Promoting Motivation in the Foreign Language Classroom

by Paula M. Winke

Motivated students are every teacher's dream — they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges, don't need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning. However, we all know that the motivation behind our students' learning varies widely, ebbs and flows over the course of the year (or even during a single classroom activity), and stems from various sources, internal to the learner, external, or both. As teachers we can generally see who is motivated and who is not, and often we may wonder how or even if we can harness the motivation of some and spread it out to others. Tapping into motivation is crucial for language teachers because we know that motivation is one of the key factors driving language learning success (Dörnyei, 2001; Ellis, 1994). In fact, teachers often see it as their job to motivate students by creating classroom tasks that are interesting and engaging and by using authentic materials to stimulate further interest in the language and the people who speak it. Over the last twenty years, research on motivation for foreign language learning has evolved considerably from focusing on describing what composes student motivation to a detailed list of suggestions that help teachers initiate, sustain, and further promote student motivation. This fall, as many of us are embarking on a new academic year with bright, shiny, motivated students, we would like to highlight learner motivation as a variable that not only students bring to the classroom, but also as one that teachers can implement, cultivate and promote throughout the year to enhance learning. I will first begin with a brief review of the concept of learner motivation. Secondly, I will discuss a select group of three different publications that deal with motivating language learners, and third, I will review some particulars that may be involved in promoting the motivation of heritage language learners and learners of less-commonly taught languages.

What is motivation?

In educational psychology, the definition of what it is to be motivated is quite simple: "to be motivated is *to be moved* to do something" (Ryan & Deci, 2000, p. 54). However, further breakdowns of the term tend to become rather complicated, especially when considering the variable facets of motivation involved in a task as complex as the socially- and

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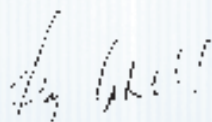
EDITORS' MESSAGE

Dear Readers,

This issue's theme is motivation – a topic we thought would be appropriate for the beginning of the school year. By now, you've been teaching for a few weeks, and the initial excitement of the beginning of the school year may be starting to fade as you and your students settle into a routine. If this sounds familiar, we hope you'll be re-inspired by this issue's articles, and that you can find some ideas to use in your classroom to keep your students (and yourself!) motivated.
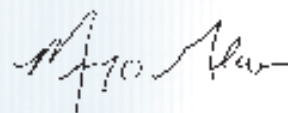
Our main article this month, written by new MSU faculty member Paula Winke, gives an overview of the concept of motivation as it has been explained in the field of language teaching. For many of you, this will be a "refresher course," but for some it may help introduce you to the various theories and current research on motivation. Alissa Cohen's Idea Corner gives some hands-on tips for extended, student-centered projects you can do with your class to keep them motivated throughout the school year. Our featured teacher this month, Ritsu Shimizu, just returned from a

CLEAR summer workshop, and shares some of the ways she is using her new knowledge in her Japanese classroom. This issue also contains features on our summer workshops and on World Languages Day, an event that CLEAR co-sponsored at MSU in April, and as always, highlights on products and projects from CLEAR and some of the other Language Resource Centers around the country.

Enjoy the rest of the "Year of Languages" – we hope to meet some of you at ACTFL in Baltimore this November. Come visit us in Booth #1134 to say hello and learn about CLEAR in person!

Joy Campbell

Margo Glew

SUBMISSIONS WANTED!

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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. (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)

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The deadline for submissions for the Spring 2006 *CLEAR News* is January 15, 2006. Submissions should be sent to Joy Campbell at:

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culturally-bound, long-term endeavor of foreign language learning. Gardner (1985), in his landmark account of a socio-educational model of language acquisition, wrote that motivation to learn a foreign language can be described as a complex of constructs, involving both effort and desire, as well as a favorable attitude toward learning the language at hand. This model promoted the notion that self-identify and identification with the foreign language community is important to the language-learning process. For example, a student may feel he or she does not "fit in" with the target language speakers (a demotivating factor), or may want to "fully integrate" and become, perhaps, completely passable as a native speaker of the language (a highly motivating factor). Where one is along this continuum is described as one's integrative motivation, or how much one wants to integrate with the target language community. According to Gardner, another motivation students may posses is instrumental: they may want to learn the foreign language to achieve a practical goal, such as a job promotion or to obtain course credit (Gardner & MacIntyre, 1991). Another set of definitions stemming from research is intrinsic and extrinsic motivation — intrinsic motivation comes from the joy or pleasure derived through language learning itself, while extrinsic motivation results from the desire to obtain some particular outcome, reminiscent of Gardner's notion of instrumental motivation. Examples of these types of learner motivation can be found below in some students' responses to the question "Why are you learning Arabic?"

Integrative motivation – to integrate or connect with the target language speakers

- "To learn how to read and write fluently, so I can better communicate with family and friends when I travel to Jordan."
- "I am very interested in the history and current events of the Arabic-speaking world, and I would like to be able to read and listen to Arabic-language media and participate in discussions with Arabic speakers."

