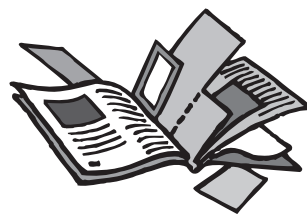


Learning Scenarios: The New Foreign Language Curriculum

Since 1996, when the Standards for Foreign Language Learning first appeared, foreign language teachers have worked to revise their teaching goals and objectives so that students might have a broader range of meaningful and authentic experiences. As a result, both curriculum and assessment have been refocused, away from learning about language and toward learning to use language in culturally appropriate ways. Learning scenarios are a direct reflection of this change in focus. These extended thematic units offer challenging, creative, and individualized opportunities for students to learn the foreign language and then demonstrate what they have learned.

Throughout a learning scenario, students develop and demonstrate interpersonal, interpretive, and presentational language skills. They also work with authentic materials, contact members of a living language community, and gather and share cultural information. In addition, students demonstrate a variety of technological, interpersonal, investigative, and academic skills, and learn and incorporate content from other disciplines. Each scenario concludes with one or more culminating authentic assessments in the form of a student-created product, a presentation, or a project on a high-interest and age-appropriate topic of their choice.

The term learning scenario is now in general use and represents the essential component of a Standards-based curriculum.¹ It is important to realize, however, that scenarios are distinctly different from a typical classroom activity that can generally be completed within a single class period. Likewise, scenarios are far more complex than the traditional curriculum consisting of a sequence of exercises and activities revolving around a single grammatical structure or limited number of vocabulary items. In order to understand what a learning scenario is and how it functions, let's look at the following example created by Cindy Kendall, who was teaching Spanish at Williamston (MI) High School when this scenario was published.



(Continued on page 3)

INSIDE THIS ISSUE

MAIN ARTICLE

EDITORS' MESSAGE

THE IDEA CORNER

FEATURED TEACHER

RESOURCES AND
ANNOUNCEMENTS

CLEAR WORKSHOPS

LRC UPDATES

EDITORS' MESSAGE

Dear Readers,

We are very fortunate to have two articles in this issue from friends of CLEAR. The main article, "Learning Scenarios: The New Foreign Language Curriculum" was written by Emily Spinelli and Anne Nerenz. Both Emily and Anne are well known in the field of foreign language teaching and are also co-presenters for CLEAR's upcoming "Learning Scenarios" workshop. We hope that you will enjoy reading this article.

The Idea Corner in this issue was submitted by one of CLEAR's former summer workshop participants, Anita Wulf. Anita is an enthusiastic and creative teacher and we are sure that the language games she presents in her article will encourage many of you to try them in your own classes.

Finally, as always, we are pleased to offer updates on some of CLEAR's sister centers throughout the country. To find out more

about the 13 other U.S.D.E. Language Resource Centers, please visit the common website at:
<http://clear.msu.edu/nflrc/>.



Jane Ozanich



Margo Glew

An additional note from Jane:

This is the last issue of *CLEAR News* that I will be co-editing. I have enjoyed helping implement the changes that have taken place in the newsletter over the course of the past nine issues. I would like to thank Brenda Sanborn (University Relations, MSU) for bringing her talent to create this new look. Thanks, Brenda! And, thank you for reading *CLEAR News*!



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This publication was produced with support from a Department of Education grant (CFDA 84.229A and P229A020001). The contents do not necessarily represent the policy of the Department of Education, and one should not assume endorsement by the federal government.

The U.S. Department of Education awards grants through Title VI funding to a small number of institutions for the purpose of establishing, strengthening, and operating language resource and training centers to improve the teaching and learning of foreign languages. There are currently fourteen Language Resource Centers nationwide: the Center for Advanced Language Proficiency Education and Research (CALPER) at The Pennsylvania State University; the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota; the Center for Applied Second Language Studies (CASLS) at the University of Oregon; the Center for Languages of the Central Asian Region (CeLCAR) at Indiana University; the Center for Language Education And Research (CLEAR) at Michigan State University; the Language Acquisition Resource Center (LARC) at San Diego State University; the National African Language Resource Center (NALRC) at the University of Wisconsin-Madison; the National Capital Language Resource Center (NCLRC), a consortium of Georgetown University, the Center for Applied Linguistics, and George Washington University; the National East Asian Languages National Resource Center (NEALRC) at The Ohio State University; the National Foreign Language Resource Center (NFLRC) at the University of Hawaii at Manoa; the National K-12 Foreign Language Resource Center at Iowa State University; the National Middle East Language Resource Center (NMELRC) at Brigham Young University; the Slavic and East European Language Resource Center (SEELRC), a consortium of Duke University and the University of North Carolina at Chapel Hill; the South Asia Language Resource Center (SALRC) at the University of Chicago.

