Business Language Packets for High School Classrooms

Business language courses have been a more or less integral part of college and university level language curricula since the 1970’s. The nature of these courses, however, is as varied as the institutions offering them, with courses that basically handle business communication at one end of the spectrum and those that offer introductory to advanced content-based work in business and economics themes and concepts at the other. These variations are the result of the diversity inherent in the goals and objectives of language programs at the institutions where they are housed.1

Regardless of the goals and objectives set by any individual program, however, one thing is certain, those implementing such courses are at least partially motivated by the desire to better prepare students, particularly those headed for careers in business and engineering, for future careers. It has been shown time and again in surveys and interviews with managers and human resources directors in international firms with U.S. operations, that prospective employees with language proficiency will be hired over individuals with similar credentials for the job that have no language proficiency. A manager, marketing specialist, accountant, or engineer, etc. with language and culture proficiency will normally be hired in these firms over those who do not have that proficiency. Since the world of business—both for U.S. and foreign companies—has become essentially global, the need for language and culture proficiency in prospective employees continues to grow.

The level of proficiency needed to function productively in any target language business setting is, as all language teachers will recognize, quite high, and it has become evident that those students who begin serious language study in high school, or earlier, and continue that study throughout their college and university years have a much greater chance of achieving that necessary proficiency level. The use of business language materials at the high school level may indeed help to attract students to high school level language courses and keep them interested in further study. Those who teach business language in post-secondary settings have been invigorated by the natural compatibility of business-related topics with students’ interests in careers and the world of work. It seems only natural, therefore, that high school students would be equally attracted to the content presented in business language classrooms.

(Continued on page 4)
Dear Readers,

The main article of this issue of CLEAR News focuses on teaching business language in high school classrooms. Since 1996, CLEAR and MSU’s Center for International Business Education and Research (CIBER) have worked on creating materials and providing workshops to promote this area of content-based instruction. Most of the materials CLEAR and CIBER have developed are available to you free-of-charge from CLEAR’s web site (http://clear.msu.edu/), so we encourage you to browse through the site for resources to use in your classes.

We also encourage you to review CLEAR’s 2002 Summer Workshop offerings as well as the workshops/institutes that the other Language Resource Centers (LRCs) have to offer this summer. See page 8 for CLEAR’s workshop offerings. Listings for some of the other LRCs summer offerings are in the “LRC Updates” section.

Finally, we would like to thank the many people who contributed articles to this newsletter. We are pleased to continue to offer a variety of articles that appeal to teachers of all levels, all languages, and all interest areas. We hope to see more submissions from our readers in the year ahead.

Thank you for reading CLEAR News.

Jane Ozanich
María José Alvarez-Torres

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 national language resource and training centers to improve the teaching and learning of foreign languages. There are currently nine Language Resource Centers nationwide: the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota; 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 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 at Iowa State University; and the Slavic and East European Language Resource Center (SEELRC), a consortium of Duke University and the University of North Carolina at Chapel Hill.
I have always enjoyed and felt passionate about teaching pronunciation, but I believe most language teachers would agree with me that sometimes it is difficult to create the same sense of passion in the students, particularly when doing drill based pronunciation activities in class. A few years ago, while attending a teaching conference I found a secret weapon to add to my teaching toolbox which I can almost guarantee will add renewed excitement and vitality to an otherwise dull pronunciation practice. It’s called the “Pronunciation Olympics” and was created by Wendy Asplin and Natalie Pret at the University of Washington.

What follows is a summary of their TESOL presentation as well as my own comments.

The original Pronunciation Olympics is a series of six games that are “practiced” throughout the semester, or training period. The culmination is the final set of games played at the end of the semester. The finals can be with teams from one classroom or with teams from other classes. The activities give students an opportunity to work in groups, and as some of the activities require just one team member to perform, it also gives them an opportunity to acknowledge other students’ expertise. My students loved the experience and became quite competitive.

How to get started: I divided my students into groups of three or four. Each week I introduced one of the pronunciation games. At the end of the semester, I reserved a two-and a half hour block and the students played all six games during that time.

