



FEATURED THEME: PLANNING A LANGUAGE FESTIVAL

Celebrate the world's languages: Begin a tradition at your school

by Joy Campbell

We all love it when our students have those “aha” moments—finally nailing the subjunctive, mastering a rolled *r*, or producing a perfectly formed kanji. As teachers, we are constantly seeking ways to keep those moments alive not only in the classroom but also in our students’ daily lives. How can we maintain that “aha” enthusiasm for language learning, linking it to students’ larger dreams and professional goals? One way is to organize extracurricular events such as international movie nights, foreign language speech competitions, or global food fairs. While any event like this takes time and energy, teachers reap the benefits when their students return to the classroom with renewed interest. At Michigan State University (MSU), and at a number of other institutions nationwide (see sidebar, p. 5), an event called World Languages Day (WLD) is held each spring. In this article I will share from our experience in organizing WLD and present a few ideas to get you started on planning a similar event at your own institution.

What is World Languages Day?

In its MSU iteration, WLD is a university-sponsored event in which high school students and teachers learn about world languages and cultures through a day of diverse sessions led by faculty, staff, and graduate students. The main goal of WLD is to highlight the importance of language learning, cultural awareness, and global literacy. Held on campus, the event brings hundreds of students from all over the state to attend sessions as varied as these past selections:

- *Les chaussettes de l’archi-duchesse*: Pronunciation fun in French
- Learn how to talk to a billion people: An introduction to Mandarin Chinese
- You say tomAYto, I say tomAHto: A rough guide to British English
- Language from *The Lion King*: Basic Kiswahili
- Michigan facts and fun – in English and Ojibwe
- *Yookoso!* Welcome to Japan
- Italy beyond *cappuccino* and *bruschetta*
- Azerbaijan and Kazakhstan: Neighbors across the Caspian Sea
- Dips and salsa: Be the life of the fiesta while learning to dance the salsa!
- *Fussballfieber!* Germany’s passion for soccer
- Walk like an Egyptian: Modern Middle Eastern dance

(Continued on page 3)

INSIDE THIS ISSUE

MAIN ARTICLE

EDITOR’S MESSAGE

SUMMER WORKSHOP
PREVIEW

ANNOUNCEMENTS &
RESOURCES

EDITOR'S MESSAGE

Dear Readers,

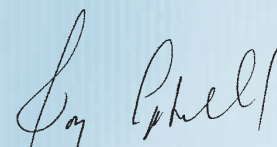
The new year has brought some exciting changes to CLEAR—I hope that your 2010 is off to a good start as well.

First, CLEAR has moved! Several of our staff members have relocated to a different building on campus, so those of you who come to visit us for summer workshops or other professional development will have a chance to check out our new space. Our “virtual” contact information (i.e., website, email) remains the same, and we look forward to seeing you online as well.

Spring is always a busy time here as we prepare for spring conferences and World Languages Day. The latter is an annual event hosted by Michigan State University and spearheaded by CLEAR personnel. This issue's main article gives some background on World Languages Day as well a few ideas to put you on the road to planning a similar event yourself.

The snow is still on the ground here on campus, but it's not too early to start thinking about summer professional development workshops. There are five planned for this summer, with three brand new topics and two encore workshops. Our corps of seasoned workshop leaders looks forward to welcoming you to campus. You can read more on p. 6 and apply online at our website. While you're on our website, check out the two new Rich Internet Applications highlighted on p. 7, Scribbles and QuizBreak.

I'm writing this during Discover Languages Month, part of ACTFL's *Discover Languages...Discover the World!* public awareness campaign. Through fun events like World Languages Day, our continued attendance at regional and national conferences, professional development opportunities, and our ever-growing Web presence, CLEAR joins ACTFL in working toward the goal of language promotion.



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SUGGESTIONS WANTED!

We strive to publish *CLEAR News* articles that represent current topics in foreign language teaching, and we want to hear from you! If you have an idea for an article or would like to see a particular subject addressed, please let us know at clear@msu.edu. We will consider your idea for future issues of the newsletter.

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CLEAR News is available in hard copy at conferences and workshops, and in PDF online. Visit our website to download PDFs of new issues as they are published, and to access all archived issues. You can also sign up to be notified via email when a new issue is available for download. To add yourself to our mailing list, click on “Contact Us” from our home page, then create an account for yourself.

