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## CLEAR's Rich Internet Applications Take Off!

In 2006 CLEAR began an initiative called Rich Internet Applications. The resulting suite of online tools for language teachers has become CLEAR's most accessed and talked-about set of products. We thought you might be interested in a few statistics about the RIAs. Of the 42,428 language educators registered to use RIAs, 78% report being in the US. Figure 1 below shows the distribution of US users, an indication that CLEAR truly serves as a national language resource center.

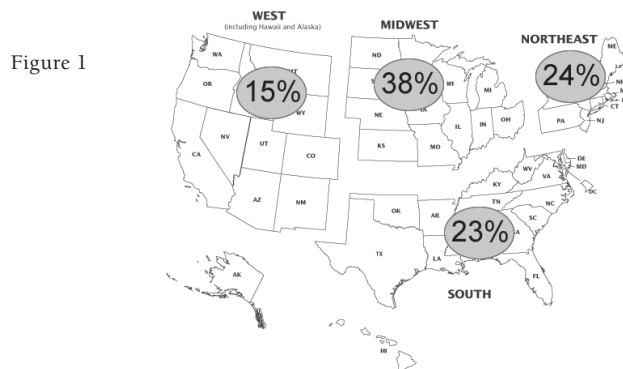
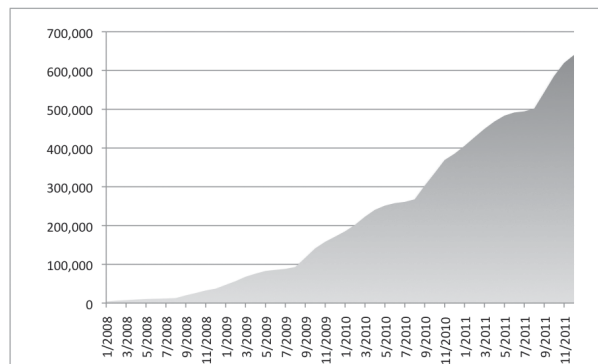


Figure 2 below depicts the exponential growth in popularity of just one of our products, Audio Dropboxes. This RIA allows teachers to put a dropbox on any website so student audio assignments can be easily collected and managed (gone are the days of toting cassette tapes around!). The chart shows the number of audio dropbox files created since the launch of the program—which passed half a million in September 2011 and is increasing by the thousands every week!

Figure 2



# Rich Internet Applications: Scenarios for Classroom Use

As you can see from the statistics on the front, hundreds of thousands of teachers and students are successfully using CLEAR's free Rich Internet Applications both in and out of the classroom.

Want to know how your colleagues are using them? Here are a few common classroom scenarios to give you an idea of where you might be able to use RIAs in your own teaching. Four of the dozen available RIAs are highlighted as ways to address the various scenarios.

This chart is online with clickable links; begin here: [clear.msu.edu/teaching/online/ria/scenarios.php](http://clear.msu.edu/teaching/online/ria/scenarios.php).

## Need help getting started?

CLEAR offers low-cost professional development webinars to train teachers in the basics of RIAs. Visit [clear.msu.edu/webinars/](http://clear.msu.edu/webinars/) to learn more about webinars.



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Scenario	Pedagogical Goal	Approach	Technology
<p>My students are intimidated by long reading passages.</p> <p>The content is too abstract for my students to really understand.</p> <p>My young learners need to review and practice colors online with their parents.</p>	Enhanced input through technology	<p>A web page with the reading passage, an audio recording of me reading it, and a comprehension exercise.</p> <p>A web page with a video and captions. <a href="http://clear.msu.edu/mashups/12498">clear.msu.edu/mashups/12498</a></p> <p>A web page with text and audio. <a href="http://clear.msu.edu/mashups/2872">clear.msu.edu/mashups/2872</a></p>	<p><b>Mashups:</b> container for media</p> <p><b>ViewPoint:</b> video captions</p> <p><b>Mashups</b> <b>ViewPoint:</b> record audio</p>
<p>My students sound like foreigners: their pronunciation is terrible.</p> <p>My students can't answer a simple question, like "Where is the grocery store?"</p>	Skill-getting	<p>A web page with an audio file as an example, a list of words to read, and an Audio Dropbox for them to record themselves. <a href="http://clear.msu.edu/mashups/11764">clear.msu.edu/mashups/11764</a></p> <p>A set of questions that are presented in sequence, imitating an oral interview or dialog. Student responses are collected automatically. <a href="http://clear.msu.edu/mashups/11766">clear.msu.edu/mashups/11766</a></p>	<p><b>Mashups</b> <b>Audio Dropboxes:</b> collect students' recordings</p> <p><b>Conversations:</b> a series of oral prompts with automatic recording of student responses</p>
<p>My students are preparing for the AP test/OPI exam, and boy, are they ever not ready!</p> <p>I've assigned an in-class presentation, and I'm dreading listening to them as much as they're dreading getting up and talking in front of the class.</p>	Skill-using	<p>A role play in which students must respond spontaneously to oral prompts. <a href="http://clear.msu.edu/mashups/11767">clear.msu.edu/mashups/11767</a></p> <p>Students create a multimedia web page containing an audio or video recording of themselves giving the presentation, and visual aids such as text and graphics. <a href="http://clear.msu.edu/mashups/12267">clear.msu.edu/mashups/12267</a></p>	<p><b>Conversations</b></p> <p><b>Mashups</b> <b>ViewPoint</b></p>
<p>Assessment should include a measurement of students' ability to use the language in communicative settings.</p>	Assessment	<p>Picture description task. <a href="http://clear.msu.edu/mashups/12268">clear.msu.edu/mashups/12268</a></p> <p>Simulated oral interview. <a href="http://clear.msu.edu/mashups/12269">clear.msu.edu/mashups/12269</a> and <a href="http://clear.msu.edu/mashups/7531">clear.msu.edu/mashups/7531</a></p> <p>Student projects shared with the target culture. <a href="http://clear.msu.edu/mashups/4012">clear.msu.edu/mashups/4012</a></p>	<p><b>Audio Dropboxes</b></p> <p><b>Conversations</b></p> <p><b>Mashups</b></p>

Chart adapted with permission from "Empower yourself and enliven your classroom with free online tools," a session presented at ACTFL 2011 by Dr. Dennie Hoopingarner and Dr. Angelika Kraemer.