looking for el bebé de plástico.

Ms. Young's Spanish are working on group projects to create, script, and perform a commercial for a product or service of their choice. She does this every year and says the students love it, learn a lot from working with each other, and always crack her up with their performances. Her Spanish II students are

currently beginning a Friday rotation of taking their classmates on Spanish tours of the building. Each tour involves commands, a Q&A session, new vocabulary, etc. Each student chooses what part of the building and/or grounds they want to visit, makes the arrangements, and off they go each Friday for that week's tour.

Ms. Young plans to fully retire this May. If anyone is looking for a wonderful teaching situation and might like more details about a Spanish position for next year, please contact her at

fyoung@bakersfield.k12.mo.us

or juliafane@yahoo.com

Julie West and Julie MacDonald, Parkview High School

Ms. West and Ms. MacDonald did an interesting Integrated Performance Assessment at the end of the semester with their upper-level (4/5) French and Spanish students at Parkview High in Springfield. They tweaked a fairy tale project in order to create the three elements of the IPA. The interpretive activity was reading an authentic fairy tales in the target language, which was then followed by the Interpersonal task of discussing their favorite fairy tales as children in the target language. The students completed the cycle with the presentational activity of writing and illustrating an original fairy tale and then they read their stories to their peers. Madame West's students were able to carry that one step further by going to a nearby elementary school where French is taught. Her students presented their fairy tales to 2 different groups of Rountree students, and a great time was had by all! With that activity "in the books," both Julies will be gearing up for their fourth quarter cadet teaching unit. Teams of students visit an elementary class 8-10 times during April and May and teach lessons to the students. The "teachers" have to write lesson plans, prepare teaching materials, include art and cultural activities, etc. It requires a lot of organization, but both teachers have found it invaluable for keeping those restless seniors focused! An additional benefit is the positive experience for the elementary students and teachers which often translates to an interest later on in the target languages and culture.

Travel news from Laura Durnin, Glendale High School

The main objective for our tour this summer was to comprehend more clearly the connection between Italy and France. Before we go we discuss our itinerary and while we are there we are, of course,

seeing it all in its glory! That's when the magic kicks in and each individual learns and remembers in his or her own way. These are the objectives we hit which we could never plan.



Some French students of Springfield's Glendale High School spent twelve days in Europe this summer. We landed in Rome

where we visited the Vatican, the Colosseum, the Roman Forum, and Spanish steps, to name a few places. Eating was not a problem: plenty of pizza, pasta, and gelato! After Rome we experienced Assisi, Montecatini, and Pisa. Of course, we picked up some Italian to add to our foreign language repertoire!

The south of France does not disappoint. Nice, Monaco, Eze, and Grasse were in full bloom. We went to the perfume factory Fragonard. And is la Côte d'Azur really that blue? Oui!

Moving on to Provence, we saw the Roman aqua duc le Pont du Gard and the arena in Arles, two important remains of the Roman Empire. In Provence we observed the colors that inspired Cézanne and Van Gogh. We also took some fencing and calligraphy lessons. Avignon was our overnight 'headquarters' in Provence. This lovely city offers evening walks, cafés galore, the Papal Palace, and le Pont Bénézet. (Yes, we sang and danced, but on the banks of la Rhône).

Zooming north toward Paris on a TGV the Glendale group took a tiny break and enjoyed the country side. Paris was the grand finale of our tour. We now understand le Métro better than we did from just looking at the map in the classroom. We discovered that la Tour Eiffel is more beautifully complicated than we once thought. At Versailles we tried to imagine this palace as a residence.

In the course of having such fun we did accomplish our objectives. Did we feel more Italian (Roman), or French? It's sometimes hard to say. We started using our French (and some Italian!) and it worked! All the other experiences, both individual and collective are only the beginning of remodeling, and certainly expanding, the place we call 'home.'

Region VIII News

by Dieter Jedan



This is my first year as your Region VIII representative. I look forward to working with you and getting your input as to how we can become more effective teachers. Please send your input and suggestions to djedan@semo.edu.

This has been a year of many challenges for the Department and for Southeast Missouri State University. Together we have undergone a number of changes that will impact the way we are teaching foreign languages for years to come.

The most significant changes were undertaken by the Department of Foreign Languages and Anthropology during the 2010 Fall semester, when the faculty voted to change not only its name from "Department of Foreign Languages and Anthropology" to "Department of Global Cultures and Languages," but also to devise a unified major with a common core and individual tracks and options. The new majors will be called a Bachelor of Arts major in Global Cultures and Languages with Options in Anthropology, French, German, Global Studies, and Spanish. While the department had previously eight different CIP Codes, this new unified major will combine all Options under one umbrella CIP code. Administrators and the Coordinating Board of Higher Education evaluate the strength of a program (designated by SIP codes) by the number of graduates. A unified major puts us in less danger of being cut or eliminated, thus the change to a unified major.

The second most far-reaching change occurred when four Missouri state universities (Southeast Missouri State University, University of Central Missouri, Missouri Western State College, and Missouri State University) signed a "Memorandum of Understanding" on October 28, 2010. By this Memorandum, these four Missouri universities expressed their mutual commitment to increasing opportunities for student access and success in college-level foreign language education. This collaboration will allow individual campuses to save valuable resources and still offer a wider variety of advanced foreign language classes via online offerings; it is expected that this program will reduce the number of low-enrolled upper division courses by combining students from several campuses.

There was additional news at Southeast that will have a positive impact on our approaches to the teaching foreign languages:

First, the foreign language faculty at Southeast reiterated its commitment to affordable study abroad programs by inviting faculty from the other Missouri universities to teach in Southeast's short-term study abroad programs in France. This effort will help increase enrollments since other universities are encouraged to advertise these classes to their students.

