

What's new at IUHPFL?



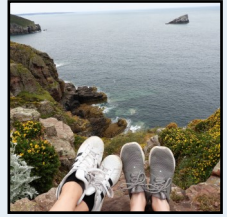
A Word From Our Managing Director



2017 Program Site Reports



IUHPFL Fall Fundraiser Success



IUHPFL by the Numbers

A Word From Our Managing Director, Loni Dishong



This summer, we celebrated the 55th birthday of the IU Honors Program in Foreign Languages! Through photos, events, and social media posts, 236 students and 36 instructors throughout our sites in Austria, Chile, China, France, Japan, Mexico, and Spain highlighted this important milestone! It was especially meaningful for everyone in our St. Brieuc, France program, because it is our only remaining original program site, established in 1962, and some of the host families there have welcomed IUHPFL students into their homes for decades. Equally exciting is that during our long history, we have provided summer language immersion programs to nearly 8,000 Indiana high school students!

As we reflect on this past year and all that we have accomplished together, many heartfelt thanks need to be expressed to those dedicated people who make IUHPFL possible: our office staff, onsite coordinators, instructors, host families, advisory committee members, Indiana University collaborating offices, and high school teachers around the state. The most rewarding aspect of the work we do is building positive working relationships and friendships with people in Indiana and around the world and seeing how our combined efforts help to shape the lives and aspirations of our student participants year after year.

In April, we welcomed Ryan Tolnay as our new Administrative Coordinator, and his participation in our small but mighty office team has been invaluable. Ryan's experience with data management tools, tracking and reporting has helped us to gather and process information in a more efficient and comprehensible manner. He has also stepped forward as our expert in student and instructor travel and a manager of student invoicing and accounts. Moreover, his friendly persona adds to our productivity and compliments our welcoming office atmosphere.

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From Administrative Coordinator, Ryan Tolnay



I joined IUHPFL in April 2017 as the Administrative Coordinator and it has been an exciting journey thus far. Meeting all of the students at our Orientations and experiencing their enthusiasm was a great introduction to the program. A little about myself- I am a native Hoosier and graduated from Indiana University with a degree in East Asian Studies. As part of my degree, I studied abroad in South Korea where I completed an intensive Korean language program. Following graduation, I spent two years teaching English in South Korea before returning to the United States for graduate school. I loved my time studying and working abroad because it gave me the opportunity to really experience a foreign culture and grow as a person. Studying abroad is the best thing a person can do to expand their horizons and learn more about themselves. I am happy to be part of IUHPFL and provide this same rewarding experience for the students who participate in our program.

2017 Program Site Reports

Brest, France



An eight hour plane ride and a seven hour coach ride brought us to a chilly, windy beach in Brest, France on June 10. The students went to their families, and teachers went to their apartments. The next day the sun came out, and France had an extended heat wave.

The students settled quickly into the routine of their family lives, and we all settled into the routine of school life. It took students a week or so to adjust to having over an hour for lunch each day, but they managed.

The students loved their free time in Brest.

Some students decided that Burger King in France was WAY better than Burger King in the US. We tried to explain that Burger King was not an authentic French experience. They came to know the Espace Jean Jaures commercial center quite well. All of us fell in love with the Dialogues book store and music store.





Brest is a large city with the feel of a small one. The **Brest continued**

tram and bus system is easy to use. The students became Brestoists, citizens of Brest, going about daily life as if they were. Our excursions took us to Pointe de Pen-Hir, Concarneau, Saint Malo, Mont Saint Michel, the D-Day beach Omaha, Locranan and Quimper. The students loved both Brittany and Normandy.

The students were welcomed personally to Brest by city officials at a reception in the City Hall. They participated in a special July 4 celebration and dined in the salon of the Sous-Préfet. Next year, he says he wants to play "Born in the USA" as we enter. The students also learned traditional Breton dances.

After a tearful farewell, we spent three days in Paris, the City of Light, experiencing so much it has to offer. Students and teachers alike ended the summer knowing more, understanding more and appreciating more about French people, France and the world at large.