Here is a description of the games:

Game 1: Minimal Pair Practice
The teacher creates 15 sentences with minimal pair choices. Each team member is given an answer sheet with the choices. The team is also given an additional answer sheet. The teacher reads each sentence at a normal pace, and individually, team members must choose the correct minimal pair choice. After the 15 sentences are read, as a team, the members confer and decide which answers are correct. Then the 15 sentences are read again, and the teams fill out an “official” final answer sheet. The teacher corrects them and gives each team a point for each correct answer.

Game 2: Spelling Relay
The teacher creates two lists containing 6 words for each team. (Each list should be different.) Each team selects two people to spell and two people to read. One team plays at a time. As the reader reads the list, the speller writes the words on the board. Each word is read twice and no one may talk. Once the speller begins writing, the reader cannot repeat the word. Answers are checked after each team is done and the relay continues until all the teams have competed twice.

Game 3: Bingo
You can play this just like regular bingo, but with minimal pairs instead of numbers.

Game 4: Minimal Pair Practice
This is played just like Game 1 except the students say the words to each other instead of the teacher.

Game 5: The Envelope Please!
The teacher creates 10 sentences that represent phonological patterns that are difficult for the students. If possible, find a native speaker or an advanced learner to be the judge. Each team selects two team members to read a sentence for the judge. The reader selects a sentence from the envelope and they read the sentence for the judge. Then, they are graded 1-10 on pronunciation and intonation.

Game 6: Mini Drama
This activity was the most impressive of all. In fact, some of my students were “in character” so well, they should have been given Academy Awards! Each team member is given a copy of a dialogue. They have 10 minutes to prepare and practice presenting their dialogue. (Each team has a different dialogue.) The team is judged on pronunciation, intonation, and interpretation by the native speaker and/or advanced learner judges.

Finally, as suggested by Wendy and Natalie, the teacher can create award ribbons made of candy. I used Rollos for the bronze, Peppermint Patties for the silver and small Reese’s cups for the gold! It does take a little time to get all the games created, but it’s worth it! You’ll see!

Carol Wilson-Duffy has an M.A. in TESOL from Michigan State University and is the Instructional Technology Coordinator at CLEAR.
But, while business language courses have proliferated at the college and university levels for the past 25 years, there has been only very minimal interest in business language initiatives at the high school level. This may be due to the fact that business language materials for the high school level have not been available. In addition, college and university level language programs have generally not promoted their business language offerings to the high school audience and have not encouraged students to begin their serious study of language for career applications.

Governmental, business, and non-profit organizations have identified language and culture proficiency as critical to the continuing success of American competitiveness in the global economy. As reported recently in a report of the American Council on Education:

In an increasingly interconnected and complex world, most U.S. colleges and universities acknowledge the need to equip students with skills and knowledge that will allow them to function effectively across cultures and nations. Nevertheless, there is little evidence that this is being done.

Since appropriate levels of language and culture proficiency are normally attained in our U.S. educational system by promoting consistent study of foreign language and culture from the high school (or earlier) through college/university years, the Center for Language Education And Research (CLEAR) and the Center for International Business Education and Research (CIBER) at Michigan State University have undertaken to develop business language materials for the high school classroom that will help to attract students to foreign language study and improve retention rates. In addition, CLEAR is providing on-site workshops to facilitate the use of these materials.

This series of materials packets on business-related topics has been developed for advanced high school language learners and focuses on themes that should be particularly interesting to students at this level. These packets include:

- *Curso de Español para Negocios para (la clase de) Secundaria: La Vida Empresarial en Michigan*
- *Bewerbung und Jobsuche: Wie man sich auf dem Arbeitsmarkt präsentiert*
- *Le Jeune Consommateur*

The packets are designed according to the principals of content-based instruction, i.e., in this instance, their content is not organized primarily around grammatical and syntactical elements (as are most language textbooks), but rather around the concepts of the chosen theme, with language and culture instruction built into the units through activities based on authentic texts from the chosen thematic area.