Instrumental, external or extrinsic motivation – to obtain a practical goal

- "I am a possible Comparative Literature major and am interested in reading classical and modern Arabic literature."
- "To communicate with my in-laws."
- "To learn a new language that is currently in demand by many professional employment markets in the United States."

Intrinsic or internal motivation – for personal reasons related to the learning task

- "I want to be able to speak Arabic for fun."
- "As a personal challenge and to better understand a culture that's important to understand."

However, it should be noted that these motivational descriptions are not mutually exclusive, and students often have a mixed bag of responses when being asked why they are motivated to learn a foreign language. For example, one student replied with the following when asked why he was learning Arabic at a major U.S. institution:

"I was born and grew up in the U.S., but my father is from Kuwait, and I consider myself to be Kuwaiti. While I can speak Gulf dialect just fine, I'd like to learn more about the grammar and written Arabic. I also needed the classes to complete my education."

This student was describing integrative (to communicate with family), instrumental (for an education requirement), and intrinsic (to learn more about the language structure) motivation for learning Arabic. This student's response typifies the notion that focusing on any one of the different types of motivation may not characterize the overarching motivation of a single person.

The quotations provided above give particular snapshots that reveal a bit to us about the students' motivations for learning Arabic as a foreign language. However, the responses do not explain how motivation may change for these students over time in relation to the tasks involved in the classroom. Dörnyei and Ottó (1998) described how motivation changes over time for any given learner, and described how the flux in motivation may be related to temporal components as small as a task in the language learning classroom or as large as the flow of a foreign language course over an entire academic year. According to this dynamic, process-oriented approach to motivation, in either small- or large-scale time frames, students' motivation consists of three stages: preactional, actional, and postactional (Dörnyei, 2003):

1. Preactional Stage: First, motivation needs to be generated. According to Dörnyei (2005), the generated motivation helps the student select the goal or task to pursue and launches the student into action. The student's own initial goals, values and attitudes associated with the learning process, perceived likelihood of success, and the support the student gets (both mental and physical) can all influence this stage of motivation.

2. Actional Stage: Next, Dörnyei (2005) wrote that at the actional stage, the motivation needs to be "maintained and protected" (p. 84) (by the quality of the learning experience, by the nature of the classroom environment, by teachers, peers and/or parents, or by the student through self-regulation) during the particular action, which may be a classroom-based task or the long-term endeavor of learning the foreign language in the classroom. Dörnyei mentioned that this is especially important for classroom settings where students may be distracted by mitigating factors such as anxiety, competing interests (established by teachers, parents, peers, or the school), or even physical conditions (e.g., noise or poor classroom conditions).

3. Postactional Stage: After the action is completed, at the postactional stage, the student retrospectively evaluates how things went to help determine the type and quality of activities he or she will be motivated to pursue next. Dörnyei (2005) noted that some of the main motivational influences on this stage of learning are grades and/or feedback obtained from teacher(s) and/or others and the student's own sense of what was learned, along with an introspective measure of his or her self-confidence and self-worth in relation to what was learned and how things went in the classroom.

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Each of these three stages of motivation can be influenced not only by the learner, but also by the environment external to the learner, including the classroom environment and all that it entails (classroom peers, classroom implementations of state mandates, parents, textbooks, teachers, etc.). Thus, with a processing approach to motivation, we have pedagogical implications associated with learner motivation: students can not only employ self-motivating strategies throughout tasks, but teachers too can implement motivational strategies in the classroom to influence the quality and type of motivation that drives foreign language learning.

How can teachers promote motivation in the foreign language classroom?

The three works that I will review here deal directly with motivating students in the foreign language classroom. One is a research paper (Dörnyei & Csizér, 1998), and two are comprehensive books on the topic (Chambers, 1999; Dörnyei, 2001), the second of which (Dörnyei, 2001) I recommend to teachers or to those who would like to plan in-service teacher training workshops on motivating foreign language students on a daily basis and throughout the year. Each of the three gives concrete pedagogical steps that teachers can take to motivate students in the language classroom; however, it is the third book by Dörnyei that is designed specifically as a hands-on teacher's tool: he not only describes motivational strategies, discusses them, and tells teachers how to implement them, but he also provides checklists in the back of the book that teachers can use to monitor their use of motivational strategies in the classroom.

1. A view from teachers on motivating students

After surveying 200 EFL teachers in Hungary, Dörnyei and Csizér (1998) wrote the article "Ten commandments for moti-

vating language learners," which was published in *Language Teaching Research*. For the study, each teacher was asked to rate 51 motivational strategies according to their perceived importance or how much the teacher used the motivational techniques in his or her classroom. The top ten, along with some of the specific ways Dörnyei and Csizér recommended – based on the teachers' responses – to implement each one, are listed below in Table 1.