(Continued from page 1)

NEWSCAST

In the Spanish II classes in Williamston High School, students work in groups to write, produce, and videotape a fifteen-twenty minute news show that includes current events; a live, on-the-scene report; weather; sports; and commercials. The news events include items from the Spanish-speaking world, the U.S., and both state and local news.

Reflection: How the Standards are Incorporated

- 1.1 Students work in groups to produce the newscast.
- 1.2 Students view taped newscasts and commercials from two Spanish-speaking countries and use them as models for their project.
- 1.3 Students present the newscast.
- 2.1 Students reflect a perspective from the culture studied in the news stories.

- 2.2 Students analyze the different perspectives from the target language newscast.
- 3.1 Students develop news items using information from many fields.
- 3.2 Students watch foreign language news broadcasts and acquire information not available to them in English.
- 4.1 Students compare and contrast language styles between English-language news broadcasts and Spanish-language news broadcasts.
- 4.2 Students note cultural similarities and differences in the videotapes of news broadcasts.
- 5.1 Students create a context for using the language in the classroom.
- 5.2 Students develop insights necessary for media literacy.

Standards for foreign language learning in the 21st century, p. 89.

As we begin to analyze the above scenario, we note that the time needed to complete it would be 20-30 class periods, or 4-6 weeks. We note also that the scenario is Standards-based and that it incorporates all five Cs: Communication, Culture, Connections, Comparisons, and Communities. Further analysis reveals that during the scenario, students engage in original research (they gain knowledge of current events, entertainment, sports, and weather in Spanish-speaking countries) and develop a final product (the TV news program) using technology (computers, the Internet, video-taping). As the students research and prepare their TV news program, they also use the three modes of communication: students engage in *interpersonal communication* as they discuss the content for their news broadcast; they engage in *interpretive communication* as they research news articles on the Internet or listen to live news broadcasts on the radio or television; they engage in *presentational communication* as they broadcast and tape their news program.

It is generally accepted that well-designed learning scenarios share common characteristics such as those in the following list.

Learning scenarios are extended thematic units that

- connect to the *Standards for Foreign Language Learning*

- are of high interest to students
- are age- and level-appropriate
- incorporate technology
- incorporate authentic target language materials
- incorporate content from other disciplines
- involve learners in the development of a final product of their choice, such as an oral presentation, video presentation, written report, or other product
- help develop critical thinking skills
- allow learners to develop the interpersonal, interpretive, and presentational modes of communication
- allow learners to gather and share information from the point of view of both the native and target cultures
- connect learners to a language community in a real or virtual manner
- allow learners to compare and contrast the native and target language and cultures

A curriculum consisting of learning scenarios has many benefits over a more traditional curriculum. The use of scenarios begins to place the foreign language curriculum on a par with the curriculum of other disciplines such as English or social studies. The study of foreign language takes on a new dimension as students begin to use the target language to conduct research and gain new knowledge about their own and other

cultures. As a result, students begin to see the purpose of language study as something with real-world value and life-long advantages.

Even though an instructor may have a well-conceived description of a learning scenario, the implementation of that scenario requires the development of detailed, daily lesson plans. The instructor must make decisions regarding the vocabulary, grammar, and linguistic functions to be taught and/or reviewed, the cultural content to be emphasized, the materials and technology to be incorporated, and the length of time to be devoted to the creation of the student product. The instructor must then decide how to proceed on a day-to-day basis. The instructor must also develop an assessment plan for the linguistic and cultural content as well as for the products that the students create. As a result, both traditional quizzes and tests are generally used in conjunction with performance-based assessments.

Additional learning scenarios can be found at the following website, which contains twenty-six scenarios accompanied by complete lesson plans that were developed in conjunction with Project Mich-I-Lifts, a three-year grant project funded by the Foreign Language Assistance Program; the scenarios are for

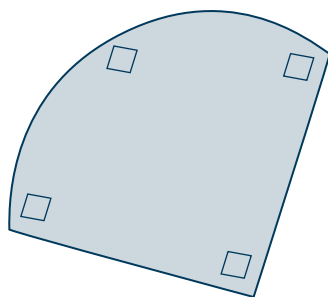
(Continued on page 6)



“Grammar–athletics”: Practice Games (not only) for Sports Fanatics

Games are important motivational tools that can enhance students' learning success. In many cases, games are only used on Friday afternoons or at the end of the school year as a sort of “treat,” implying that games are a fun bonus rather than a legitimate component of the language classroom. They should, however, be made an integral part of language teaching and learning. In his introduction to his collection of grammar games, Mario Rinvulcri (1984) points out that there are many relevant purposes for games in the language classroom. For instance, games can be used diagnostically to check knowledge of a certain grammar area, they can be used after a grammar presentation to see what the students have understood, or they can be used as a revision tool to make sure the students practice and internalize grammatical structures.