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 fifteen 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 Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona; 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 Hawai'i at Manoa; the National K-12 Foreign Language Resource Center (NK-12LRC) at Iowa State University; the National Heritage Language Resource Center (NHLRC), a consortium of UCLA and the UC Consortium for Language Learning and Teaching; the National Middle East Language Resource Center (NMEALRC) at Brigham Young University; and the South Asia Language Resource Center (SALRC) at The University of Chicago.

In addition to these offerings, MSU presents teacher-oriented sessions as well. These sessions allow teachers to network statewide with other language instructors, and also encourage connections between secondary school teachers and university faculty members. Past professional development sessions have included “Assessing performance in the language classroom,” “A whirlwind tour of language teaching methods,” and “Wikis and podcasts and blogs, oh my! Language learning online.”

On the day of MSU’s event, high school students, teachers, and parents participate in five elective sessions. In addition, attendees visit an exhibit area with information from various campus units, have lunch in a university dining facility with MSU student volunteers, and attend large-group events such as welcoming and closing programs. Whether you teach at a large university or in a small district, there are resources you can tap to organize a fun and educational event on a scale suitable to your venue.

Why organize a World Languages Day?

You may need a rationale to be able to sell this idea to administrators or parents, some of whom may imagine that English is a “universal” language used everywhere. As language teachers, we know that English is certainly a major global language—but we also know that becoming skilled in another language and learning how to work, live, and communicate effectively with people from other cultures are crucial skills for American students. This has never been more evident than in today’s ever-shrinking and increasingly interconnected, “globalized” world. Proficiency in a foreign language opens doors to careers in business, local and federal government, medicine, international relations, and higher education, among others. Speaking another language creates bridges between and among individuals and cultures. WLD stresses not only language learning, but cultural awareness as well. Many sessions are devoted not to languages *per se*, but to particular aspects of other cultures—Spanish *tapas*, Tanzanian *kangas*, Irish step dancing, or Japanese *kabuki* theater. These sessions allow participants to explore the broader ideas of culture and how it may relate to language learning. An event like WLD can draw not only language students, but also parents and other community members who may not be aware of the wealth of opportunities available to multilingual people (or, conversely, who may share an interest in language learning).

World Languages Day and the state of language education

Events such as WLD are emblematic of the growing interest in world languages nationwide. The American Council on the Teaching of Foreign Languages (ACTFL) worked with the United States Congress to designate 2005 the *Year of Languages*. The *Year of Languages* initiative was intended to celebrate, educate, and communicate:

- To celebrate the increasing recognition of world languages as important in American education and life;
- To educate students, parents, and other constituents about the multitude of benefits offered by learning other languages; and
- To communicate the academic, social, and economic advantages of world language programs.

The enthusiasm to expand language teaching and learning nationally that the *Year of Languages* sought to inspire continues to gain momentum. ACTFL now endorses a campaign called *Discover Languages...Discover the World!* and a Discover Languages Month every February. These ongoing efforts promote the value of language learning.

The federal government has also acknowledged the need to support and encourage a significant national commitment to fostering foreign language competence. This is done through programs such as the recent National Security Language Initiative, which seeks to support teachers and expand instruction in foreign languages. This initiative and other new or expanded programs and legislation seek to address what many call our nation’s “language crisis.” Much of the focus, of federally funded programs in particular, is on critical languages, usually those less commonly taught, which are deemed critical for national and economic security. Regardless of the language, there is little controversy over the need for language learning to begin earlier, to be more broadly available, and to be offered for a longer period of time. A WLD-style event can play a vital role in further encouraging such goals.

Beginning to plan your event

Now that you have the rationale to present to your colleagues and administrators, the first step in planning a WLD at your institution is to determine how large an event you want. You can approach this in a number of ways. Smaller schools might want to offer a week of after-school sessions on various topics, or a one-day event with several mini-classes. You could choose February (Discover Languages Month) and

offer brown-bag lunch sessions once a week. A fall festival could be held during International Education Week, a joint initiative of the U.S. Department of State and the U.S. Department of Education held annually in November.

