



## FEATURED THEME: LANGUAGE PROGRAM DEVELOPMENT

## A Tenth Anniversary Message from CLEAR's Co-Directors

When the two of us sat down in 1995 to first conceptualize and then write our proposal for a U.S. Department of Education grant to fund a Title VI National Foreign Language Resource Center at Michigan State University, little did we realize that 10 years later we would be asked to write a retrospective covering a decade of CLEAR's accomplishments. As scholars whose primary fields of investigation were (and are) second language acquisition (SLA) and foreign language (FL) pedagogy/methodology in languages for specific purposes, one of the most important conceptual foundations for CLEAR emerged from our conviction that FL teachers could benefit immensely from a resource center that was built upon the cross-fertilization that would emerge from bringing our SLA and FL faculty and graduate students together to work on common projects. We were aware of the tremendous benefits that can come from linkages between research and classroom knowledge and experiences. CLEAR was born of this attempt to bring these research and classroom worlds together in the service of creating highly useful FL teaching and learning materials, supporting research that addresses important needs and questions facing language teachers and learners, and also providing workshops for FL teachers that are based on our best understandings of how languages are learned.

In the process of doing this over the course of a decade, CLEAR has:

- Developed over 30 "tangible" products, distributing over 25,000 copies nationally;
- Created 15 web-based products, which have received tens of thousands of hits;
- Published 17 issues and distributed hundreds of thousands of copies of *CLEAR News*;
- Conducted over 130 teacher development workshops; and
- Sponsored research resulting in nearly 300 professional journal articles, presentations, and books by our affiliated faculty.



*CLEAR's Co-Directors  
Susan Gass and Patricia Paulsell*

During the span of this decade of productivity, we have also come to recognize that such a huge undertaking is not possible without the contributions of three very important sets of players. The first is the dedication and devotion of our extraordinarily talented

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## EDITORS' MESSAGE

Dear Readers,

There has been a good deal of press lately about foreign languages, not least of which revolves around the new National Security Language Initiative (NSLI) announced by the White House early this year. We are excited that CLEAR can continue to play a role in the increased teaching and learning of foreign languages that arises from this surge in national interest, and this issue's main article by co-editor Margo Glew delineates some of the steps that you can take to further develop your own local language programs. The Idea Corner gives concrete tips on creating a motivating program for introducing languages at the elementary level.

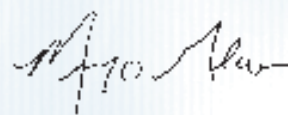
We are also pleased to note that this year CLEAR is celebrating ten years as a Language Resource Center (LRC). The front page message from CLEAR's Co-Directors contains a retrospective that reflects on CLEAR's creation and some of its accomplishments and outreach over the past decade.

Don't forget to take a look at our other features as well, including the Featured Teacher article by Serafima Gettys from Lewis University in Illinois, the summer workshop descriptions in the pull-out poster, and the updates from some of the other LRCs across the country.

We hope to meet some of you at the NCOLCTL conference in Madison, Wisconsin this April, or at CALICO in Honolulu, Hawai'i in May. Come visit us to say hello and learn about CLEAR in person!



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### 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 issue. If you have an article, a teaching idea, or a materials review that you would like to submit for possible 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. (1000–1500 words)

**The Idea Corner**— a unique activity or teaching idea for foreign language teachers. Must be adaptable for multiple languages. (500–600 words)

**Book/Materials Profile**— share your best finds with colleagues by telling us about a favorite text,

website, CD-ROM or other teaching material. (100–200 words)

**Featured Teacher**—have you benefited in some way from a CLEAR workshop or product? Contact Joy Campbell for information on becoming our Featured Teacher in a future issue!

The deadline for submissions for the Fall 2006 *CLEAR News* is July 14, 2006. Submissions should be sent to Joy Campbell at:

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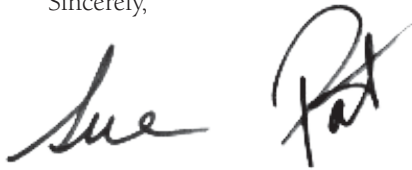
The U.S. Department of Education awards grants through Title VI funding to a small number of institutions for the purpose of establishing, strengthening, and operating language resource and training centers to improve the teaching and learning of foreign languages. There are currently fourteen Language 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; and the South Asia Language Resource Center (SALRC) at the University of Chicago.