Many sports games have been adapted for foreign language classrooms. While collaborative games aim at training students to work together, the motivational aspect of competitive games should not be underestimated. Depending on the classroom atmosphere and the students' relationships with each other, these games may or may not be appropriate for every classroom. Yet, all of these games have proven to be very valuable for practice and review of various grammar aspects and vocabulary.

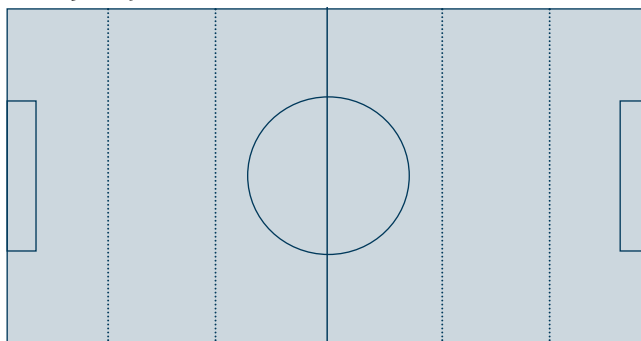


Soccer

Draw a soccer field on the board or prepare a transparency for the overhead projector (OHP). Place a dark dot in the middle as the soccer ball. Since it will move around the field, it is helpful to use a magnet, if possible. When using a transparency, a small coin can be used as the ball. Divide the class into two teams and give a number to each player. Players with the same number play against each other, i.e., number one on team A goes against number one on team B, etc.

Show a picture or ask a question. The player who gives the correct answer first wins. Move the ball one step towards the opponents' goal for every correct answer. The “referee” (you) makes sure that only the players who are “up” answer the question. If someone gives hints, he/she is issued a red card for the “foul play.” Two red cards on a team awards a goal for the opposite team. As the game progresses, the ball constantly moves back and forth while the players try to shoot it into the opponents' goal. After a goal has been scored, the ball moves back to the center point.

This game is useful for practicing verb tenses or vocabulary. With the more advanced levels, give descriptions in the target language, synonyms, a question or a key phrase to make it more challenging. It is also helpful to practice grammatical meta-language with the more advanced students, when you ask the students to give you, for instance, “the second person singular of the conditional tense for *to go*.” The students have to listen carefully and think quickly.



Baseball

Divide the class into two teams and draw two baseball diamonds on the board, one for each team. The first student on the first team has to answer the first question in a complete sentence. If the student answers correctly, he/she advances to first base, designated by a magnet or a symbol next to the base. The next player on that team takes a turn. If he/she answers the question correctly, he/she moves to first base and the first player moves to second base. If the second player incorrectly answers the question, he/she stays at home plate and the player from the other team takes a turn. A run is scored after a team gets four correct answers, with the first player thus arriving at home plate. After a run has been scored, the other team goes on, so that both teams have an equal opportunity to score points. The team having the most runs in a certain time wins the game.

This game is very popular with my students, especially because they have formed teams and identified themselves as “Les tiges” and “Les lions.” I use different questions with this game, i.e., content questions about the text we are currently reading, definitions to practice relative pronouns, questions about their weekends or their childhood, etc.

Relay

Select three students and have them go to three corners of the room. Ask student (at A) a question. If he/she answers it correctly, he/she moves to the next corner (D). Ask student B a question. If he/she answers it correctly, he/she moves to corner A, if not, he/she does not move. Ask student C a question. If he/she answers the question, he/she moves to corner B. If student B is still in the corner, B is eliminated and leaves the game. The student who manages to stay in the game the longest wins.

Variation: In order to include the rest of the class in this game, students who are eliminated can choose another student to take their place. Furthermore, the teacher can ask a student in the class if a player was not able to give the answer. The student who succeeds in making it through all four corners and arrives at his/her starting point first wins the game. It is important that the teacher ask the questions quickly and not wait more than 5 to 10 seconds for an answer so that the game moves and the students remain attentive. This game is suitable for grammar, content, or vocabulary questions.

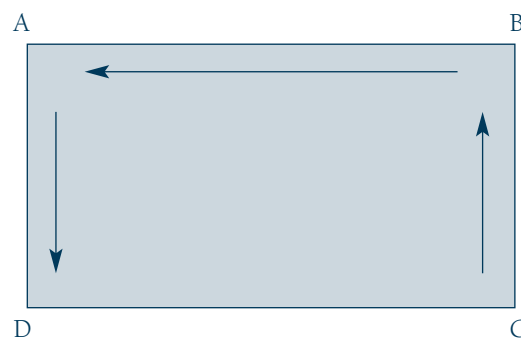
Tennis

Mario Rinvolucuri presents this game to practice parts of irregular verbs (past participles, simple past form) with ESL students. This game works with many grammatical areas, and it is good for practicing conditional sentences.