Larger institutions could take any of the above approaches or expand WLD to a full-day conference with numerous concurrent sessions like the event at MSU. For its fifth annual WLD in 2009, MSU offered 92 sessions with up to eighteen running concurrently, but far fewer were run during the first years. If you had fifteen to twenty sessions, four at a time, it would allow participants to attend four or five different topics during the day. Much depends on the number of presenters you can enlist and the number of participants you're trying to attract. As with language classes, you probably want to keep session attendance to a maximum of twenty participants. Running just five concurrent sessions could keep up to 100 people engaged at a time.

Finding presenters

When determining how many session presenters to invite, take into account the size of your event and the resources available. Teachers from smaller schools can look to their colleagues—don't forget non-language colleagues with international experience (that social studies teacher who did a Fulbright in Taiwan, the music teacher who made a volunteer trip to West Africa, or the math teacher who traveled to Germany for the World Cup in 2006). Put out the word in your community as well. Many states have local groups such

as Returned Peace Corps Volunteers, Sister City programs, or Rotary Clubs whose members have travelled extensively. Look for families who have hosted foreign exchange students, or whose teens have studied abroad. Refugee relief associations may be able to provide contacts, as can organizations that supply translators and interpreters.

If you are at a large institution, or in a city that is home to one, you have even more options. Your largest pool of potential presenters will likely be the language department(s) or area studies programs at the local community college or university. Professors and instructors are a wonderful resource, and don't forget that many graduate students are looking for ways to add to their CVs. Consider encouraging presenters to incorporate undergraduate students; high school students will be inspired when they see students close in age enthusiastically engaged in language study. International students are also thrilled to talk about their cultures and languages. Don't constrain yourself only to language teachers and international students; further ideas for presenters from diverse backgrounds can be found in the chart below.

The possibilities are endless (and a lot of fun!). Consider offering a diverse selection of language courses—some for true beginners, and others for current students of the target language—as well as culture courses. Once you have a core group of presenters, many will be happy to come back year after year, and word will spread among their colleagues as well.

Department or Organization	Possible Topics
Sociology/Anthropology	Cross-cultural awareness, indigenous peoples
English	British English, American Sign Language
History	French Revolution, Russian Revolution, US immigrant populations
Art	Japanese <i>manga</i> , French Impressionists, Javanese batik textiles
Music	Jazz and its African roots, reggae, Celtic global influences
Theater/Dance	Japanese <i>noh</i> drama, French farce, Irish step dancing, Russian ballet, Flamenco
Admissions and Financial Aid	Financing your education, writing a stand-out application, campus tours
Office of Study Abroad	Panel of former study abroad participants
Local studios	Tae kwon do, karate, jiu-jitsu, Thai kickboxing, yoga
Local volunteer groups	Peace Corps experiences, sister city links, Habitat for Humanity home building abroad

Obtaining financial support

With some careful planning, your WLD event can be run for very little money. If you have the luxury of substantial funding, you'll just be able to make it that much better! A few after-school sessions led over the course of a month by volunteer presenters could be done for the cost of cookies or other refreshments. Even a larger event can be run quite cheaply if you have access to free space in your school and presenters are willing to donate their time. With email and social networking sites, and a few posters in key locations at your school, most publicity can be done for free. Asking presenters to limit their technology and focus more on hands-on activities will keep your AV budget down. Participants can be asked to bring a bag lunch or to buy food in a school cafeteria if your festival spans the lunch hour. You can even have T-shirts or other items printed to sell as fundraisers and souvenirs for the event.

If you're able to obtain funding from campus sponsors, small grants, or local philanthropists, there are ways to make your event even more fun. You could purchase prizes such as world music CDs, world language T-shirts, fair trade bracelets or coffee, or pencils with international flags on them for a participant raffle. How about giving presenters a small thank-you gift, buying snacks for participants, or engaging a local cultural group to perform at your opening session? With major funding you can step up your publicity, provide lunch for everyone, rent a larger conference facility, arrange buses to bring participants from several schools to a central location, or book a major speaker for a plenary session.

Need more guidance?

I hope the tips above serve to get you thinking about how you can plan a language festival at your school. For much more information and a lot of concrete ideas, you can download a free publication called *Celebrating the World's Languages: A Guide to Creating a World Languages Day Event* from CLEAR's website. The 167-page guide is organized chronologically. It covers every step, from pitching the idea and securing funding to registration, event-day logistics, and program evaluations. The appendices include sample budgets, programs, advertisements, timelines, letter templates, and other useful information.