CLEAR staff that shepherds the daily operation of the organization. This staff has always functioned like a family, the combined sense of humor of which has provided for memorable staff meetings, but always with an eye to moving projects forward and moving CLEAR closer to its goals. The second is the expertise and creativity of both our CLEAR staff and our affiliated faculty and graduate students, who have given generously of their time and talent as CLEAR works to provide cutting-edge FL materials and teacher development workshops. The third is the energy, creativity, enthusiasm, and excitement that our FL teachers bring to CLEAR workshops and to using CLEAR ideas and materials in their classes. The needs of FL educators and students in the United States are great and it is in their excited receptivity to new ideas and materials that CLEAR finds its strongest motivation to provide the highest quality products.

As many of you are aware, Michigan State University is currently in competition with numerous other fine institutions across the United States to either continue or bring new Title VI Foreign Language Resource Centers to their institutions. We sincerely hope that MSU will be successful in this competition and that CLEAR will continue to be able to serve you for the foreseeable future. In the meantime, please accept our thanks for your support over the past ten years of our attempts to create a truly outstanding Title VI National Foreign Language Resource Center: MSU's CLEAR.

Sincerely,

The image shows two handwritten signatures in black ink. The first signature, on the left, is 'Susan' and the second, on the right, is 'Pat'. They are written in a cursive, flowing style.

Susan Gass and Patricia Paulsell



*CLEAR's current staff members (Back row: Dan Reed, Joy Campbell, Dennie Hoopingarner, Vineet Bansal  
Front row: Patricia Paulsell, Susan Gass, Anna Davis)*



## The Year of Languages: What's the Next Step?

by Margo Glew

As 2005 came to a close, so too did the *Year of Languages*. However, the energy, enthusiasm, and sense of purpose to expand language teaching and learning nationally that the *Year of Languages* sought to inspire continues to gain momentum. On January 5, 2006 the White House acknowledged the need to support and encourage a significant national commitment to fostering foreign language competence by announcing the *National Security Language Initiative* (NSLI). Through targeted funding opportunities, this initiative seeks to support teachers and expand instruction in foreign languages (see Table 1 on p. 6 for the URL and details on the NSLI's goals). This initiative and other new and expanded programs, initiatives, and legislation, seek to address what some may call our nation's "language crisis." Much of the focus, of federally funded programs in particular, is on *critical languages*, usually less commonly taught languages (LCTLs), which are deemed critical for national and economic security. Nonetheless, regardless of the language, there is little controversy over the need for foreign language learning to begin earlier and be made available more broadly and for a longer period of time.

This is great news for those of us in the language teaching profession who know first-hand the benefits of foreign language learning, who understand the need for an early start, and who appreciate the value of fluency in the language but also know how much it takes to reach this level of proficiency. Many of us also appreciate how far we need to go toward achieving the goals outlined in the NSLI. It goes without saying that a great amount of work remains in introducing foreign language programs to the lower grades,

and in expanding the number of languages available, particularly LCTLs, at all grade levels.

In response to the language crisis, many of the new and expanded federal programs designed to train more foreign language learners have been directed at programs in higher education. Colleges and universities are teaching foreign languages to more students than ever. Enrollments have increased in recent years, particularly since 9/11. According to a 2002 survey by the Modern Language Association, enrollments in foreign languages increased by nearly 18% between 1998 and 2002 (Wells, 2004). While this growth rate is encouraging, it is important to note that even after large increases in overall enrollments, only 8.6% of college students were enrolled for a foreign language at the time of the study. Of these students, most only stay in a language course for one or two semesters, far too few to result in more than basic proficiency in a foreign language, and the majority of these students enroll in one foreign language: Spanish (Wells, 2004).

Thus, despite increased federal funding for LCTL initiatives, and increases in total foreign language enrollment, we still face many challenges in continuing to expand the number of college foreign language learners, keeping more learners studying the language until they reach a higher level of proficiency, and getting more students to study a wider variety of languages.

### How can we increase the number of language learners and encourage language learning to begin at an early age?

Motivating schools to support foreign languages can be challenging. Today's schools are facing increased pressures to

"have it all." New testing requirements are directing added focus to the core school subjects and, as a result, schools have only limited blocks of time in the school day for instruction in important subjects such as foreign languages, music, and physical education. Thus, schools are increasingly forced to set new priorities, emphasizing some subjects and de-emphasizing others.