Ciudad Real, Spain



The location of Ciudad Real in Castilla-La Mancha is ideal for the students living and learning abroad. The proximity to other historically rich cities allowed us to travel to Toledo, Cordoba, Granada, Madrid. We had the chance to visit beautiful cathedrals, a synagogue, and a mosque. Not only did we experience the marvel of older European architecture, we also had the opportunity to see a theatrical performance in



Spain's 17th century preserved Corral de comedias de Almagro (Courtyard theater of Almagro). During this event, we saw Pedro Calderón de la Barca's La dama duende a funny yet romantic spectacle. As our trip came close to an end, Team Ciudad Real spread out their towels, took out some sunscreen, and plunged into the crystal clear blue and green waters of Lagunas de Ruidera.

Students took classes on linguistics, literature, culture, and grammar. These classes were planned to provide students with a well-rounded education and language support for their stay in Spain. Every week the students prepared for the farewell show and once a week we would go to the pool drink a cold beverage and go for a swim.

The day of the farewell show came and students were more than prepared. The students did an outstanding job performing. We had a series of acts from Don Quixote, dance routines, as well as show choir performances. Simply put, IUHPFL Ciudad Real 2017 was a fantastic summer for all and will forever be remembered!



Graz, Austria

Our summer in Graz, Austria was full of wonder and exploration! Many excursions in an around Graz helped to show our students the beauty of Austria while introducing them to local culture and cuisine (especially the Zotter chocolate). Trips to Riegersburg castle and Klagenfurt were enjoyed by all. It's a good thing we had such an adventurous group- lots of hiking, climbing, and rafting in Gesäuse made for quite a juxtaposition to the grand architecture of Vienna.



Of course, the summer would not be an IUHPFL summer without lots of language learning and practice. The German language skills of our students improved tremendously and we are so proud of their hard work. It was great to see our students interact with their host families during the 4th of July picnic! We know they will continue to improve upon these skills in the future.

Our students played hard during the soccer tournament and the community engagement activity with Volkshilfe Graz at a senior center was full of music and laughter. Each student sang and played instruments to brighten the day of the audience members. After these performances, we spent time conversing and learning more about the lives of these residents. Our farewell show for the host families was full of songs, poetry, and performances with the grand finale of 99 Luftballons. It was so hard to say goodbye to the host families that took such good care of our students but we hope to see all of them again very soon.



Hangzhou, China



Hangzhou is one of the most beautiful cities in China. Our Hangzhou IUHPFL students went to No. 14 Middle School, one of the top middle schools in Hangzhou. No. 14 Middle School had all of the facilities that we could have asked for: an art building where our students learned about Chinese painting, paper cutting, calligraphy, a traditional Chinese instrument called a hulusi and to make Peking opera masks; a sports building where they learned Taiji, played ping-pong and basketball, and even went rock-climbing.

Moreover, No. 14 Middle School is conveniently located in the center of beautiful Hangzhou, only a 5 minute walk away from the famous scenic destination West Lake.



Students improved their language skills significantly by the end of our program. So many people were amazed by the students' Chinese at subway stations, on the streets, and nearly everywhere else. Our IUHPFL Hangzhou 2017 students also developed close relationships not only with their host families but also with their classmates and instructors through classroom learning, preparation for the farewell show, and various excursions. Ashton, one of our 2017 students, said after the program: "I will never forget IUHPFL for making the best summer of my life. Thank you!"



León, Spain

This summer in León, Spain provided an exceptional group of 30 students with a life-changing experience. The quintessential pilgrims, our IUHPFL group traversed sea and mountain, street and plaza, city, and nation. Greeted by León's host families, our students embarked on a six-week long journey of self-discovery and cultural immersion, which brought them to visit Templar castles, contemplate centuries-old cathedrals, and eventually to cross a national border on foot into Portugal.

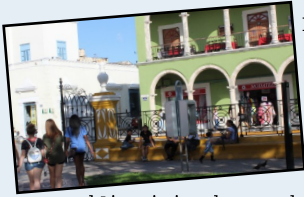


As ever, León offered its students rigorous and enriching academic coursework in literature, grammar & communication, linguistics, and culture. Students were able to practice content learned in each of these courses in their daily lives with host families and friends, exploring León's contemporary cultural attractions as well as its ancient historical patrimony. From the historically unique architecture to the festivals, music, and food (León was recently voted Spain's gastronomical capital for 2017), students witnessed and participated in a wealth of activities and experiences.