Second, this academic year, Southeast is again offering two-week long programs in France, the Dominican Republic, Germany, Vienna, Austria, and Madrid (Spain). All programs carry three credits and cost about \$ 1500.00 (or less), tuition not included.

Third, the Department hosted an international conference at the Lutheran Heritage Center & Museum in Altenburg, Missouri on the topic of "Lutheran Immigration from Altenburg, Germany to Altenburg, Missouri." Scholars from Germany and the United States gave a total of 25 scholarly presentations dealing with all aspects of the 1839 mass immigration to Missouri; each presentation was attended by an average of between 60 to 100 persons. The next international conference is scheduled for the last weekend in October 2012 and will deal with manuscripts, journals, and letters from this period. For more information, contact djedan@semo.edu.

The Department of Foreign Languages and Anthropology at Southeast will be hosting the 2011 Foreign Language Festival on March 31, 2011 on the campus of SEMO. This is a half-day event with a variety of presentations, spelling bees, prose reading contests, scavenger hunts, poetry recitations, performances of short skits, dances, and songs in French, German, and Spanish by students from area high schools. The Festival will take place in the University Center and Art Building from 8:30 am to 1:30 pm. Pizza lunch and soda will be served.

Teachers are expected to reach unattainable goals with inadequate tools.

The miracle is that at times they accomplish this impossible task.

--Haim G. Ginott

Region X News

by Jane Zeiser



Laura Kaiman and Lauren Farrelly from Timberland High School will be taking students to London, Brussels, and Paris over Spring Break (Mar. 19-26).

Francis Howell Central is hosting an International Night on April 5 from 6 – 8 pm and would like to invite the St. Charles community to participate. With a \$2.00 cover charge, participants will be able to sample foods, participate in crafts, learn to dance and explore cultures from around the world. Please spread the word to your middle and high schools in the St. Charles area.

Tim Farley and **Jane Zeiser** will conduct the French AP institute at McGill University in Montreal from July 11-15. Tuition and 3 graduate credit hours are covered under a Missouri grant. If interested, please go to the website aptruman.edu for more information.

Mary Jane Obernuefemann's daughter, Elena, attended Villa Española at Missouri Southern State University in Joplin, MO. last summer. This was her second summer. Each year students learn some Spanish and have the opportunity to learn about the cultures of 5 Spanish speaking countries. Unfortunately, due to the economy this program is being cut. They found out the week of camp that they are losing their university funding. Mary Jane is a K-8 Spanish Teacher at Immaculate Conception Catholic School of Dardenne Prairie.

Truman State University

is offering an

AP French Summer Institute McGill University, Montreal, Canada July 11-15, 2011

The Institute includes:

- ❖ Planning thematic units based on the new AP French Language & Culture Curriculum Framework
- ❖ Designing assessments using AP Achievement Level Descriptions
- ❖ Preparing for AP course audit

General information:

- ❖ 3 hrs. graduate credit
- ❖ No tuition for Missouri residents & teachers (normally \$1569.00)
- ❖ 5 nights lodging \$280CA (hotel room or \$225CA (dormitory room)

Institute presenters:

AP Consultant Timothy Farley, Truman State University
AP Teacher Jane Zeiser, Francis Howell Central HS & St. Charles Com. College
For more information, contact tfarley@truman.edu



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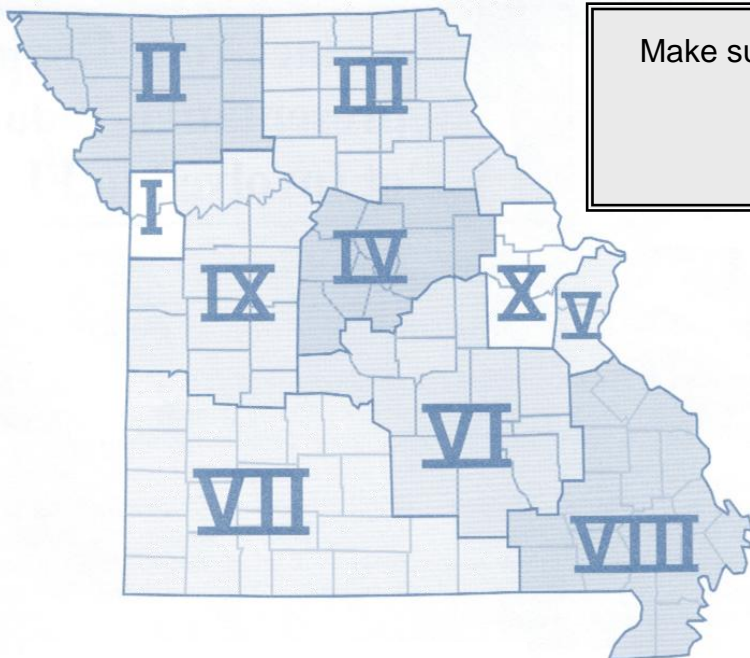
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DEADLINES: Submission deadlines for the FLAM Newsletter are April 15, August 1, and January 10. The FLAM Newsletter will be published approximately two weeks after the copy deadline. Please keep this in mind when submitting dated material or announcements.

Please send all submissions to the editor by deadline dates. All submissions are subject to approval for publication by the FLAM Executive Committee. The Newsletter Editor reserves the right to modify format and content as necessary.

Foreign Language Association of Missouri

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September 1, 2010 – August 31, 2011

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Deadline for the Spring Newsletter is April 15.