Depending on the situation at your particular school and the priorities of the district, the foreign language options available to students will vary from other districts. The important thing is to focus on encouraging the school or district to consider foreign language instruction a priority and consider expanding their commitment in whatever way works best with your district's current offerings, priorities, and resources. This may simply be to expand language offerings at the high school, introduce instruction at the elementary level, or possibly develop supplemental programs such as parent-teacher organization-supported lunchtime or after school programs, or additional components for language classes already in place such as immersion field trips to local or regional heritage communities, study abroad programs, summer language camps, or evening/weekend cultural events.

Whatever your goal, the following tips may help motivate parents and schools to support the initiative:

- Motivate parents to communicate with the school board and district administrators that language instruction is a priority for the community.
- Research the cognitive, academic, cultural, and vocational benefits of foreign language instruction and share the information. Inquire about giving brief presentations to parent-teacher groups at the various schools in your district. Some districts also have a district parent-teacher organization where the presidents of each school's

parent-teacher group meet monthly with the superintendent. Either of these groups may be interested in hearing the presentation and discussing the need for expanded offerings.

- If you sense a groundswell of support, talk to the principals of the schools about conducting a survey of parent attitudes. This not only has the benefit of collecting concrete data on the degree of parent support, but also draws parent attention to this important issue.

– **Motivate students to demand expanded offerings.**

- Support the development of a motivating classroom environment for courses you offer.
- Work with schools to develop and approve nontraditional modes of language instruction, such as distance learning, summer language institutes, and after-school programs for students who want and need to learn a foreign language but whose schedules will not accommodate a traditional class.

- Support the development of supplemental activities and programs such as cultural nights, class trips, or a summer language study abroad option.
- Publicize language offerings and benefits to students. Provide advice on how students can work foreign language studies into their curriculum. Increased enrollments pressure schools to accommodate with expanded offerings.

– **Work with administration to make the expansion possible.**

- Develop a relationship with teachers, parent-teacher organizations, school principals, school board members, and district staff. Keep the language issue “on the radar” through timely (though not incessant) communication.
- Consider working with the parent-teacher organization to support a “trial run” of your initiative (e.g., after-school or lunchtime language classes for elementary students, a supplementary language club or program, a study abroad trip, etc. See this issue’s Idea Corner for more thoughts about this kind of program). Parent-teacher organizations may have funds to support these initiatives or to provide partial scholarships for students to participate.

Providing your program on a trial basis like this has multiple benefits. It is much easier to offer your class or program as an out-of-school choice, and, if successful, the positive experience provides assurance to the school and district staff that there is sufficient support and demand for your initiative. This helps warm administration to the idea of possibly adopting the initiative into the regular school curriculum.

- Inquire into the current staffing at the district office. If there is a grant writer on staff, get in contact with him or her. Work together to research possible grants to provide financial support for your initiative.

Motivating schools and parents to support your initiative can be challenging at times, but with the right approach, can lead to strong community commitment and great changes for the students in your district.

**How can we expand the number of students learning languages to the advanced level?**

In addition to taking advantage of opportunities to expand current programs to include more advanced courses, and retaining more students to continue their studies to the advanced level, there are a number of opportunities for students who are interested in becoming proficient, or even superior, users of a foreign language. Students can take advantage of immersion programs such as summer or academic year study abroad programs, or attend a summer language institute to study the language intensively. People who grew up in a home where the family spoke a language other than English can turn to heritage language programs for support maintaining their skills and improving their proficiency in their home language. Finally, the National Security Education Program has supported the development of flagship programs at several universities where students can work intensively to become superior-level users of a foreign language. (See <http://www.ndu.edu/nsep/NationalFlagshipLanguageInitiativeUpdateJan2004.pdf> for more details.) Recently, NSEP has expanded the program to support the development of K-16 pipeline programs, such as the newly created K-16 Chinese pipeline program at the University of Oregon, where students have special opportunities to study a particular foreign language from

kindergarten all the way through their undergraduate program. While there are only a small number of flagship programs nationally, one purpose of these programs is to serve as an example for other programs across the country to learn about and, hopefully, use as a model for the development of other unique programs to expand foreign language learning nationally.