WLD is an inspirational event that can motivate students to continue their language study and help parents and other community members understand the importance of such learning for careers in today's interconnected world. Students and teachers alike are consistently excited about their experiences at WLD. One student at MSU's 2009 event summed up her experiences as follows: "My favorite part of World Languages Day was observing all of the people who attended. These people represent those who share my love of language and culture. I think that it is absolutely wonderful that so many people can come together on one day to appreciate language and culture. Thank you for making this opportunity possible!" I wish you the best of luck in planning a similar event to capture this kind of enthusiasm and provide a forum for those elusive "aha" moments.

Joy Campbell has served as the Committee Chair for Michigan State University's World Languages Day since its first year, and is CLEAR's Executive Associate Director.

Helpful links:

Michigan State University World Languages Day:
<http://clear.msu.edu/wld/>

University of Wisconsin-Madison World Languages Day:
<http://languageinstitute.wisc.edu/wld/>

University of Minnesota World Languages Day:
<http://worldlang.cla.umn.edu/>

University of Washington World Languages Day:
<http://www.outreach.washington.edu/k12/wld/>

ACTFL Discover Languages Campaign:
<http://www.discoverlanguages.org/>

International Education Week:
<http://iew.state.gov/>

To download a free copy of *Celebrating the World's Languages: A Guide to Creating a World Languages Day Event*, go to <http://clear.msu.edu> and either log into your existing account or create a new one by clicking on the "Your account" link. Read a full description of the guide and see sample pages (including the table of contents) here: http://clear.msu.edu/clear/store/moreinfo.php?product_ID=47.

2010 Summer Workshops

CLEAR has offered summer professional development workshops for over a dozen years. Teachers of all levels and languages have come to Michigan State University's campus for these informative, hands-on courses. Visit our website for more information about the workshops, discounts, and registration. We hope to see you in July!

Using Video to Promote Language Development in the Classroom JULY 12-14, 2010

Workshop Leaders: Paula Winke, Asst. Professor in the Department of Linguistics & Languages, MSU; Dennie Hoopingarner, Associate Director for Technology at CLEAR

Teachers and researchers agree that video materials can enhance the learning environment in foreign language classrooms by providing rich, contextualized input. This workshop will consider multiple uses of video as well as techniques for adapting authentic materials to learners of various proficiency levels. Topics will include: choosing appropriate video; top-down and bottom-up activities for video use; creating selective listening activities for video segments; and communicative uses of video. This workshop also shows teachers how to use digital video recorders and computers to shoot and edit video projects. Topics include camera techniques, dubbing audio and adding subtitles, and output options.

Blending Language Classes 101 JULY 15-17, 2010

Workshop Leaders: Angelika Kraemer, Coordinator of Co-Curricular and Outreach Activities at the Center for Language Teaching Advancement, MSU; Scott Schopieray, Director of Educational Technology in the College of Arts and Letters, MSU

In light of continuing budget cuts, many institutions are re-evaluating foreign language programs. Research shows that blended learning—a mix of online and face-to-face methodologies—can be more effective than either online or face-to-face learning by themselves. Blended learning can enhance quality of teaching and learning while at the same time help to cut costs and better prepare students for their professional future. This workshop will start with participants' existing face-to-face courses and move through the process of blending them, exploring how blended courses and learners differ from face-to-face, what makes a compelling blended environment, and considerations for teaching a blended course.

Rich Internet Applications for Language Learning: Introductory Techniques JULY 19-21, 2010

Workshop Leaders: Dennie Hoopingarner, Associate Director for Technology at CLEAR; Vineet Bansal, Information Technologist at CLEAR

This workshop will introduce teachers to CLEAR's free tools for creating interactive web-based multimedia language materials. The only computer skills that these tools require are point and click, copy and paste, and drag and drop. The tools can be used with any language, any textbook, and any level. Learn how to make web pages where your students record audio files that are uploaded to your virtual dropbox. Make a "mashup" that combines your text, pictures, video, and interactive exercises into one web page. Create virtual conversations for your students where they listen to questions and the program captures their responses automatically. Come and experience the next generation of web-based language teaching!