Divide the class into two teams. Each team sends one player to the front of the classroom, where the two opponents sit facing each other. To start the game, student A “serves” by giving the beginning of a conditional sentence (e.g. “If it is nice this afternoon...”). If student A gets the beginning of the sentence wrong, give him/her a second chance, like the second serve in tennis. If A gets it wrong again, B gets a point and the teacher tells the players and the class what the correct clause is. Now, it is B’s turn to respond to the “service” by completing the sentence. B only gets one chance. If B is right, A has to start a new conditional sentence with B’s answer becoming the “if” clause (chain sentence, e.g., A: *If it is nice this afternoon*—B: *I will go to the park*.—A: *If I go to the park, I will meet my friends at the park*.—B: *If I meet my friends at the park, we...*). When a player makes a mistake, the other player earns a point and starts to serve again with the beginning of a conditional sentence. The player who gets three points first wins a point for the team and two new players continue.

It is possible to involve the other students in the game by asking them to correct the mistakes. A corrected mistake wins the team a bonus point and three bonus points add up to one point for the player who is currently playing.

I keep track of the score and the game continues over the course of the year to make sure each student gets a chance to play. Conditional sentences are tricky and this is a wonderful way to review the use of tenses and verb forms.



Games can change the pace in your classroom and motivate your students while they are practicing various grammatical aspects. I recommend Mario Rinvolucuri's collection of grammar games because they can be adapted to almost any language and level and focus on many different grammar areas. Here are some other useful collections of games and activities for your foreign language classroom.

Collie, Joanne and Stephen Slater. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: Cambridge University Press, 1987.

Klippel, Friederike and Penny Ur, Eds. *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: Cambridge University Press, 1985.

Rinvolucuri, Mario. *Grammar Games: Cognitive, Affective and Drama Activities for EFL Students*. New York: Cambridge University Press, 1984.

Rinvolucuri, Mario and Paul Davis. *More Grammar Games*. New York: Cambridge University Press, 1995.

Ur, Penny. *Grammar Practice Activities: A Practical Guide for Teachers*. New York: Cambridge University Press, 1988.

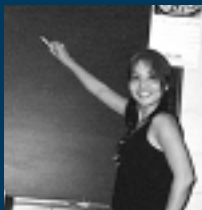
Another way to find inspiration and new ideas is to go online. Besides online activities and games, you can also find many websites where teachers of foreign languages share their most successful games and tricks from their language teaching toolbox. Enjoy!

<http://eslcafe.com/ideas/> - click on “games” to find a long list of games and activities submitted by FL teachers all around the globe

www.french.about.com/library/weekly/bltopicsub-teachg.htm - the french.about.com website offers plenty of resources and ideas

<http://www.eslpartyland.com/teachers/grammar/Simplepresandprog.htm> - designed for ESL classes, but many of these activities can be used in any language classroom

FEATURED TEACHER



I came to the United States from Japan about six and a half years ago to become a language teacher. After completing my Master's degree in teaching foreign languages, I taught Japanese to military students at the Defense Language Institute in California. I later moved to Salem, West

Virginia and taught Japanese at Salem International University. I have been teaching at the University of Florida since August 2002. It was challenging to adjust from teaching at a small private college to a large state university at first, but it has been a good learning experience.

My current research/teaching interest is in the area of Computer Assisted Language Learning (CALL) and Japanese

language pedagogy. I do not think technology should take away from the teacher's role, but I certainly believe that technology has an important place in language instruction, especially in a class with a large number of students. I decided to take summer workshops at CLEAR in order to learn new and innovative teaching ideas using technology.

Among the six workshops offered last summer, I participated in two: "Putting Flash Into Your Course" and "Materials Development Marathon: Creating Online Communication from Start to Finish." The workshops taught me many useful skills to significantly enhance my teaching.

The most useful thing I learned from the first workshop was how to create animation in movie clips and use templates to

(Continued from page 3)

French, German, or Spanish and represent levels K-12: www.mfla.org/michi-index.htm. Learning scenarios for less-commonly taught languages such as Japanese, Korean, and Kiswahili can be located at <http://clear.msu.edu/training/03institutes/standards.html>. These scenarios were developed in conjunction with the 2003 CLEAR summer workshop "Developing a Learning Scenario to Bring Out the Best in Your Foreign Language Class."