**How can language teachers best be supported and what resources are available to support foreign language teachers?**

Another key component to expanding and strengthening foreign language teaching and learning nationally is to expand support for foreign language educators. Foreign language teachers can benefit from a range of professional development opportunities. A short list of topics of importance includes:

- Updating and acquiring new technology skills
- Learning about available resources and how to adapt and use them in the classroom
- Language pedagogy
- Second language acquisition
- Language assessment
- Learner variables such as motivation, aptitude, etc.
- Information about the target culture and literature
- Maintenance and improvement of language skills
- Classroom management

While the NSLI has proposed funding to support professional development of foreign language teachers, national Language Resource Centers (LRCs) such as CLEAR also have as their mission support for foreign language teachers. Many LRCs (see Table 2 on p.7) offer free and low-cost materials for language teachers and students, as well as high quality professional development for language teachers. With fourteen LRCs throughout the United States, there may well be one in your area.

(Continued on page 6)

FEATURED TEACHER



In the fall of 2004, as I was browsing the *Chronicle of Higher Education*, my eye caught an ad posted by Lewis University (a small Catholic university in Illinois) inviting applications for the position of director of their not-yet-existent foreign language (FL) program.

My program development adventure started in February 2005. At the time I began the position, Lewis University had not offered courses in FLs for a number of years and I was charged with finding a model of FL instruction that would meet the specific needs of Lewis University students. Such a model was found in Michigan State University's tutorial-based instruction in less commonly taught languages, which Lewis University decided to emulate.

One thing the university did *not* want to revive was the traditional grammar translation approach which had led to the demise of the original FL department. The new program had to rise from the ashes based on completely new principles. As such, our new program places an emphasis on immediate practical language skills and effective communication in the language rather than grammar and translation.

The program began in fall 2005 with three languages (Spanish, Italian and Russian) and an enrollment of about 60 students. Today the rapidly-expanding program offers instruction in Spanish, Italian, Arabic, Chinese, Japanese, Russian, Hindi and Urdu, French, and German. Greek and Portuguese will be added in fall 2006. In addition, we offer a course entitled "Spanish for Teachers" and are planning to offer "Spanish for Law Enforcement Officers" and "Spanish for Nurses" next year.

(Continued from page 5)

It is exciting and gratifying to see that foreign languages are beginning to receive the national recognition that language educators teachers have always striven for. Let's try to maintain the momentum beyond the *Year of Languages*!

Reference  
Wells, E. (2004). Foreign language enrollments in United States Institutions of higher education, Fall 2002. *ADFL Bulletin*, 35(2-3), Winter, Spring, 7-24.  
  
*Margo Glew is the coordinator of the Less Commonly Taught Languages Program at Michigan State University and is active in supporting the expansion of language programs at area school districts.*

Interested in learning more about language program development?

Check out the description of author Margo Glew's summer workshop in the middle section of this issue, or online at <http://clear.msu.edu/training/06workshops/index.html>.

TABLE 1

National Security Language Initiative (NSLI) Goals

The NSLI will dramatically increase the number of Americans learning critical need foreign languages through new and expanded programs from kindergarten through university and into the workforce. The President will request \$114 million in FY07 to fund this effort.

The National Security Language Initiative has three broad goals:

Expand the number of Americans mastering critical need languages and start at a younger age by:

- Providing \$24 million to create incentives to teach and study critical need languages in K-12 by re-focusing the Department of Education's Foreign Language Assistance Program (FLAP) grants.
- Building continuous programs of study of critical need languages from kindergarten to university through a new \$27 million program.
- Providing State Department scholarships for summer, academic year/semester study abroad, and short-term opportunities for high school students studying critical need languages.
- Expanding the State Department Fulbright Foreign Language Teaching Assistant Program.
- Establishing a new component in State's Teacher Exchange Programs to annually assist 100 US teachers of critical need languages to study abroad.
- Establishing DNI language study "feeder" programs, grants and initiatives with K-16 educational institutions to provide summer student and teacher immersion experiences, academic courses and curricula, and other resources for FL education in LCTLs.

Increase the number of advanced-level speakers of foreign languages, with an emphasis on critical needs languages by:

- Expanding the National Flagship Language Initiative.
- Increasing the annual Gilman scholarships for financially-needy undergraduates to study critical need languages abroad.
- Creating new State Department summer immersion study programs for university level students in critical need languages.
- Adding overseas language study to US Fulbright student scholarships.
- Increasing support for immersion language study centers abroad.