Rich Internet Applications for Language Assessment JULY 22-24, 2010

Workshop Leaders: Paula Winke, Assistant Professor in the Department of Linguistics & Languages, MSU; Dennie Hoopingarner, Associate Director for Technology at CLEAR

This workshop is intended for teachers who are already familiar with and actively using CLEAR's Rich Internet Applications and are interested in using the tools for formative language assessment. The workshop will focus on integrating RIA materials with course management system and other online environments, as well as application of the tools for formative language assessment. In particular, there will be a focus on oral assessment and using RIAs to track oral proficiency gains over time. Part of the time will be devoted to consultation with instructors on their individual testing projects or applications of the tools for specific testing purposes.

The Second "C": Culture Teaching in the Language Classroom JULY 26-28, 2010

Workshop Leader: Senta Goertler, Assistant Professor in the Department of Linguistics & Languages, MSU

This workshop is intended to assist language teachers at all levels in integrating culture into the classroom. First, the presenter will lay a theoretical foundation for teaching culture by discussing the constructs of culture, intercultural competence and transcultural competence. Next, participants will take a closer look at the cultural expectations as defined by ACTFL's Standards and the Common European Framework of Reference. Most of the workshop will be devoted to practical considerations; pedagogical techniques for culture teaching will include those enhanced by technology as well as more traditional techniques. Participants will experience sample activities from the perspective of the learner, develop their own activities, and exchange and discuss activities with other teachers.

Learn more about all of these workshops and find information about accommodations, costs, and discount plans by visiting our website. Go to <http://clear.msu.edu> and click on "Professional Development." You can apply right online! You can also print a PDF application from the website, or contact CLEAR to receive an application in the mail:

Early application deadline: May 7, 2010

Regular application deadline: June 1, 2010

ANNOUNCEMENTS AND RESOURCES

WE'VE MOVED!

In January 2010 CLEAR moved to a new suite. We're enjoying more spacious offices, a large conference room, and our very own supply room. Take a virtual tour on our website and see photos from our celebratory open house.

(Pictured: Co-Directors Susan Gass and Patricia Paulsell)

Our telephone and fax numbers remain the same, as do our email address and website. Full contact information can be found on p. 2.



NEW PRODUCTS

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

One of our major initiatives in this funding cycle is a project entitled Rich Internet Applications. The ongoing RIA initiative includes several free online tools for language teachers, and includes the two new applications below. We will be demonstrating these programs at many of the conferences listed below—attend a session or visit the exhibit hall to learn more!

QuizBreak! is a highly flexible program that allows teachers to create fun, Jeopardy®-like games for the language classroom. It allows you to:

- Write clues in any script (left-to-right, right-to-left, and non-Roman scripts will all work)
- Add images to clues
- Record or upload audio and/or video clues

QuizBreak! program features include:

- User-friendly editing interface for easy category creation

- Prize amounts can be displayed using any currency symbol
- Prize amounts can be edited to be any number appropriate for your currency

Scribbles is a program created especially for teachers of non-Roman script languages. It allows you to:

- Capture stroke order for characters and words for your students to watch
- Replay the strokes in slow motion (or speed them up)
- Watch your students' writing to give feedback on their form, stroke order, etc.

Scribbles program features include:

- Overlay tool that allows students to superimpose a static or animated image over their own writing area to follow along or check their work
- Toggle on/off grid system that helps keep writing straight (especially important for languages like Chinese or Hindi)

UPCOMING CONFERENCES

CLEAR will be represented at exhibit booths and/or presenting sessions at the following conferences this spring. Stop by to introduce yourself and let us show you what we can offer for your language classroom.

- [Central States Conference on the Teaching of Foreign Languages \(CSCTFL\)](#), March 4–6, 2010, Minneapolis, MN
- [CIBER Business Language Conference](#), March 24-26, 2010, Philadelphia, PA
- [Language Testing Research Colloquium](#), April 13-16, 2010, Cambridge, England
- [World Languages Day](#), April 17, 2010, East Lansing, MI
- [Computer Assisted Language Instruction Consortium \(CALICO\)](#), June 8–12, 2010, Amherst, MA

Calendar Feature on LRC Website

There is a new calendar feature on the Language Resource Center website. This website offers a central location to learn about products and professional development offered by CLEAR and the other fourteen LRCs nationwide. The calendar includes local, regional, and national events of interest to foreign language educators, and allows users to browse by topic, location, date, and sponsoring LRC. Visit <http://nflrc.msu.edu/> and click on the calendar icon to learn what's going on in your area.



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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.