For those interested in learning more about how to develop and implement learning scenarios, CLEAR is offering a summer workshop entitled "Improving the Teaching of Foreign Languages through Learning Scenarios" from June 21-24, 2004. For complete information on the workshop, see <http://clear.msu.edu/training/04institutes/scenarios.htm>

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Spinelli, E., Lovik, T., & Nerenz, A. (Eds.) (2002). *Mich-I-Lifts project report and participant learning scenarios*. Lansing, MI: Michigan Department of Education. [On-line] Available: <www.mfla.org/michi-index.htm>.

Spinelli, E., Lovik, T., & Nerenz, A. (Eds.) *Learning Scenarios* [On-line]. Available: <<http://clear.msu.edu>>.

¹ NOTES

The 1996 book *Standards for foreign language learning: Preparing for the 21st century* included thirty-four learning scenarios for various languages and levels in order to illustrate how the five Cs can be integrated into the curriculum and language classroom. Each scenario consisted of a lengthy paragraph description of the curricular unit accompanied by a list of the Standards incorporated. In 1999, when the language-specific *Standards for foreign language learning in the 21st century* were published, they too were accompanied by numerous learning scenarios for the eight languages included in the new book.

Emily Spinelli (Professor of Spanish and Coordinator of the Teacher Certification Program at the University of Michigan-Dearborn) and **Anne Grundstrom Nerenz** (Professor of French and Foreign Language Education at Eastern Michigan University) have co-authored articles and given many workshops nationally and at CLEAR on learning scenarios and the national Standards for Foreign Language Education. Professors Spinelli and Nerenz teach courses in foreign language methodology and supervise student teachers at their home institutions. In addition, both are authors and/or editors of numerous projects and are very active in professional language organizations. 🌐

create interactive online games. Another participant, Emi Ochiai Ahn, and I collaboratively created a text concentration game using the template the instructor, Dennie Hoopingarner, created. With this game, students can practice vocabulary and kanji characters on their own as much as they want. I have received very positive feedback from my students. The concentration games we created are available at <http://www.mc.mari-copa.edu/~emiahn/concentration.htm>.

The instructor of the second workshop, Carol Wilson-Duffy, taught us how to make a web page using DreamWeaver. I created a website incorporating existing web resources and my own teaching materials. We also explored CALL methodology, communicative task-based online activities, as well as different means of network-based technologies. Not only did we have

interesting discussions, we also had hands-on practice editing graphics, audio and video, and using scanners and digital camcorders.

Both workshops were very practical, and the instructors were very helpful and supportive. Thanks to the workshops and help from the instructors, I now have a pedagogically sound website which my students can use daily. I feel more confident in my web-editing skills, and I have better ideas of how to use technology effectively in my class. Thank you CLEAR!!

Kazuko Irooi is a Japanese instructor at the University of Florida. Her teaching interests include Computer Assisted Language Learning (CALL) and Japanese language pedagogy.

RESOURCES AND ANNOUNCEMENTS



Professional Development

Take advantage of CLEAR's professional development opportunities by attending one of CLEAR's 2004 Summer Workshops on the campus of Michigan State University. Or, contact CLEAR to discuss the possibility of hosting a CLEAR workshop for foreign language teachers at your institution. To find out more, contact the CLEAR office, or visit CLEAR's website.

Phone: 517.432.2286

Email: clear@msu.edu

Website: <http://clear.msu.edu>



SUBMISSIONS WANTED

CLEAR News is published twice a year and reaches more than 25,000 foreign language educators in both hard copy and on CLEAR's website with each publication. If you have an article, a teaching idea, or a materials review that you would like to submit for publication, send an electronic copy of your submission to CLEAR.

SUBMISSION REQUIREMENTS:

Main Article— an article related to current research and/or foreign language teaching issues. (500–1000 words)

The Idea Corner— a unique activity or teaching idea for foreign language teachers. (500–600 words)

Book/Materials Review— a review that outlines the positive and negative points of any teaching resource. (500–600 words)

The deadline for submissions for the Fall 2004 *CLEAR News* is July 16, 2004. Send submissions to Joy Campbell at:

E-mail: joyclear@msu.edu

Fax: 517.432.0473

Mail: Joy Campbell c/o CLEAR
Michigan State University
A712 Wells Hall
East Lansing, MI 48824-1027

Come to Michigan State University this coming summer to attend one (or more) of CLEAR's summer workshops! The offerings include four new workshops and a sequence of four technology workshops designed to give participants the opportunity to take part in an intensive CALL experience.