Increase the number of foreign language teachers and the resources for them by:

- Establishing a National Language Service Corps for Americans with proficiencies in critical languages to serve the nation through various means.
- Establishing a new \$1 million nation-wide distance-education E-Learning Clearinghouse through the Department of Education to deliver foreign language education resources to teachers and students across the country.
- Expand teacher-to-teacher seminars and training through a \$3 million Department of Education effort.

This information was adapted from the NSLI Fact sheet, accessible at: <http://www.state.gov/r/pa/prs/ps/2006/58733.htm>



Our enrollment in FLs has grown tremendously, reaching 115 students in spring 2006. This deserves special mention, since FL is not a required subject and can be taken only as an elective.

Such enrollment increases and the range of the languages we are able to offer would not be possible if we did not employ the tutorial model we borrowed from MSU. This model, however, has had to undergo serious modifications to adapt to Lewis University's needs given the difference in size and student populations between the two schools.

The Lewis University language program currently consists of a mixture of languages offered in the traditional mode as well as the faculty-supervised tutorial program we developed based on the MSU model. As director of the program, I am responsible for developing a curriculum, assessment plan, and daily activities and assignments for the language learners and their native speaking tutors, or "mentors" as we refer to them. Students do much of their language studying independently, meeting with their mentors for valuable face-to-face practice in the language.

This program, while successful, has certain challenges due to its unique format. One of my biggest challenges today is in training the mentors to work with the language learners. Last May, I again turned to MSU and Dr. Margo Glew with a suggestion for a new

project: could a group of experienced FL instructors at MSU create a number of detailed course packages that would be used by our language mentors? We have already received course packages in Swahili, Chinese, and Japanese. We have also contracted with other universities for course packages in Polish and Hindi. These course packages were developed specifically for the needs of our courses and help give focus to the tutorial curricula.

Another challenge is that tutorial-based language programs require independent, self-motivated learners and so when this is not the case, students can struggle. This type of learner may not be as motivated to take the responsibility for their learning that needs to take place in a language tutorial. Even among those who are motivated and able to take on the responsibility, some may never have studied a foreign language and, thus, may not possess the skills and habits necessary for language study. In short, tutorial-based language study is not for everyone. My job, therefore, is about more than coordinating and supervising the tutorials. Many times, I act as a coach for both the mentors and the students, helping them develop strategies to become successful—hopefully lifetime—language learners and work together successfully as a team.

*Serafima Gettys is Coordinator of the Foreign Language Program at Lewis University.*

TABLE 2

### Language Resource Centers

Links to all fourteen Title VI LRCs can be accessed from CLEAR's website: <http://clear.msu.edu/nflrc/index.html>.

Professional development opportunities coming up in 2006 can be found at <http://clear.msu.edu/nflrc/summer.html>, as well as in the LRC Updates listings in the back of this issue of *CLEAR News*. Some LRCs have a particular regional or language focus, while others have broader foci. Following is a list of the fourteen LRCs and their host institutions.

#### Brigham Young University

National Middle East Language Resource Center

#### Duke University and UNC - Chapel Hill

Slavic and East European Language Resource Center

#### Georgetown University, CAL, George Washington University

National Capital Language Resource Center

#### Indiana University

Center for Languages of the Central Asian Region

#### Iowa State University

National K-12 Foreign Language Resource Center

#### Michigan State University

Center for Language Education And Research

#### Ohio State University

National East Asian Languages Resource Center

#### University of Chicago

South Asia Language Resource Center

#### University of Hawai'i

National Foreign Language Resource Center

#### University of Minnesota

Center for Advanced Research on Language Acquisition

#### University of Oregon

The Center for Applied Second Language Studies



## Non-traditional Language Instruction at the Elementary School Level

Exposing children to foreign languages (FLs) at an early age has multiple potential benefits; their natural curiosity and enthusiasm paired with low inhibition levels and fewer cognitive restrictions for language acquisition make children very receptive to FLs. However, due to budgetary and other restrictions, few elementary schools are able to implement FL instruction as an everyday curriculum component.

Following is a description of one program that bridges the gap between recognizing the need for FL instruction and having the personnel and budget to make such instruction a regular element of the curriculum. While this article gives an overview of a German program, the techniques described could be employed to begin a similar program for any language, given available and interested staff.