At this point one might ask why content-based instruction has been chosen as the methodological basis for the packets. Content-based instruction provides a way to connect materials to the real life experiences of our students and to thematic areas that are of interest to them. Relevance is key in gaining and maintaining our students’ interest—and in providing the kind of input that will lead to better language acquisition. Content-based instruction is also entirely consistent with the goals and objectives of the “Standards for Foreign Language Learning,” and most particularly with Section 3, “Connections” where students should be encouraged to reinforce and further their knowledge of other disciplines through the foreign language. Additionally, it is a proven methodology that has been implemented successfully at all levels of language instruction in programs all over the world. Most importantly, it is entirely consistent with accepted theories of language acquisition, with particularly supportive theoretical foundations coming from second language acquisition research, classroom training research with instructional approaches, and educational and cognitive psychology.

While only one packet in each of the three languages taught most commonly at the high school level is currently being offered, CLEAR and CIBER plan to offer more packets in the future, so we urge you to watch the CLEAR website for new arrivals in the series. Currently available packets include those for German and Spanish that have been developed under CLEAR’s supervision by two native speakers who will provide, in the next section, brief overviews of the content and goals and objectives for each packet.

German Packet: *Jobsuche und Bewerbung: Wie man sich auf dem Arbeitsmarkt präsentiert* (Job search and job application: How to present yourself on the job market)

The resource manual for Business German consists of 4 chapters dealing with the job search and application process in Germany: 1) Prospective employers in Germany and the United States; 2) Identifying one’s own interests and abilities; 3) The written application,
and 4) The job interview. The four chapters are followed by an appendix with German Internet addresses of German and American companies and the solutions to the activities.

The order of the chapters follows the logical sequence of a job application process. The activities within a chapter also follow a predetermined sequence. Each chapter starts with an activity which draws from the students’ own experiences (i.e., What did you do to find your last job?). The following activities are more difficult and often require the students to use their own research or analytical skills. All chapters feature either a reading or listening text. The following paragraphs give a short overview of the contents of the unit chapters.

Chapter 1 introduces the students to well-known German companies with subsidiaries in the United States. Most of these companies may already seem familiar to the students, but they may not have identified them as being German. They are all potential employers for an internship or a job. American companies with German subsidiaries are also potential employers for Americans with knowledge of German and are therefore also mentioned in this chapter. Chapter 1 contains 7 activities (i.e., matching companies to industries, chart analysis, gathering information about companies from the internet or library) and a reading text about the German economy and its industries.

Chapter 2 intends to focus the students’ attention on their own interests and skills that may help them decide what professional field they want to enter. Students learn how to describe their qualifications and gain knowledge of what employers look for in a job applicant by reading and analyzing job ads. Many activities focus on adjectives that are necessary to describe personal characteristics and are designed to help students identify their strengths and weaknesses. Other activities focus on job ads and their analysis as well as on vocabulary used to describe professions. Students are also asked to rank their expectations of their workplace. This is a pre-activity to analyzing a statistic chart about the Germans’ expectations of their jobs. Chapter 2 ends with a listening text and questions.

In Chapter 3 students learn what the components of a traditional German job application are. They also identify differences and similarities between the written application in the United States and Germany and practice writing a German resume (Lebenslauf) and a cover letter (Anschreiben). Chapter activities include the comparison of a given German and American resume, the examination of a given cover letter (Does it fulfill the requirements?), and the writing of an application for a summer internship.

Chapter 4 introduces the students to different aspects of a job interview (i.e., questions that are frequently asked by employers). Examples of activities of this chapter include matching rules for the job interview with given situations, matching employers’ questions with what they actually want to find out, true and false activities (i.e., Which questions could be asked by the Human Resources Department?).