THE WORKSHOPS BEING OFFERED ARE:

Teaching Speaking and
Listening in the Foreign
Language Classroom

June 14-16

Presenter: Anne Violin-Wigent

Teaching Reading in the
Foreign Language Classroom

June 17-19

Presenter: Margo Glew

Improving the Teaching of
Foreign Languages with
Learning Scenarios

June 21-24

Presenters: Emily Spinelli,
Anne Nerenz, Tom Lovik, and
Cindy Kendall

Basic Web Pages

July 12-16

Presenter: Carol Wilson-Duffy

Putting Flash into Your
Course

July 19-23

Presenter: Dennie Hoopingarner

Materials Development
Marathon: Creating Online
Communicative Activities
from Start to Finish

July 26-30

Presenter: Carol Wilson-Duffy

Digital Video Projects

August 3-6

Presenter: Dennie Hoopingarner

Creating Communicative
Grammar Activities

August 9-11

Presenter: Charlene Polio



The \$15 application fee is waived for all applications received on or before the early application deadline of **April 19, 2004**.

Regular application deadline is **May 21, 2004**.

Apply online at: <http://clear.msu.edu/training/04institutes/index.html>

Or, contact the CLEAR office to receive an application in the mail.

E-mail: clear@msu.edu

Phone: 517.432.2286

Michigan State Board Continuing Education Units (SB-CEUs) are offered for the workshops gratis.



Center for Advanced Research
on Language Acquisition
(CARLA), University of
Minnesota

CALL FOR PAPERS

Pathways to Bilingualism:
Evolving Perspectives on Immersion
Education

October 21-23, 2004
Radisson-Metrodome Hotel
Minneapolis, Minnesota

Featured Speakers: Fred Genesee, Kathryn
Lindholm-Leary, Roy Lyster, Myriam Met, and
Merrill Swain

The Immersion Projects at CARLA and the
conference planning committee members are
seeking proposals for papers, discussion ses-
sions, and symposia on all aspects of immer-
sion education for Pathways to Bilingualism.
This second international conference on
immersion education will be held October 21-
23, 2004 at the University of Minnesota. In
addition to basic, applied and evaluation
research, conference organizers welcome a
range of practitioner perspectives including
immersion teachers, administrators, curriculum
coordinators, and specialists who work in
immersion programs. Papers, discussion
sessions, and symposia may report on data-
based research, theoretical and conceptual
analyses, or best practices in language immer-
sion education.

The conference will focus on four broad
themes: Program Design and Development,
Assessment and Program Evaluation,
Immersion Pedagogy and Language
Development, and Policy and Advocacy.

For further information, email the conference
planning committee at: immconf@umn.edu

CARLA Summer Institutes 2004

CARLA is pleased to announce its ninth
annual series of summer institutes.

Content-Based Language Teaching through Technology (CoBaLTT)

July 26-30

Presenters: Diane Tedick, Marlene Johnshoy,
& Laurent Cammarata

Basics of Second Language Acquisition for Teachers

July 26-30

Presenters: Elaine Tarone with Maggie Broner

Proficiency Oriented Language Instruction & Assessments (POLIA)

July 26-30

Presenters: Constance Nelson with Tony
Kienitz

Maximizing Study Abroad: Teaching Strategies for Language and Culture Learning and Use

August 2-6

Presenters: Margaret Demmessie and Joe Hoff

Developing Materials for Less Commonly Taught Languages (LCTLs)

August 2-6

Presenters: Bill Johnston and Louis Janus

Developing Assessments for the Second Language Classroom

August 2-6

Presenters: Ursula Lentz and Donna Clementi

Meeting the Challenges of Immersion Education: Special Needs Learners

August 2-6

Presenters: Tara Fortune with Kathryn Kohnert
and Kris Woelber

Immersion 101: An Introduction to Immersion Teaching

August 9-13

Presenters: Amy Egenberger and Tara Fortune

A Practical Course in Styles- and Strategies- Based Instruction

August 9-13

Presenters: Martha Nyikos and Susan Weaver

Culture as the Core in the Second Language Classroom

August 9-13

Presenters: Francine Klein and Margaret
Demmessie

Technology in the Second Language Classroom

August 9-13

Presenters: Marlene Johnshoy, Mark Kondrak,
Jenise Rowekamp, Rick Treece, Pablo Viema,
Jian Wu, Zhen Zou

The cost of each of the CARLA summer insti-
tutes is \$300 if registration is received by May
31, 2004, and \$350 after that date. There is
special stipend support of \$600 for teachers of
Less Commonly Taught Languages to defray
the cost of attending any of the CARLA sum-
mer institutes. More information and registra-
tion forms are available on the CARLA website
at: <http://www.carla.umn.edu/institutes/>

New Material!

*Maximizing Study Abroad: An Instructors' Guide
to Strategies for Language and Culture Learning
and Use*

By Andrew D. Cohen, R. Michael Paige,
Barbara Kappler, Margaret Demmessie, Susan
J. Weaver, Julie C. Chi, & James P. Lassegard

CARLA Working Paper Series (September
2003), 295 pp., \$25.00 plus shipping.