Foreign Language Exploratory (FLEX) programs represent an approach to initiating FL instruction for children which emphasizes functional language and cultural awareness, while also serving as a motivational program (Lipton, 1992). FLEX programs do not meet as frequently as “regular” FL classes because the goal is to give learners just an introduction to the culture and some basic language concepts. These programs not only inspire interest and excitement about FL learning, but can boost later enrollment in regular FL courses (Marcos, 1996).

*REACH, German in Elementary Education* is a FLEX program developed and conducted by faculty, staff, and graduate students of the German Program at Michigan State University under the

supervision of Professor Karin A. Wurst. The initiative started in 2002 as a pilot outreach program at a local elementary school, where German Program volunteers provided playful language instruction during recess (“Lunchtime Enrichment”) and after school (“Fabulous Friday”) at no cost to the school. Initial funding for the program was received by the project *Kinder Lernen Deutsch* (Children Learning German) from the American Association of Teachers of German. This year, *REACH* is in the process of preparing programs for three schools in the Lansing, Michigan area.

### Structure of the program

The structure of FLEX programs depends on the needs of the elementary schools involved, but programs generally include up to three classes per site with approximately 15 students each. The students are grouped by grade level (K-4) and each age group is split into smaller groups, each led by a language instructor. Classes meet once or twice a week, range from 20 minutes to one hour each, and the entire program lasts from 3-6 weeks. Programs can be made available as a lunchtime enrichment opportunity and/or before or after school.

### Goals

The goals of the *REACH* program are four-fold. In addition to providing a fun and meaningful learning opportunity, the program seeks to: introduce children to language learning; create awareness and appreciation of other cultures; enhance understanding of the native language; and motivate children to pursue

language study. Because the goal of a FLEX program is to inspire enthusiasm for another culture and its language, it is important to keep in mind that the children will not achieve fluency in a language at the end of a FLEX program, nor even significant language ability. However, the program provides a valuable and cost-effective way to introduce a culture and its language to students who will later have the opportunity for more in-depth language study.

### Curriculum

Our lessons are theme-based and reinforce the elementary school curriculum wherever possible. For example, the themes for grade 3 are: greetings and introductions, animals (ties in with social studies), and colors (ties in with science).

Since the children (at least at our school) give up part of their recess time, it is important to include games and physical activities and to make the lessons fun. Some of the activities in our lesson plans include:

- Memory
- Bingo
- Go fish
- Songs with movements
- Arts and crafts
- Dialogues and short role plays



Familiarizing the children with the German language is one important aspect of our lesson planning. Another one is to include cultural information whenever possible to make the language come more alive and be more interesting. Our lesson plans are applicable to different learner types and ages because they all assume that the children do not have any previous knowledge. We also try to keep in mind that pair and small group work fosters cooperative learning, so many activities are planned for smaller groups. Also, smaller groups are more manageable and more effective because the children have increased opportunities to interact and use the language.

A lesson usually consists of 4 activities and the lesson plans are designed in such a way that they are self-explanatory, include all the necessary materials, and can be executed by an experienced instructor without prior training. We also try to implement as many of the National Standards in Foreign Language Education (Communication, Cultures, Connections, Comparisons, Communities) as possible.

Lessons typically include the following components:

- Introduction of vocabulary with images/ props
- Recycling of material whenever appropriate
- Short activities (due to limited attention span of elementary students)
- Alternating types of activities (receptive prior to productive)

The REACH program has been a great success in the schools in which we've worked, and we think FLEX programs are a wonderful way to get children "hooked" on languages from a young age. We encourage you to try to find partners in your local universities and community colleges (or even high-level high school students) to reach out to elementary schools in your area.

#### References

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- Marcos, K. (1996). Foreign Language Exploratory Programs: Introduction to Language Learning (ERIC Identifier: ED399761). Retrieved January 30, 2006, from <http://www.ericdigests.org/1997-2/language.htm>.