Spanish Packet: Curso de español para negocios para secundaria: La vida empresarial en Michigan. (Business Spanish for the High School Classroom: The business world in Michigan)

The six units or chapters contained in the Spanish business packet have the business world in the state of Michigan as the central theme of the manual. The principal goal of the manual is for the students to have the adequate language skills, the content expertise and the cultural awareness that would eventually lead them to create a Spanish web site about the development of business in Michigan—the final project of the manual. The successful completion of a web site in Spanish is therefore a tangible product that compiles the knowledge students have built cooperatively through the chapters of the manual.

The first unit of this packet concentrates on the personal experiences of the
students as young consumers as they are compared to the experiences of young consumers from Spanish-speaking countries. In order to find the potential similarities and differences, students have to manipulate, and work with actual and updated information in data tables, graphics, readings and listening passages. The overall objective of this particular unit is for the students to become aware of their own personal consumption habits as well as those from young people in Spanish-speaking countries. In exploring how they and other young people spend their money, they have explored a contextual or cultural element, essential to the everyday life of young people in other countries. The following units—the location of a business, the Michigan industry, the transportation system in Michigan, incentives in the business world, and the technology era—keep a similar structure. That is, activities are carefully designed to have students use their own personal experiences as the platform to build on the language, culture, and content area of the chapter.

Each unit provides the students with the specific goals of the chapter. The activities cover all skills, speaking, listening, reading, and writing, and they are all directed to the specific needs of the content area. A noteworthy feature of the activities of the manual is the constant use of realia. The realia are consistent with the final project of the manual, that is, materials have been extracted and adapted from reliable, foreign or state web sites, accessible for instructors and students at any time.

References are always provided (and further resources are included in an appendix to the manual). The manual also includes a Spanish-to-English dictionary, the key solutions to the activities, the transcripts of the listening activities, and finally and as mentioned above, a list of further references of interest to the topic.

This manual as well as the German manual are both accessible for free download through the CLEAR web site http://clear.msu.edu/. Click on the icon next to “Business Language Packets for High School Classrooms.” The link will take you to a brief description of both packets. For access to the packets, click on the word “download.” You will be asked to give some brief information. Then, hit OK and the packet of your choice will be downloaded to your computer as a PDF file.

Introduction: Patricia R. Paulsell is the Co-Director of CLEAR and Professor of German at Michigan State University.

German Packet: Marc Rathmann is a Ph.D. candidate in German Studies at Michigan State University. He received his M.A. in International Business and Cultural Studies at the University of Passau, Germany.

Spanish Packet: María José Alvarez-Torres has an M.A. in TESOL and an M.A. in Spanish secondary school teaching from Michigan State University. She is currently a Ph.D. candidate in English at Michigan State University. She is working on various research projects at CLEAR and is also the co-editor of CLEAR News.

1 For more on defining “business language” courses and implementing them, see the Spring 1999 edition, available at CLEAR’s website, of CLEAR News for the article “Business Language: What’s it all about?” by Karin U.H. Evans.


3 Two such workshops are scheduled for this coming spring in the state of Michigan. If you are interested in scheduling a workshop for your intermediate school district or its equivalent, please contact CLEAR.


5 For more on the rationale for, and history and practice of content-based instruction, see Marguerite Ann Snow and Donna M. Brinton, The Content-Based Classroom, Longman, 1997.
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 web site with each publication. If you have an article, a teaching idea, or materials that you would like to review, send your submissions to CLEAR.

SUBMISSION REQUIREMENTS:

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

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

Book/Materials Review— an outline of the good and bad points of a teaching resource (text, CD-ROM, etc.) that you have used. 
(500–600 words)

The deadline for submissions for the Fall 2002 CLEAR News is July 5, 2002. Send submissions to Jane Ozanich at:

E-mail: ozanichj@msu.edu
Fax: 517/432-0473
Mail: Jane Ozanich c/o CLEAR

Michigan State University
A712 Wells Hall
East Lansing, MI 48824-1027

RESOURCES AND ANNOUNCEMENTS

Subscriptions WANTED

Business Language Materials and Resources

Business Language Packets for High School Classrooms

Download your free copy of the Business Language Packets for High School Classrooms today at: http://clear.msu.edu/buslang/packets/index.asp/. Packets are currently available for French, German, and Spanish!