Our group learned and performed Latin dance; we rehearsed and indulged in Spanish theater and comedic skits; we watched Spain compete in international soccer matches and dropped by a concert by one of Spain's most world-famous bands, La oreja de Van Gogh; we swam in Spanish and Portuguese waters, and sampled a variety of cuisines; we wandered the way of St. James (the Camino de Santiago), and arrived in one of the world's most renowned historical pilgrimage sites. Most importantly, we made lasting relationships with people separated by geography, language, and culture, and we have no doubt that those relationships will endure and grow as our students continue to mature as global citizens on their own unique pilgrimages.



Merida, Mexico



Merida, the Yucatan capital, is a multicultural city that arose from the mixture of two cultures: Mayan and Spanish. These cultures conferred it with a unique personality in its cuisine, architecture, art, traditions and people. This magical city is surrounded by impressive archaeological sites, enchanting colonial towns and breath-taking nature reserves.

All of our students' Mexican families lived very close to each other in a very quiet and comfortable neighborhood. In the school, which is walking distance from everyone's house, we had our Literature/Culture, Grammar and Linguistics classes, along with the Theater and Chorus/Dance activities. Throughout the six weeks we all worked hard together in order to prepare an outstanding farewell show with traditional songs, dance choreography, comical sketches and even a whole play!

In addition to that, if we had to say what makes the difference in this program, it would be the excursions. And there were a lot! This program includes visits to the Mayan ancient cities like Chichén Itzá, Uxmal and Edzná, colonial cities like Izamal and Campeche (we spent a night there in a beautiful hotel), and natural sites like the caves of Loltún and the flamingo reserve of Celestún. After all this fun, the icing on the cake was the farewell party; the families could not hold back their tears! In Mérida, our students made long-lasting memories and great friends, left loving host families, dramatically improved their Spanish, but even more importantly, thanks to this experience, they grew as individuals, becoming even more insightful and thoughtful as global citizens.



Osaka, Japan

This year was the very first time that IUHPFL students embarked for Osaka, Japan! From day one, there were many challenges, but luckily, the students were up to the challenge, and they had lots of help along the way, especially from our host families.

The Osaka program coordinates closely with Osaka Senior High School (SHS), and each host family had a child who also attended, so the students had a head start in making Japanese friends. Several other Osaka SHS students volunteered as supporters for our students, leading them on a school tour, organizing a calligraphy lesson, having the students try out taiko drumming, and celebrating the Tanabata festival. The staff went out of their way to help get us involved, including in the school culture festival, and our students repaid the favor by organizing a cultural exchange event where they gave presentations in the Japanese classrooms.



We also took advantage of several sites Osaka has to offer, from seeing the Hanshin Tigers baseball game, to Universal Studios Japan, the Osaka Aquarium, the Dotonbori merchant district, and Osaka Castle. Our time wasn't just spent in Osaka, however. The students went on three excursions: Koyasan, a tranquil mountain retreat that forms the spiritual heart of Japanese Buddhism; Kyoto, the old imperial capital of Japan; and Tokyo, the modern metropolis that defies description. Each excursion was very different, but on these and throughout the program, students experienced the sometimes paradoxical mix of ultra-modern and ancient, flashy and subtly reserved, world famous and mysterious that make Japan what it is.



By the end of the program, students had learned and grown so much, and were able to understand not just the standard Japanese they see in textbooks, but also some of the local Kansai dialect. More importantly, they had found a second home abroad, one that we hope they get to visit again soon!



Oviedo, Spain



Rebecca, Linguistics

A 6-hour layover, 10 hours on a plane, and a 6 hour bus ride from Madrid was the price to pay to reach our beautiful home for the summer, Oviedo. Nestled in the mountains of Asturias, la patria querida, Oviedo featured cloudy and drizzly urbayu filled days with excursions to sunny destinations like the beach of Gijon, Segovia, the Peaks of Europe, and we had plenty of sunburnt moments to prove it!

Students and professors spent many a day at the Facultad Padre Osó learning culture from Pablo, Literature from Moisés, and Grammar from Odalys. Our afternoons were filled with extracurricular activities where the students prepared skits, songs, and dances to perform in front of their host families at the end of the summer. When they weren't practicing their killer moves, students held nothing back in exciting soccer, or should I say fútbol, matches.