2. A view on what schools can do to motivate students

In his 1999 book Motivating Language Learners, Chambers discussed how middle and high school students (ages 11 to 17) in the United Kingdom and Germany regarded classroom foreign language

learning in light of newer national standards in foreign language education. After providing helpful chapters on identifying the demotivated/disaffected learner, understanding attitudes students bring to the classroom, and the influence of parents and the home environment on learning, Chambers described how, overarchingly, the key factor that contributes to whether students positively or negatively evaluate foreign language learning is based on the student's perception of the teacher. Chambers noted that because of this, "the teacher carries an enormous burden of responsibility. She holds all the strings. Her approach to teaching, her personality, her power to motivate, make learning meaningful and provide something which

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Table 1: Dörnyei and Csizér's Ten Commandments for Motivating Language Learners

1. Set a personal example with your own behavior.
→ Dörnyei and Csizér recommended that teachers prepare for lessons, be committed and motivated themselves, behave naturally, and be sensitive and accepting.
2. Create a pleasant, relaxed atmosphere in the classroom.
→ Teachers should bring in humor, laughter and smiles, do fun things in class, and have game-like competitions, Dörnyei and Csizér wrote.
3. Present the tasks properly.
→ To present tasks properly, Dörnyei and Csizér recommended that teachers give clear directions, provide guidance about how to do the task, and state the purpose and utility of every task.
4. Develop a good relationship with the learners.
→ This is a well-known principle that Dörnyei and Csizér let stand for itself—basically, they say to make the students want to please you.
5. Increase the learners' linguistic self-confidence.
→ Dörnyei and Csizér said to make sure students experience success regularly. Teachers should also constantly encourage them, demystify mistakes (they are natural), and select tasks that do not exceed the learners' competence.

6. Make the language classes interesting.
→ Dörnyei and Csizér recommended that teachers select interesting, challenging, and a variety of tasks and supplementary materials, vary the tasks; build on students' interests rather than tests or grades as the learning impetus, and raise curiosity by introducing unexpected or exotic elements.
7. Promote learner autonomy.
→ Dörnyei and Csizér asked teachers to encourage creative and imaginative ideas, encourage questions, and share responsibility by having students help organize the learning. They should also involve students in choosing the materials, they wrote.
8. Personalize the learning process.
→ Teacher should, Dörnyei and Csizér wrote, try to fill the tasks with personal content that is relevant to the students.
9. Increase the learners' goal-orientedness.
→ Dörnyei and Csizér wrote that teachers can do this by helping the students develop realistic expectations about their learning and by helping them set up several specific learning goals. They suggested that teachers do a needs analysis with the students, and help students design individual study plans.
10. Familiarize learners with the target language culture.
→ To do this, Dörnyei and Csizér wrote that teachers should use authentic materials, occasionally invite native speakers to the classroom, and help establish penpals for the learners.

Note: This is a summary of Tables 4 and 5 in the "Ten Commandments for Motivating Language Learners," which appear in Dörnyei and Csizér, 1998, pages 215-223.

pupils refer to as 'fun,' represent the real foundation upon which pupils' judgment

Table 2: Chamber's Recommendations for Motivating Students at the School Level

1. Enhance the prestige of the foreign language in the school curriculum.

→Chambers recommended that schools make foreign language learning compulsory, diversify the range of languages offered, and require proficiency goals to be obtained before graduation.

2. Provide teachers with the necessary tools to be the key motivator.

→Chambers discussed how teachers must have resources to access their students' views on their learning. He wrote that in-service training can help them teach autonomous and flexible approaches to learning. He commented that more planning time and classroom support (assistants, computers, books, etc.) will also help teachers be motivators.

3. Decrease class size and increase the length and frequency of lessons.

→Chambers noted that the new standards and tighter budgets tend to lead to larger classes and less time for foreign languages, and wrote that this trend needs to be reversed.

4. Provide learners with non-traditional feedback.

→Students value regular feedback on their performance, Chambers said, and so he suggested that feedback should be given in ways that differ from the traditional measure of giving out grades. Progress can be reported informally and frequently in a positive, conversational format, he wrote.

5. When cultural excursions or visits to the target language country are incorporated in the curriculum, more emphasis should be given to preparation and follow-up.

→Chambers noted that cultural excursions and immersion in the target countries should have more of a role in classroom activities, both before and after return from such adventures.

6. Emphasize culture more.

→Chambers warned that teachers and schools need to prevent stereotyping and other prejudices that can be based on ignorance or mundane, outdated materials. He recommended that the country should come to the students—have foreign nationals visit the classroom, and visit local businesses that communicate and trade with speakers of the language, he recommended.

Note: This is a summary of six of Chamber's (1999) recommendations for increasing student motivation for foreign language learning, pages 200-204.

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of the learning experience is based" (p. 137). He later noted that this is a tall order, and that it is no wonder that so many teachers jump ship. But on a more upbeat note, Chambers listed a set of recommendations for increasing student motivation at the school level. These are listed in Table 2.