Internet Sourcebooks for Business and Economics

Visit the Internet Sourcebooks on CLEAR’s web site. These Sourcebooks provide links to Internet resources relevant to the study of business and economics in French, German, and Spanish. Find the Sourcebooks at http://clear.msu.edu/

Game-O-Matic

A suite of wizards that create web-based activities for language learning and practice

Are you interested in creating interactive, web-based language-learning activities for your classroom? Visit the Game-O-Matic site to start making these activities for free. http://clear.msu.edu/dennie/matic/
Teaching Writing in the Foreign Language Classroom
June 17-19
Organizer: Charlene Polio
Cost: $175
* See below for more information.

Using Communicative Activities in a Grammar-Based Curriculum
June 20-22
Organizer: Charlene Polio
Cost: $175
* See below for more information.

Promoting Motivation and Interest in Foreign Languages Inside and Outside of the Classroom
June 25-28
Organizers: Patricia Paulsell, Jane Ozanich, and Alissa Cohen
Cost: $200
* See below for more information.

Basic Web Pages for Late Bloomers
July 9-12
Organizer: Dennie Hoopingarner
Cost: $200
* See below for more information.

Beyond Web Pages
July 15-19
Organizer: Dennie Hoopingarner
Cost: $225
* See below for more information.

Putting Flash Into Your Course
July 22-26
Organizer: Dennie Hoopingarner
Cost: $225
* See below for more information.

Materials Development Marathon: Creating Online Communicative Activities from Start to Finish
July 29-August 2
Organizers: Carol Wilson-Duffy and María José Alvarez-Torres
Cost: $225
* See below for more information.

Developing and Managing a Tutorial-Based Language Program for LCTLs
August 5-6
Organizers: Charlene Polio and Margo Glew
Cost: $125
* See below for more information.

The $15 application fee is waived for all applications received on or before the early application deadline of March 29, 2002.

Regular application deadline is May 17, 2002.

Apply online at: http://clear.msu.edu/institutes/02institutes/
Or, contact the CLEAR office to receive an application in the mail:
E-mail: clear@msu.edu
Phone: 517/432-2286

* Stipends are available to all foreign language teachers currently teaching in the United States. These stipends cover program fees and partial travel/accommodation expenses.
Chez moi


Chez moi, the second in a highly successful series of three CDs by French educational performer Steven Langlois, contains ten songs, each of which targets one or more structures and is played in a different style of music with a popular beat. The ten songs are:

1) Aller: a contagious dance song that focuses on comprehension and manipulation of the verb “aller” and serves as a perfect tool for introducing the “futur proche.”
2) Les 7 jours: a funky twist to a very familiar tune that teaches the students the seven days of the week in an innovative manner.
3) Chez moi: a reggae song that highlights key vocabulary concerning the rooms of the house, members of the family and the prepositions “sur, sous, devant, dans, derrière, et à côté de.”
4) Faire: a hard rock song that assists with the comprehension and manipulation of the verb “faire.”
5) La Salle de Classe: a personal favorite of this reviewer, this is a funky rap song that calls out orders in the style of a 90’s square dance (students physically demonstrate comprehension of key classroom vocabulary and the song reviews prepositions).
6) –IR Blues: a blues song that has students gain mastery of -ir verbs with ease.
7) Les Couleurs: a hip-hop song that presents the ten basic colors as well as a rich mix of objects that are found in these colors.
8) Mots d’action en –ER: a rockin’ tune sung to a familiar and famous rock song that will have all students correctly conjugating and never forgetting –ER verbs.
9) T’es comme les autres: a grunge song that fosters the message that we are all the same and encourages the individual ability to choose.
10) Etre (unplugged): a rock anthem of the verb “être.”