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*Jeannine Mickleit is an M.A. student in German Studies at Michigan State University. Her research focus is on the implementation of language into the advanced undergraduate classroom and she has been a REACH instructor for two years.*





## LANGUAGE RESOURCE CENTER UPDATES



Center for Advanced Language Proficiency Education and Research (CALPER), The Pennsylvania State University

### Invitation to Participate in "Survey on Assessment Practices of Teachers of Advanced Language Learners"

CALPER is inviting all teachers of advanced language learners to participate in an online survey intended to find out about teachers' self-reported assessment practices and their perceptions of advanced language proficiency. The survey is part of one of CALPER's projects on "Assessing Advanced Language Proficiency." Results of the survey will be posted on our website once the research is completed. The survey can be accessed from our home page at: <http://calper.la.psu.edu>. Please consider participating in this research study and share your expertise with the profession.

### New Publications for Your Professional Development Library

Recently, we added the following three documents to our CALPER library:

*The Assessment Process: A "Multiplism" Perspective* by Elana Shohamy and Ofra Inbar

*Internet-mediated Intercultural Foreign Language Education: Approaches, Pedagogy, and Research* by Steven L. Thorne

*Research on Language Learning in Study Abroad (Annotated Bibliography)* by Celeste Kinginger

These and other publications are available as free downloads. Visit our publication web space at: <http://calper.la.psu.edu/publications.php> and see a complete list of our working papers, sample pedagogical materials, professional development documents, and digests.

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Website: <http://calper.la.psu.edu/>



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

### Summer Institutes 2006

CARLA is pleased to announce its annual series of summer institutes at the University of Minnesota. This series reflects CARLA's commitment to connecting research with practice and the Center's ongoing mission to share what we've learned with teachers and their second language learners.

#### Immersion 101: An Introduction to Immersion Teaching

June 26–30, 2006 (Session 1) or July 31–August 4, 2006 (Session 2)

#### Focusing on Learner Language: Second Language Acquisition Basics for Teachers

July 17–21, 2006

#### Using Technology in Second Language Teaching

July 17–21, 2006

#### Developing Assessments for the Second Language Classroom

July 17–21, 2006

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

July 17–21, 2006

#### Culture as the Core in the Second Language Classroom

July 24–28, 2006

#### Improving Language Learning: Styles-and Strategies-Based Instruction

July 24–28, 2006

#### Meeting the Challenges of Immersion Education: "How well do students speak the immersion language?"

July 24–28, 2006

#### Developing Materials for Less Commonly Taught Languages (LCTLs)

July 31–August 4, 2006

#### Teaching and Learning Pragmatics: Enhancing Learners' Ability to Use Second Language in Culturally Appropriate Ways

July 31–August 4, 2006

#### Curriculum Development for Content-Based Language Instruction

July 31–August 4, 2006

The cost of each of the CARLA summer institutes is \$300 if registration is received by May 31, 2006 and \$350 after that date. There is special stipend opportunity of \$600 for teachers of Less Commonly Taught Languages to defray the cost of attending any of the CARLA summer institutes. More information and registration forms are available on the CARLA website at: <http://www.carla.umn.edu/institutes/>.

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Center for Languages of the Central Asian Region (CeLCAR), Indiana University

CeLCAR is dedicated to promoting the teaching and learning of the languages and cultures of Central Asia. CeLCAR is developing textbooks, multimedia resources, and distance language learning courses for Pashto, Tajik, Uyghur, Uzbek, and Kazak, as well as improved teacher training in these languages.

In the upcoming months, CeLCAR will put the finishing touches on four major textbook projects: Elementary Uzbek, Elementary Uyghur, Elementary Tajik and Elementary Pashto. All textbooks will be accompanied by CDs containing additional audio and video material, drawn from CeLCAR's archive of authentic material. The completed textbooks will be tested this summer at Indiana University's Summer Workshop of East European, Slavic and Central Asian Languages (SWSEEL) and will be available for wider distribution later in 2006.

To help expand national access to instruction in selected Central Asian languages, Indiana University will continue to use interactive videoconferencing to teach students of these languages at CIC (Committee on Institutional Cooperation) member universities. CeLCAR is currently seeking to expand its partnerships, develop materials and provide training for teachers in synchronous and asynchronous distance learning of the languages of the Central Asian Region. Please see our website for more opportunities to study Central Asian languages by distance.

In an effort to deliver our materials widely and effectively, CeLCAR is adapting its collection of online Kazakh, Pashto, Tajik, Uzbek and Uyghur language materials for mobile devices (pod casting). In this first phase, texts are available in spoken and written formats along with basic vocabulary items glossed in English. CeLCAR composes texts in simplified standard language of the preceding week's news read by a native speaker. We also create texts on various contemporary topics in Central Asian cultures.