3. Tying it all together: Using motivational strategies in the language classroom

In his comprehensive 2001 book *Motivational Strategies in the Language Classroom*, Dörnyei laid out thirty-five motivational strategies, divided into the preactional, actional, and postactional phases that teachers can employ to generate, sustain, and promote learners' motivation. The book is, to use Dörnyei's words, short, systematic, and interesting because it gets very quickly right to the meat of the issue: How can I, as a teacher, teach motivational strategies to my foreign language students? Dörnyei walks teachers though motivational strategies that (a) create the basic motivational conditions (strategies 1-8), (b) generate initial motivation (strategies 9-16), (c) maintain and protect motivation (strategies 17-30), and encourage positive self-evaluation (strategies 31-35). While there is not enough space in this article to list all 35, I will review my favorite three from the fourteen that deal with maintaining and protecting motivation at the actional phase. These motivational strategies are listed in Table 3 at right.

How can teachers help heritage language learners and learners of less-commonly-taught languages (LCTLs) develop and maintain motivation?

Heritage language learners are learning for a large range of personal, yet practical reasons such as to better communicate with immediate and/or extended family members, to understand their heritage culture, and/or to become literate in a language that is spoken in the home or by extended

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family members. However, heritage language learners have a remarkable degree of divergence in the amount and quality of contact they have with native speakers of the target language and differ widely in terms of their motivation (Weger-Guntharp, forthcoming). Heritage language learners may need particular guidance in developing and maintaining their motivation, and because these students are qualitatively different from non-heritage learners, teachers have a different set of tools they

Table 3: Three of Dörnyei's Motivational Strategies for the Actional Phase of a Task

1. Use contracting methods with your students to formalize their goal commitment. (Dörnyei's motivational strategy #22)

→Dörnyei explained that teachers can draw up detailed written agreements with individual students or with groups of students that specify what they will learn and how. The agreement can also list ways in which the teacher will help achieve the goals and will explain the reward system. Dörnyei recommended that teachers monitor their students' progress and make sure that the details of the written agreement are observed by both parties.

2. Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment. (Dörnyei's motivational strategy #25)

→Be careful to avoid social comparisons, even in subtle forms, Dörnyei warned. He also suggested that teachers promote cooperation instead of competition and help the students understand that mistakes are natural (and that they will make them). He also advocated the design of tests that are clear and that involve the students in negotiating the final grades.

3. Allow learners to maintain a positive social image while engaged in the learning tasks. (Dörnyei's motivational strategy #27)

→Dörnyei recommended that teachers select activities that contain positive roles for the participants. He also suggested that teachers avoid face-threatening acts such as humiliation or criticism, and advised teachers to not put students "on the spot."

Note: These are summaries of three motivational strategies listed in Dörnyei's *Motivational Strategies in the Language Classroom* (2001). See pages 135-145 of his book for a checklist and explanation of all 35 strategies.

FEATURED TEACHER

The new term has begun at Shaler Area High School, and I have a great new "techno-skill" to increase the effectiveness of my Japanese classes, thanks to CLEAR's Digital Video Projects workshop at Michigan State University.

The last time I attended a CLEAR workshop, USB and Firewire connectors were still in the future. I had to store my work on an external hard drive that used a SCSI interface. That workshop took place in a large, vaulted room. This time the locale in MSU's Old Horticulture Building was cozy but not crowded, just the right size for the teaching staff to easily work with all the participants.

And it was a great teaching staff. The whole workshop – from facilities through instructors to final project – was thoroughly well done, but the teachers were the heart of the workshop. We had the privilege to work with more "hardware-oriented" Dr. Dennie Hoopingarner and very "people-oriented" Ms. Carol Wilson-Duffy (though both had the other quality as well!). They took great care to ensure our understanding and worked with us individually as well. Though their team teaching and guidance, everyone in the class produced a genuine iMovie project.

The great new skill I mentioned above is iMovie. At Shaler Area High School, the computer students learn to produce iMovies, which are often broadcast throughout the school during homeroom periods, so I already knew about iMovies, but until recently I hadn't thought much about using them in my own classes. Actually, I hadn't the slightest idea how to make an iMovie, and

can rely on to promote motivation in classes with heritage learner populations. Weger-Guntharp suggests that teachers make an effort to understand their heritage language learners' levels of integrative and instrumental motivation by asking them specifically about their language connections. Indeed, a teacher could use students' personal connections to the language to build motivation in the classroom by creating tasks that demonstrate the teacher's interest in them. For example, heritage language learners could be asked to interview family members who speak the target language or who remember the target language being spoken. A student could also research and share with the class a report on the area from which his or her family stemmed or may have stemmed. In mixed classes of non-heritage and heritage learners, non-heritage students could be paired up with heritage learners to complete such tasks. Higher-level heritage students could also be assigned to write imaginative accounts of what it would be like to discuss topics fluently with family members who speak the target language. What is most important here is that the teacher shows an interest in the heritage connections and uses his or her knowledge of them in the classroom to promote learning. In addition, LCTL students who are not heritage learners may need to develop the practical, integrative and instrumental motivation that Dörnyei (2005) and Oxford (1996) said is necessary. This can be done by introducing students to the target culture through authentic materials, teaching about opportunities to use the language, and by encouraging further exploration into ways in which to come into contact with members of the target language community.