This comprehensive guidebook gives language
teachers the background knowledge and
practical activities to be able to incorporate
language- and culture-learning strategies into
their classroom instruction. While the examples
in the Instructors' Guide focus on language
students who intend to study abroad, the
wide range of materials provided can help all
students become better language and culture
learners. This guide includes an extensive
activity section and duplicable masters for
classroom use, and is packaged in a convenient
three-ring binder so instructors can customize
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Information about the Maximizing Study
Abroad series and order forms are available at:
<http://carla.acad.umn.edu/studyabroad/guides.html>

Center for Advanced Research on Language
Acquisition (CARLA)
University of Minnesota
619 Heller Hall
271 19th Ave. South
Minneapolis, MN 55455
Phone: 612.626.8600
Fax: 612.624.7514
E-mail: carla@tc.umn.edu
Website: <http://carla.acad.umn.edu/>



Center for Applied Second
Language Studies (CASLS),
University of Oregon

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Center for Applied Second Language Studies (CASLS)

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Eugene, OR 97403-5290

Phone: 541.346.5699

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Center for Language
Education And Research
(CLEAR), Michigan State
University

2004 Summer Workshops

Teaching Speaking and Listening in the Foreign Language Classroom

June 14-16

Presenter: Anne Violin-Wigent, Michigan State University

Teaching Reading in the Foreign Language Classroom

June 17-19

Presenter: Margo Glew, Michigan State University

Improving the Teaching of Foreign Languages with Learning Scenarios

June 21-24

Presenters: Emily Spinelli, University of Michigan-Dearborn, Anne Nerenz, Eastern Michigan University, Tom Lovik, Michigan State University, Cindy Kendall, Ingham Intermediate School District

Basic Webpages

July 12-16

Presenter: Carol Wilson-Duffy, Michigan State University

Putting Flash into Your Course

July 19-23

Presenter: Dennie Hoopingarner, Michigan State University

Materials Development Marathon: Creating Online Communicative Activities from Start to Finish

July 26-30

Presenter: Carol Wilson-Duffy, Michigan State University

Digital Video Projects

August 3-6

Presenter: Dennie Hoopingarner, Michigan State University

Creating Communicative Grammar Activities

August 9-11

Presenter: Charlene Polio, Michigan State University

Upcoming Conferences

Come and visit CLEAR's booth at the Central States Conference (April 1-3, 2004) in Dearborn, Michigan to see what is new with the center. Also at the conference, Dennie Hoopingarner will be presenting a one-day workshop on Saturday, April 3 entitled "Connect to Tech: Enliven Your Teaching with Digital Images and Video."

Be on the lookout for information about the CALICO Conference to be hosted by CLEAR at Michigan State University in May of 2005!

Center for Language Education And Research (CLEAR)

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Fax: 517.432.0473

E-mail: clear@msu.edu

Website: <http://clear.msu.edu>



National East Asian Languages
Resource Center (NEALRC),
The Ohio State University

The National East Asian Languages Resource Center would like to bring your attention to the following recent activities:

1) Professor Galal Walker, director of NEALRC, received the "China Language and Culture Friendship Award" on December 22, 2003, in Beijing, China. The award ceremony was held in the Great Hall of the People. It is the highest award to a foreign educator given by the Chinese government. Professor Walker is one of six recipients this year from around the world.

2) Dr. Li Yu, co-director of the Chinese Teacher Training Institute, was awarded the CGS/UMI Distinguished Dissertation Award on December 4, 2003 at the Council of Graduate Schools' annual meeting in San Francisco. Established in 1981, this award is presented every two years to the author of a dissertation in the humanities and fine Arts. This award is sponsored by University Microfilms International. Entitled *A History of Reading in Late Imperial China, 1000-1800*, this study is an historical ethnography of the practice and transmission of reading skills in traditional China. Dr. Yu's advisor was Galal Walker and her graduate major was Chinese language pedagogy.

3) *The Historical Evolution of Chinese Languages and Scripts*, by Youguang Zhou, was recently published by our Center as a bilingual edition with an English translation by Liqing Zhang. This book gives a general introduction to the historical development of the Chinese languages and writing systems. As John DeFrancis

recommends in his "Foreword" to this book: "This fact-filled but by no means dry compendium, the contents of which are easily accessible thanks to a good, detailed index, deserves a place on the bookshelf of anyone interested in the languages and scripts of China." This is an ideal book for advanced undergraduate and graduate courses dealing with Chinese languages and scripts.