It was amazing to see the students flourish both in their language skills and in confidence in their own abilities as young adults. Their joy and love for the language was palpable from beginning to end. In the beginning during our long bus rides, you could hear a pin drop, and later on, you couldn't get a word in edgewise! Then again, who could ever stop talking about how amazing this past summer was? Visiting museums, eating famous ice cream at Diego Verdu's, and exploring Spanish culture made for an unforgettable summer.



Saumur, France

After an eight-hour plane ride and a four-hour bus ride, our stagiaires finally saw the Château de Saumur for the first time from across the Loire, and seeing their reactions was absolutely priceless. This picturesque city looks like something out of a fairytale, but for six weeks it was our home. They quickly immersed themselves in French culture, hit the ground running in this new routine, and took advantage of everything Saumur has to offer. The city center became their afternoon stomping ground, full of sights to see, sales to take advantage of, and, of course, plenty of bakeries, pastry shops, and ice cream vendors. The host families welcomed our stagiaires with open arms, sharing their day-to-day lives with them and organizing cultural outings.



We also visited the castles Chenonceau, Chambord, and the Clos Lucé, because no stay in the Loire Valley would be complete without a castle tour, and spent a day relaxing on the beaches of Saint-Gilles-Croix-de-Vie. We also traveled further north, where our stagiaires got to experience the regional diversity of France. They discovered Breton culture and ate kouign amann in the medieval walled city of Saint Malo, and Norman culture at Mont-Saint-Michel. We also took a trek through our own history when we visited the Pointe du Hoc, the American Cemetery, and the Caen Memorial. At the end of our stay, the students put on a wonderful farewell show full of music, dance, and theater to thank our host families, before spending our last three days discovering Paris.



This program is truly a once-in-a-lifetime experience. Listing off all the things we saw and did cannot even begin to explain it. It is an honor and a pleasure for the instructors to take the students on this journey and witness their incredible transformations. Merci beaucoup!



St. Briec, France

In 2017, our Saint-Briec students lived and breathed to the rhythm of French culture and discovered new places and traditions with astounding curiosity. The welcoming host families introduced our students to incredibly tasty food at home, a local group of Breton dancers taught our students traditional moves, Baby (pronounced bahbee) trained them to work out to be a hundred years old, and the Mayor threw a reception for the students to celebrate the fourth of July, among other things.



During our excursions, the students witnessed the beauty of the Basilique Saint-Sauveur in Dinan, as well as in all the churches and cathedrals they visited. In Saint-Malo, they wandered inside the city walls and through the narrow streets, and tried the famous ice cream chez Sanchez. We couldn't have been in Bretagne at a better time with all the hydrangeas blooming in Fort La Latte, Beauport Abbey, and Paimpol, and with the purple heather on Cap Fréhel. The beauty of Mont Saint-Michel had the students take hundreds of pictures. After setting their eyes on a one-thousand-year-old tapestry in Bayeux, Normandy, they spent a very memorable and moving afternoon at the D-Day Beaches and at the World War II Memorial at Caen. At the end of their stay in

France, the students lived for four incredible days in Paris.

The weather in Saint-Briec was extremely nice to us this year: it was very sunny and even the locals were not used to it. Could it be that the stagiaires themselves had brought all this sunshine to this region known by a rainy and cloudy weather even in the months of June and July?



Viña del Mar, Chile

We arrived in Chile and soon met our wonderful host families who were excited to meet our students. Each student was introduced to their family followed by performances and introductions. Our first days in Viña del Mar were filled with getting to know one another by enjoying afternoon activities of theatre and sports together. Our students learned a variety of dances and songs to immerse themselves in the culture and enjoy time as a group. One of the highlights of our trip was visiting Valparaíso, a city known for its culture, beautiful port, and unique artistic vibe.



The students made great improvements to their language skills and were able to use their language in and outside of class. We took trips to many cultural sites including el Museo de la Memoria y los Derechos Humanos, La Moneda (the president's house), and La Plaza de Armas (the main plaza in Santiago) in Santiago. Tololo was a highlight of the program with its incredible views and fascinating observatories where the students were able to observe stars, Jupiter, and Saturn. Students were immersed in the native culture and learned about the indigenous Mapuche people. We visited a Ruka in a small town outside of Viña. A Ruka is the traditional house of the Mapuche people. Students listened to a talk about the Mapuche people, sang in Mapudungun and had the opportunity to taste traditional food and drinks.