Conclusion

Teaching motivational strategies in the language classroom is a complex task, but one that can easily be done by following some common foreign language teaching principles and by remembering that motivation is one of the key factors in student success. Motivation is something all our students bring with them in one form or another. It is not the case that all we need to do as teachers is to identify it, encourage it, feed it now and then, and watch it grow. Rather, our job is also to teach the students how to cultivate motivation, find it in areas where they did not expect it, and reflect upon their own motivational process so they can take charge if it.

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thought it might be a goal too ambitious for my computer skills. When I first noticed the likeness between image editing in iMovie and PowerPoint (at a public demonstration of iMovie held by Apple), I became more sure of myself and registered for CLEAR's workshop.

How will I use iMovie in my classroom? Since it's not a skill for everyone, I can't penalize students who don't want to make iMovies for Japanese class. The spoken and written performance of my students will always be the standard for judging their success with the language. Nonetheless, after I demonstrate the technique to them, and illustrate it with my own iMovie project, "Making Sushi" – a culinary treat for the eyes that I created in Michigan with two other instructors – I know my students will think of hundreds of ways to use iMovies in class. After attending the CLEAR workshop, I started another project, "A Homecoming Album by the Japanese Language Program" from old still photos, and it is almost complete. This will be aired to the entire school during a homeroom period near Homecoming Day this fall.

I will guide my students through the storyboard-language stage myself, but they will also have access to expert assistance from Shaler's staff of tech teachers – making iMovies a superb inter-disciplinary approach project. I am looking forward to some great Japanese class iMovies, building on the skills I learned in my CLEAR workshop.

Ritsu Shimizu is a Japanese teacher at Shaler Area High School in Pittsburgh, PA. When not teaching, she enjoys gardening in summer, quilt making in winter, and swimming, bicycling, and tai chi throughout the year, as well as traveling.

THE IDEA CORNER
by Alissa Cohen

Extended Language/Culture Projects to Promote Motivation Inside and Outside the Classroom

It is a constant challenge to maintain students' motivation throughout the year. There are peaks and valleys each semester, and at times it's difficult to come up with a lesson plan at all, much less one that will inspire and motivate students. Here is some background information on extended projects, followed by ideas for five exciting, ongoing, student-centered projects that can last from just a few days to several weeks and help maintain your students' enthusiasm for learning a foreign language.

Benefits of Extended Language/Culture Projects
- Require ongoing engagement in a topic and task with a goal to look forward to
- Can be broken down into several smaller tasks that build upon one another
- Create opportunities to gradually build student competence and confidence in a given topic
- Provide a natural, "real world" context for language use and, thus, help learners become confident using the language for real and significant purposes.
- Allow students to take a more active role in planning and executing projects
- Frequently culminate in one "grand finale" product that students can be proud of and share with others

Elements of Intrinsically Motivating Extended Language/Culture Projects
- Use of authentic materials
- Access to audiences outside of the teacher and/or classroom
- Communicative language use
- Community involvement
- Information gathering and sharing components
- Cultural exploration or sharing

A Suggested Format for Many of these Extended Activities
Step 1–Schema Building
Students discuss what they think, know, guess, or want to know about the given topic.

Step 2–Narrowing the Topic
Students choose the topic they will investigate either independently or in groups. This step often involves some preliminary information gathering in order for students to be able to make their decisions.

Step 3–Gathering Information
Students gather information about their chosen topic in order to complete a task.

Step 4–Pooling/Sharing Information
Students share the information they have collected with other students or with an audience outside of the classroom.

A Brief Overview of Five Extended Activities:
Travel Brochures/Newspapers/Guides for Visitors (1 week – several weeks) Students write articles in the target language about their school, community, or home culture. These articles are then compiled and printed (ideally with the inclusion of relevant graphics and photos) and either posted on the web or distributed to other language classes (lower levels, classes in other schools, etc.). If there is an active international exchange student program at your school, guides can be distributed to new international students who are native speakers of the target language. An alternative assignment is for students to design web pages to introduce their school, community, or home culture to international visitors. Collaborating with another class (either another foreign language class in a different area or ideally, a class whose native language is the language of study) increases motivation by providing an authentic audience outside of the class and the opportunity to interact with and learn about a new group of people.

Movie/Book Circles (1 week – several weeks)
Students are given 2-4 target language books or videos and in groups discuss which book/film they think they would be most interested in reading/seeing. Students then gather additional information about each book/film by reading reviews or interviewing other foreign language students in order to decide which one they want to read/see. Students read or watch their chosen book/video and complete activities designed by the teacher. They then get together with other students who have chosen the same book/film and compare answers to the teacher-designed activity and discuss ideas from the book/film. Finally, they get together in new groups and share the story with other students who chose to read/see other books/films. This activity works especially well when the books/films deal with similar themes (growing up, being different, etc.) so that students can try to find similarities among the stories and make inferences about the target culture.

This activity can also be adapted to cultural research. Students can choose a topic to research and share their results following the same basic steps outlined above.