Price: \$26.95

Website: <http://nealrc.osu.edu/FLPUBS/about.htm>
Phone 1.800.678.6999, or 614.292.3838.

4) *SPEAC (Summer Programs East Asian Concentration) 2004* consists of two components: "Intensive East Asian Language Program" (June 21 to August 24) and the "Teacher Training Institute for East Asian Languages" (June 21 to August 5). The former awards 15 undergraduate credits in Chinese and Japanese and the latter awards 15 graduate credits. Application for OSU Financial Aid deadline is March 1, 2004. For details, contact Yi Li at: speac@osu.edu; 614.688.3426 (phone), or 614.292.2682 (fax).

5) US/China Links will run two programs from late June through August 2004 in Shanghai and Qingdao, China. The Shanghai program will include the "Advanced Intensive language Program" and the "Internship Training Program." In Qingdao the "Summer Intensive Language Program" is designed for students who have completed one academic year of Chinese. The deadline for application is March 19, 2004. For details, contact Eric Shepherd, Program Officer at: shepherd.37@osu.edu, 614.688.8425 (phone), or 614.292.2682 (fax).

6) A complete report on the Survey of East Asian Language Programs was published online at <http://nealrc.osu.edu/survey/surveyIndex.htm>. This survey was conducted between November 2001 and February 2002. Its goal was to compile the perception, attitudes, and programmatic practices of individuals engaged in teaching Chinese, Japanese, and Korean. Interested in a hard copy of the report? Contact Minru Li at li.28@osu.edu, 614.688.3080 (phone), or at 614.292.3355 (fax).

7) A head-start program of Korean Individual Instruction Materials was published online (broadband advised) at <http://nealrc.osu.edu/Korean/home.htm>. This program consists of 30 lessons designed for non-native learners to study Korean. Printed text and audio CD are available by contacting Minru Li at li.28@osu.edu

8) The Online Catalog of Study Abroad Opportunities for Students of East Asian Languages is an online directory to all study abroad programs in Chinese, Japanese, and Korean, and to financial aid programs that will support such studies. The project is expected to go online by April 2004.

National East Asian Languages Resource Center (NEALRC)
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National K-12 Foreign Language Resource Center, Iowa State University

2004 Summer Institutes

Rethinking the PK-12 FL Curriculum:
Intrinsically Interesting, Cognitively Engaging,
Culturally Connected, and Articulated
July 27-August 6
Leaders: Helena Curtain, Carol Ann Dalhberg

The focus of this institute is on designing and teaching curricula that are content-related, cognitively challenging, culturally rich, and which spiral and articulate across PK-12 levels of instruction. This institute will enhance the skills of PK-12 classroom teachers of all languages and the skills of teacher educators and supervisors who prepare pre- and in-service teachers. Pairs or teams of teachers from the same school district who represent the various program levels are encouraged to attend. Cost: \$485 plus \$100 registration; full and partial scholarships are available.

Language, Culture, and Content Connections:
Mexico and the Zapotec Culture
July 12-22

Leaders: Mari Haas, Ruth Borgman, Julie Kline, Valerie McGinley Marshall

In collaboration with the Stone Center for Latin American Studies (Tulane University, New Orleans) and the Center for Latin American and Caribbean Studies (University of Wisconsin – Milwaukee), this institute will provide experienced and practicing PK-12 Spanish teachers, methods professors, and supervisors of foreign languages with experience developing content-related and culturally-rich thematic units and will help them develop skills in teaching strategies, curriculum design, technology, and use of information sources on Mexico and the Zapotec culture. Cost: \$860 plus \$100 registration; full and partial scholarships are available.

For more information, see
<http://www.educ.iastate.edu/nflrc/inst.htm>

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Website: <http://www.educ.iastate.edu/nflrc/>



National Foreign Language Resource Center (NFLRC),
University of Hawai'i at
Mānoa

2004 Symposium and Conference

Distance Education, Distributed Learning &
Language Instruction:
Reports from the Field (symposium)

July 27-30

Organizers: David Hiple & Stephen Tschudi
Website: <http://nflrc.hawaii.edu/prodev/DE2004/>
Cost: \$50

Cultural Diversity and Language Education
(conference)

September 2004 (final dates to be announced)

Organizers: Kathryn Davis & Jim Yoshioka
Website: <http://nflrc.hawaii.edu/prodev/CDALE/>
Cost: \$30-40 (pre-registration)


National Foreign Language Resource Center (NFLRC)

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CLEAR N e w s

CLEAR News is a publication of the Center for Language Education And Research and is intended to inform foreign language educators of the Center's on-going research projects and professional development workshops, to report on current foreign language research and publications and their applicability to the classroom, and to provide a forum for educators to discuss foreign language teaching and learning topics.



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