Sadly, all good things must come to an end- we had our going away party and show where our students read poems, danced, sang, acted and enjoyed time with family and friends. It was a wonderful way to say goodbye and conclude these amazing 6 weeks.



A Word From Our Managing Director, Loni Dishong Continued...

Beginning in August, our office team was delighted to welcome two new part-time office interns who are also alumni of IUHPFL: Erin Duffin (Ciudad Real, Spain 2012) and Lina Mowat (Oviedo, Spain 2013). They have been helping us to stay on-track and organized with a variety of tasks, including tracking registrations and application materials, maintaining our databases, sorting through outdated and archived materials, and bringing program alumni across the IU campus together for meetings and events. They do all this and more while sharing their cheerful smiles and humorous anecdotes about their lives as IU students!



We are also pleased to announce that our debut summer in Osaka, Japan was a success with 11 students, 2 instructors, and onsite coordination and assistance from CET Academic Programs. These students enjoyed excursions to Kyoto, Koyasan, and Tokyo and learned a Japanese dialect that is unique to the Osaka region. Classrooms were provided within Osaka High School, whose staff members welcomed and supported our group wholeheartedly. This collaboration with OHS allowed our students to mingle and develop friendships with its students and to sample various extra-curricular activities, such as art, music, sports, and martial arts. We look forward to welcoming more Indiana Japanese learners into this program in the future and to furthering our much appreciated collaboration with CET and OHS.

Our instructors and onsite coordinators play such enormous roles in the success of our programs, that expressing all that they do and how much we appreciate them would be no small challenge. In addition to the countless practical and logistical details that they manage before, during, and after the program dates, the endless kindness that they (and the host families) show toward our students is truly the heart and soul of IUHPFL. This year, we are especially grateful to our onsite coordinators and instructors for their continued work in developing and implementing Community Engagement Activities for our students. Of our eleven 2017 program sites, nine offered some kind of community engagement outing, which included various experiences, such as dog-walking for a local animal shelter, playing soccer with local youth in a tournament, planting trees for a community garden, painting a wall mural with local students at an art center, singing traditional songs to residents at a retirement home, assisting teachers in their elementary classrooms, and more. These activities are a unique aspect of IUHPFL. They encourage our participants to truly Live Their Language and to experience what it means to be an active member of their host communities. We are continuing to develop and expand these activities for 2018.



The dedication of our host families around the world shone through even more than usual this summer. Every year, program wrap-up activities include debriefing sessions with onsite coordinators at all our program sites, typically via Skype. These conversations encompass the joys and challenges of the summer and are often full of funny and heartwarming anecdotes that host families have related to our coordinators or memories that the coordinators themselves have of an excursion they shared with the students and instructors. There was a recurring theme in this year's sessions: the desire on the part of host families to have more unscheduled weekend time with their students. As a result of this feedback, we are now adjusting program calendars with the goal of leaving more free time on the weekends for students to enjoy with their hosts. This is just one example of the ongoing kindness and dedication we see from our remarkable hosts; they truly love our students and welcome them into their homes and communities like members of their own families.

Staying on the subject of feedback, this summer we tweaked the online Student Exit Survey, which participants are required to complete after their return to the US and before they can receive their awards of recognition and final evaluations. This survey is mandatory, because the information and insights we glean from it are key in helping us to identify our successes, as well as areas for improvement. One of the questions we asked students was who or what was most instrumental in encouraging them to apply for IUHPFL, and students replied overwhelmingly that their high school teachers influenced and encouraged them the most. In addition to promoting IUHPFL and providing opportunities for our alumni to share their program experiences with their peers, teachers supervise the Writing Sample in the Target Language and complete the online Teacher Appraisals, which are both components of the student application dossier and require significant amounts of time. We cannot underestimate the value of these amazing educators, certainly to their schools and their students overall, but also to IUHPFL; their contributions are essential to our ongoing success!

In fact, we owe the success of our fall outreach efforts in large part to high school teachers around the state. Along with the many high school visits they help us to schedule, teachers promote our several Regional Presentations that take place on the IU satellite campuses. This fall in September and October, we held 6 such events, all open to students, parents and teachers. Past program participants joined us at each presentation to help answer questions and to share their stories, and winning entries from the annual Photo & Video Contest were featured. We are eager to expand these presentations in the future and hope that more teachers will attend, whether they are already familiar with IUHPFL or they would like to learn more about us!