Foreign Language Promotion Activities/Community Outreach (1 week – several weeks)
Students design activities to promote and campaign for their chosen foreign language of study. They can make posters, speeches, pamphlets, etc. and then present or distribute them to younger students in the hopes of encouraging them to study the given foreign language. Students from various foreign languages can compete to try to attract new students. Mock debates can be set up between different foreign languages and students can try to convince incoming language students of the benefits of studying their chosen language.

Students can design language or cultural activities to present in pre-schools, kindergartens, nursing homes, or hospitals to promote interest and allow foreign language students to be "experts for the day." Students can share what they know about the target language and culture by teaching people the names of colors or common nouns, how to count, sing songs or introduce themselves in the target language, or how to write their names in a foreign script. For more advanced university-level foreign language students, a "student teacher for the day" activity can be arranged with local junior high schools or high schools. These students can practice designing and implementing a lesson plan to teach lower level students a language or cultural point.

E-mail/Internet Journals/Dialogue Journals (semester-long activity) Students interact with native speakers of the target language via e-mail, Internet chat rooms or bulletin boards, or by web-based sound files. Although it takes some work to set up some of the technology and establish connections with native language speakers, this is one of the best ways to create a motivating and real-life need for your foreign language students to use the target language. Students can be asked to share ideas about various topics or respond to specific questions on a weekly basis, do interviews and surveys for specific class projects, or collaborate with other international students on some of the projects explained above. Projects that involve regular contact over the course of the semester are most successful, as students have an opportunity to develop long-distance relationships and interest in their partners. Final activities that allow students to see the faces of the people they have been communicating with via technology are also generally exciting and motivating to students. This can be accomplished via teleconferencing or videotaping.

Cultural Festivals/Foreign Language Fairs (semester-long activities) Cultural festivals and foreign language fairs are some of the best ways to get students involved as well as to reach others in the community (parents, teachers of other subjects, principals and administrators, prospective foreign language students, etc.). These can range from small-scale activities involving a single class or several foreign language classes to large-scale productions involving all foreign languages in a school (see article on World Languages Day on next page) or an entire school system depending on the time and resources available. The more students are involved in the planning stages and decision making, the more likely they are to feel invested and motivated to put on a successful fair.

Alissa Cohen is a Faculty Lecturer at Michigan State University's English Language Center, and has presented or co-presented numerous CLEAR workshops, including one on promoting student motivation inside and outside of the classroom.

Update on Audio Portfolios
The Audio Portfolios Program featured in last issue's Idea Corner has a new URL. You can find this web-based audio/video recording program at: http://www.audioportfolios.com. If you missed the article, you can download a PDF version of the Spring 2005 issue of *CLEAR News* at http://clear.msu.edu/newsletter/spring05/index.html.

Speaking of Motivation… *Michigan State University Holds First Annual World Languages Day*

Over 200 students, teachers, and parents from more than two dozen Michigan high schools and colleges participated in the first annual World Languages Day at Michigan State University on Saturday, April 2, 2005. CLEAR spearheaded the organization of this free event, which celebrated the many benefits of learning foreign languages and highlighted the opportunities available for language study at MSU.

Participants attended their choice of nearly 40 sessions taught by MSU faculty and guest speakers on topics ranging from Spanish terms of endearment to Swahili greetings, French music, and Tagalog games. Other topics included:

– Bollywood Dreams: Discover India through Hindi Cinema

– Israeli Folk Dancing

– Chinese Numbers and Culture

– Parlez-Vous Michigan? Our State's French Connection

– The Sword and Zen: An Introduction to Iaijutsu

– Banane! Or, How to Speak French Using Food Vocabulary

– What's It Really Like in the Peace Corps?

– Arabic in a Nutshell

– Walk Like an Egyptian: Modern Middle Eastern Dance

– A Taste of Vietnamese Language and Culture

Students enjoyed themselves and renewed their enthusiasm for studying foreign languages. Melissa, a student from Mason, said, "[My favorite part was] being able to learn about other cultures that I would not really get a chance to learn about at my school." Other students wished the event had been even longer: "It was a lot of fun. You could even add a couple more classes because I would have gone to more," said Jessica from Midland. Evann from Mason echoed Jessica's sentiments, "Make this program a few days long so people can see many types of sessions."
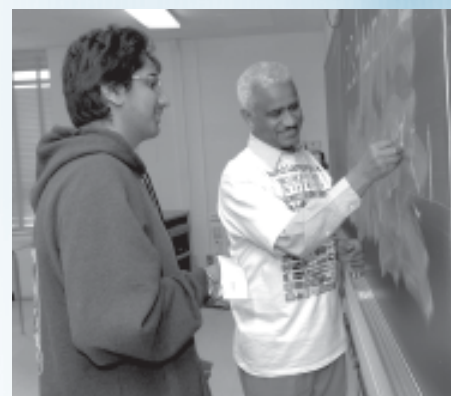
Teachers also had a good time, some attending with groups of students and others "checking it out" for next year. Teachers said: "My favorite part was peer collaboration," and Darlene from East Lansing reported, "My favorite part was the accent on fun!" Teachers attended sessions on how to incorporate languages and cultures into their classrooms, shared lesson ideas, and toured MSU's language teaching facilities.