Finally, we are experimenting with delivering video pod casts both for students of our languages and also more diverse learners.

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

### New Products

Visit <http://clear.msu.edu/teaching/index.html> for these and other products from CLEAR.

### Facilitating Connections to International Business: A Guide for Foreign Language Educators

This free guide (downloadable PDF) includes five short articles written by experts in the fields of business and language. It focuses on best practices in connecting US foreign language programs and their learners with the international business community, while at the same time offering an overview of "stakeholder analysis" that will help business language educators strategize about the best ways to make similar connections. Two annotated bibliographies included at the end of the document suggest resources for further reading.

### Language Learning Materials for Russian: A Content-Based Course Pack

These free content-based modules may be used as an entire course or as a supplement to upper-level and heritage-speaker Russian language classes. By working with these materials, students can gain cultural and literary competence in a variety of fields related to Russia by using the original and authentic materials provided here as well as the interactive language exercises designed around these texts.

### 2006 Summer Workshops

Learn more about all of these workshops, including longer descriptions, leaders' names, pricing and discount information, and application forms, by visiting our website: <http://clear.msu.edu/training/06workshops/index.html>

### Developing Online Language Materials July 10-14, 2006

This workshop will provide language instructors with the skills to create online instructional materials. Topics to be covered include creating web pages, links, graphics, sound, and basic interactivity.

### Toward Friendly Assessment in the Foreign Language Classroom July 17-21, 2006

In this workshop's discussions and activities, teachers and presenters will untangle the really important assessment threads from the less important ones, and weave back together teaching and assessment practices in a manner that leads naturally to productive learning experiences for all students.

### Language Program Development for Less Commonly Taught Languages July 24-28, 2006

This workshop is designed for administrators and foreign language instructors interested in building and strengthening language programs. Participants will explore different modes of language instruction, assessment options and ways to secure support for and build a language program.

Apply before May 1, 2006 for an early bird waiver of the application fee! The regular deadline for applications is June 2, 2006.

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

The NFLRC engages in research and materials development projects and conducts Summer Institutes for language professionals among its many activities.

### CALICO 2006 in Hawai'i!

The NFLRC is proud to be hosting the 2006 Computer Assisted Language Instruction Consortium (CALICO) Annual Symposium May 16-20 in Honolulu. CALICO 2006 will feature uses of cutting-edge technologies in foreign language teaching and learning, with a focus on collaboration. Workshops, presentations, and courseware showcase demonstrations will all present information of vital importance to anyone interested in the field of computer-assisted language learning. This year's theme, appropriately, will be "Online Learning: Come Ride The Wave." For more information about CALICO and its annual Symposium, visit <http://www.calico.org/>

### Conversation Analysis & Language Learning Seminar (August 7-11, 2006)

Conversation Analysis (CA) is increasingly adopted to examine second language interactions as sites for and evidence of L2 learning as a discursive practice. The purpose of the seminar is to further advance this ongoing effort. Topics will include: interactional competence as resource and under construction, interaction and cognition, interaction and grammar, interaction and learning, and membership categorization and social identity.

The seminar does *not* offer an introduction to CA. Rather, it addresses itself to researchers with a background in CA whose work focuses on, or includes, CA as an approach to L2 learning. We hope to welcome veteran CA analysts as well as graduate students with relevant training. The maximum number of accepted participants will be 20.

Our invited seminar leaders will be Gabriele Pallotti (University of Modena and Reggio Emilia) and Johannes Wagner (University of Southern Denmark).

For more information or the online application form (deadline: April 30, 2006), visit our seminar website: <http://nflrc.hawaii.edu/prodev/si06c/>

### New NFLRC Publication

*Las voces de las mujeres de Xelajú*  
by Tess Lane

Listen to the authentic voices of twenty ordinary Guatemalan women as you watch these interviewees share their unique views regarding their values and choices in life.

Students of intermediate to advanced Spanish improve listening comprehension while they learn about Guatemalan culture by watching twenty Guatemalan women each answer the same seven questions. The repetition reinforces vocabulary and grammatical structures in a meaningful context. As students compare the women's answers and formulate their own responses, they develop critical thinking and writing skills. Students can work independently, in groups, or as a class. View a sample clip at the Voces website: <http://nflrc.hawaii.edu/voces>.

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# CLEAR News

*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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