One opportunity to thank and get to know teachers around the state is the annual Indiana Foreign Language Teachers Association (IFLTA) Conference in November. Every year, we have a booth in the exhibit hall, and at least one representative of IUHPFL gives a presentation to the foreign language educators who attend from around the state. This time, we'd like to thank 2017 IUHPFL Instructors and Indiana High School Teachers, Michael Heitz and Lindsey Van Groningen (Brest, France Program) and Jade Jiang (Hangzhou, China Program) for sharing their IUHPFL experiences with conference participants. We also gave away over 50 IUHPFL t-shirts – a popular item - to teachers who promote IUHPFL to their students!



Finally, I wish to recognize the members of the IUHPFL Advisory Committee, who give their time, energy, and expertise to making our programs the best they can be. In the midst of an ever-changing world, their cultural understanding and creative problem-solving have been incredibly valuable in helping us to overcome challenges and to better meet the needs of our students. This guidance, in addition to collaborations with various Indiana University offices, allows IUHPFL to move forward in a strategic way.

On behalf of our hard-working, wonderful IUHPFL Office Team, I wish to once again THANK YOU for your support of IUHPFL. Our 55th birthday would not have been possible without your dedication to our students and our programs. We are honored and humbled by the work we do and know that we are helping to make the world smaller and friendlier, one Indiana high school student at a time!

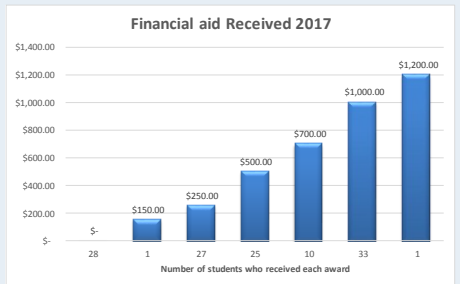
Kind regards,

Loni Dishong, Managing Director
 Amy Dowell, Program Coordinator
 Ryan Tolnay, Administrative Coordinator
 Cheryl Jeffers, Accounting Rep
 Erin Duffin, Part-time Intern
 Lina Mowat, Part-time Intern

IUHPFL Fall Fundraiser Success!

IUHPFL held our annual fall online fundraiser in order to increase the financial assistance we are able to offer each year. Thanks to the generosity of our alumni, **we have surpassed our initial goal and raised over \$7,000 so far this year!**

There is still time to make a donation before the end of the year. If you would still like to contribute, please click the button below:



IUHPFL by the Numbers

The 2016-17 program cycle was the first in many without the fall language test. The decision to discontinue this aspect of the application process was the result of conversations and advice from high school and Indiana University educators, as well as a special Teacher Advisory Committee, and took more than one year to conclude. In place of this test, we expanded and relied more heavily upon the adult appraisals in the student application dossier and developed a language assessment rubric for IUHPFL Instructors to use during their time with students at Student-Guardian Orientation in April. We have also been quite transparent with students, parents, and teachers that students will be categorized as Advanced, Intermediate, and Emerging speakers of the language at the beginning of the program, even though they have all met the prerequisite years of study in the language. Through teambuilding before and during the program, students are encouraged to identify their strengths (beyond their current language proficiency), as well as their goals, and to support one another through the program, which is challenging for every student in different ways, regardless of their proficiency level. Students continue to take the language test onsite – once at the beginning, shortly after arrival in the host country, and again at the end of the program – and as always, we see marked improvement in their scores.

Program-wide in 2017, students scored an average of 69% on the test at the beginning, followed by 81% on average at the end, an increase of 12% overall. The test assesses students' current competency in Grammar, Reading Comprehension, and Listening Comprehension, and scores for these categories, as well as combined scores are reported on students' final evaluations. In general this summer, we saw complete consistency with past programs in terms of the low number of students who truly struggle with the language during the program and we observed that, as is typical, all students make tremendous progress throughout and feel much more comfortable with their comprehension and speaking abilities afterwards. Only 3 students (of 236) were issued Incident Reports for intentional and multiple violations of the Language Commitment, which demonstrates the dedication of our program participants and speaks to the progress they achieve.