Parents had a chance to learn about admissions, financial aid, student life, language education, and international study. Jan, a parent from Grosse Pointe Woods, had the following comments: "I really enjoyed the sessions. All the presenters obviously worked diligently to prepare great material in an interesting way. Organization for this event today was world-class!" "[My favorite part was] the fantastic information about the diverse cultural/linguistic opportunities, " said another parent from L'Anse Creuse High School. World Languages Day gave parents a glimpse into the benefits of learning a language. Ronda from Lansing commented, "I enjoyed learning about different cultures and what my son can do with foreign language studies."

"We're hoping that World Languages Day will become an annual tradition at MSU," said Joy Campbell, associate director of CLEAR and the chairperson of the event's organizing committee. "It's a great way to help students from all over the state learn why foreign languages are so important, get motivated to learn a language, and meet other students who have similar interests. Parents and teachers also have a chance to network and learn more about MSU and its programs."

Michigan State University is known worldwide for its commitment to international education. It offers more than 200 study abroad programs and courses in nearly 50 languages, from Arabic to Zulu.

In addition to CLEAR, fifteen other Michigan State University units generously co-sponsored this event.

Save the date! World Languages Day 2006 will be on Saturday, April 22. For more information, or to sign up for the World Languages Day 2006 mailing list, visit http://clear.msu.edu/wld/ .

Why not set up a mini World Languages Day in your own school?
Keep the motivation going throughout the year!

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

Online French ALP Proficiency Assessment

The Center for Applied Second Language Studies (CASLS), a National Foreign Language Resource Center (NFLRC), has developed an integrated online assessment of speaking, reading, and writing proficiency known as STAMP. Now CASLS is piloting the last installment of the four proficiency skills: listening. This is the French Assessment of Listening Proficiency (ALP) pilot.

In order to create the best possible assessment, we need the help of French teachers nationwide. We are looking for teachers who are willing to pilot the online French ALP beginning Fall 2005. This assessment is appropriate for students from grades six to twelve and across all college levels.

The French ALP test is innovative both in terms of pedagogy and technology, giving you and your students a sneak preview of a premier assessment tool. Students hear French speakers converse about daily activities at the Novice and Intermediate levels. Real-life tasks and questions, delivered in streaming audio, are keyed to national standards.

For more information, please visit our introductory site at http://www.languageassessment.net/language/frenchalp/ or contact Greg Hopper-Moore, French ALP Pilot Coordinator at 541-346-5719.

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

New Products

The **Internet Sourcebooks** series is a collaborative project between CLEAR and MSU's Center for International Business Education and Research (CIBER) (http://ciber.bus.msu.edu/). We have recently added an Internet Sourcebook for Korean to the already existing French, Spanish, German, and Japanese Sourcebooks. The Korean Internet Sourcebook has been developed to provide a single location for links to many Internet resources relevant to the study of Korean business and economics. Check it out at: http://clear.msu.edu/teaching/buslang/korean/index.html

The **Content-Based Coursepack for Russian** is a free online package for intermediate level learners of Russian that can be used to support more traditional face-to-face instruction. Modules, including readings and related language exercises, have been developed in numerous categories, including the arts, business/economics, history, and technology.

We're looking for Russian teachers to pilot the modules and give us feedback. If you're interested, take a look at http://clear.msu.edu/teaching/online/russian/ and contact us for details on piloting.

Upcoming Products

Watch our website later this winter for news about our **Business German** and **Business Japanese CD-ROMs**. These highly interactive self-instructional CD-ROMs use Flash technology to make the lessons appealing and user-friendly. No previous knowledge of German or Japanese is needed as users navigate their way through language and culture learning activities that apply to the German and Japanese business environments.

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

Products and Projects

Orient Yourself: On-line 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. This project has been launched to the information providers. The online searchable catalog is expected to be fully functioning by late September 2005.

Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture, by Eric Shepherd, is volume IX of the series Pathways to Advanced Skills. It depicts the personal experience of banqueting in China's Shandong Province. Using the approach of "performed culture," the author elaborates a pedagogical approach to learning a second culture.

Price: $ 24.95. ISBN: 0-87415-351-4. Website: http://nealrc.osu.edu/FLPUBS/about.htm, Phone 1-800-678-6999, or 614-292-3838.

Chinese: Communicating in the Culture, vol. 2, by Galal Walker and Yong Lang, will be published in Mid September, 2005. It consists of 10 lessons, including an introduction to the Chinese writing system, basic conversations, drills, and self-tests. Self-study format is completed by an extensive audio program.

Price: $18.00. ISBN: 0-87415-3557. Website: http://nealrc.osu.edu/FLPUBS/about.htm, Phone 1-800-678-6999, or 614-292-3838.

SPEAC (Summer Programs East Asian Concentration) 2005 consists of two components: "Intensive East Asian Language Program" (June 20 to August 19) and the "Training Programs in Teaching Chinese/Japanese (June 20 to August 4). The former awards 15 undergraduate credits and the latter awards 15 graduate credits.

Korean Headstart: Beginning Korean is for students with no previous exposure to the Korean language. It consists of four units, from Unit 0 to Unit 3, including introduction to hangual in Unit 3. This program will be used as field test teaching materials at The Ohio State University in Fall, 2005.

The OSU Chinese Flagship Program will welcome MA students in Fall 2005. After two years of study, including six months of internship and coursework in China, the students should meet the following three criteria for their degree: 1) demonstrate proficiency levels of 3 in speaking, listening, and reading; 2) demonstrate the ability to interpret and present domain knowledge in Chinese; and 3) produce an M.A. project in Chinese (e.g., research report, and creative project).

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

CALICO 2006 in Hawai'i!

The University of Hawai'i National Foreign Language Resource Center (NFLRC) is proud to be hosting the 2006 Computer Assisted Language Instruction Consortium (CALICO) Annual Symposium on May 16-20 in Honolulu, Hawai'i. 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

New NFLRC Publications

Las Voces de las Mujeres de Xelajú, by Tess Lane
Women's voices are infrequently heard in the male-dominated, Spanish-speaking world. Yet, the women interviewed in this DVD have much to share regarding their values and choices.

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.

Visit the Voces website at http://nflrc.hawaii.edu/voces

Song and Music in Language Learning, by Tim Murphey
In this DVD Tim Murphey demonstrates ways in which music and song can facilitate language acquisition, healthy living, and positive group dynamics without participants playing instruments or using a lot of technology. Participants also learn ways to write song lyrics using familiar melodies for their students own linguistic and psychological goals.

Dr. Murphey is the author of Songs and Music in Language Learning (Peter Lang Publishers, 1989), the popular Music and Song (OUP, 1992), and Language Hungry! (1998 MacMillan LanguageHouse). His more recent work entails affirmation songs to create more positive attitudes in the service of easier learning.

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2005 Summer Workshops in Review

For the ninth year in a row, CLEAR hosted workshops this summer, drawing participants from all over the United States. Teachers of ten different languages, from Spanish and German to Bengali and Vietnamese, gathered in East Lansing to gain hands-on experience in a variety of pedagogy- and technology-related topics. Read on for reports from various participants…

Creating Communicative Speaking Activities
The first workshop of the summer was led by Alissa Cohen, faculty lecturer at MSU's English Language Center, and author of this issue's Idea Corner article. After a discussion of what it means for a classroom task to be truly communicative, Alissa showed participants how to create communicative speaking tasks for a variety of levels, how to use authentic materials when creating such activities, and how to use communicative activities to achieve grammatical objectives.

One participant comments, "[Her] instructions were impressively clear and very thought provoking. I will be teaching language classes in the US for the first time this fall, and I am taking back with me lots of ideas she gave me. Her humor made the learning process easy." Another says, "I really liked the combination of theory and practice."

Digital Video Projects
In this workshop, run for the second time this summer, Dennie Hoopingarner and Carol Wilson-Duffy – both from CLEAR – guided teachers and future teachers from five different countries through the ins and outs of using digital video to enhance foreign language teaching and learning.

Technology can be a bit daunting, but participants report, "Carol and Dennie were both extremely helpful and enthusiastically willing and available to help" and "I don't think anyone had to wait more than five seconds to get a question answered." Several participants wished the workshop had been even longer!

Vocabulary – The Key to Language Fluency
Taught for the first time this year, this workshop began with a discussion of the role of vocabulary in developing second language learners' fluency. Susanne Rott, an associate professor from the University of Illinois at Chicago, taught participants how to create effective vocabulary activities to remedy learning and production difficulties at different levels.

Participants enjoyed this new topic, saying, "The instructor was dynamic and enthusiastic. I liked the fact that she is on the cutting edge of her profession… It made me realize that there are very exciting things happening in vocabulary acquisition!" "[The best thing about this workshop was] the sharing of ideas and dialogue with the instructor and other attendees." After this workshop, teachers were ready to head back to the classroom with new ideas for this fall: "I will be taking a serious look at how my textbook handles vocabulary and I will be redesigning some activities to bring them into line with what I have learned in this workshop."

Teaching Writing in the Foreign Language Classroom
Charlene Polio, an MSU Department of Linguistics and Languages faculty member and frequent CLEAR presenter, led this workshop for the fifth time this summer. Participants learned about the role that writing plays in meeting the National Standards for Foreign Language Teaching, and how writing fits into the foreign language classroom.

"I am really looking forward to integrating more writing in my classes. I have a wealth of new ideas," says one participant. Others report, "I got lots of practical ideas and strategies for incorporating a variety of writing activities into my lessons," and "I plan to apply this to my teaching in giving feedback to my students. In addition, I can help students understand the writing process."

Watch our website for updates on the new summer workshops planned for 2006!

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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