Steven Langlois’ session, “Rockin’, Hip Hoppin’; and Surfin’ in the French Classroom” at the 81st Annual NYSAFLT Meeting alleviated this reviewer’s fear of using music in the classroom. Having no singing ability, I had never dared to do any type of song/dance activity in my foreign language classes. However, I was a witness to the ease of use of Langlois’ songs by a variety of teachers. Langlois, as an experienced teacher of French and as the talented singer/songwriter Étienne, has created a pedagogically sound and natural method.

Although Langlois has marketed Étienne for students in grades K-10, this reviewer has had excellent results with using the songs at the university level.

Chez moi: CD and Teacher’s Manual. CD: 10 songs; Teacher’s Manual: pp. 62. CD and Teacher’s Manual: $30.00 USD. All sales, add $5.00 for shipping and handling.

For complete ordering information, contact: Steven Langlois, P.O. Box 23055, Woodstock, ON N4T 1R9 Canada; Phone: (519) 537-8899; Fax: (519) 537-7156; E-mail: etienne@educorock.com; Web site: http://www.educorock.com

Eileen M. Angelini is a professor of French in the School of General Studies at the Philadelphia College of Textiles & Science, Philadelphia, PA.
### LANGUAGE RESOURCE CENTERS’ UPDATES

**2002 Summer Institutes**

**Developing Materials for Less Commonly Taught Languages (LCTLs)**  
**July 29-August 2**  
This summer institute will provide LCTL teachers with practical tools and hands-on experience in designing a wide range of materials that will improve their students’ abilities to use the language for communicative purposes.

**Proficiency Oriented Language Instruction & Assessments (POLIA)**  
**July 29-August 2**  
Participating teachers of foreign languages will develop practical skills to create and adapt curriculum materials and assessment tools that are proficiency-oriented and linked to the National Standards.

**Basics of Second Language Acquisition for Teachers**  
**July 29-August 2**  
Participants in this new institute will use basic understandings provided by second language acquisition research to examine learner language, and together consider the language teaching implications of insights gained in this examination.

**A Practical Course in Styles- and Strategies-Based Instruction**  
**August 5-9**  
This seventh annual summer institute is designed to help language teachers maximize students’ abilities to learn a foreign/second language through Styles–and Strategies–Based Instruction (SSBI).

**Technology in the Second Language Classroom**  
**August 12-16**  
Participants in this institute will learn how to use a wide range of technology resources and evaluate their role in enhancing language instruction. This year we will offer two sections for different levels of ability/comfort with technology.

**Early application/registration deadline is May 19, 2002.**

For more information, visit:  
[http://carla.acad.umn.edu/summerinst.html/](http://carla.acad.umn.edu/summerinst.html/)

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

**2002 Summer Workshops**

CLEAR is offering eight workshops in summer 2002. Foreign language teachers of all levels (K-13+) and all educational levels (pre-service-Ph.D.) are welcome to apply. Stipends are available for all teachers who are currently teaching a foreign language in the United States. See page 8 for more information.

**New Material**

This spring, CLEAR plans to release the Russian version of the popular German program *Computer Modules for Assessing Socio-Cultural Competence*. The Russian CD-ROM contains brief conversational passages with accompanying photos that provide a context for the questions. Based on the given information, the users choose the appropriate response. This program also contains a feedback component for the user. Complimentary copies of both the German and the Russian CD-ROMs are available through the CLEAR office.

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

**2002 Summer Institutes**

**Digital Media Archive**  
**July 15-19**  
LARC’s DMA summer institute will provide you with the resources for finding and developing the online authentic language materials you need for language teaching and learning. Participants in this institute will learn how to create their own digital materials from concept to idea, through instructional design, scriptwriting, interactive flow-charting, and multimedia component development. Following the editing and compression of digital media, each participant will build their own interactive language web page with the authentic language materials produced.

**Multimedia Literacy and Web-Based Reading**  
**July 22-26**  
Based on current research into multimedia and multicultural literacy, this institute will explore new ways of using emerging technologies interactively and of viewing the acquisition of reading competence in a second or third language. Multilingual e-Books, PDAs with Internet capabilities, and streaming media-enhanced books will be examined. Participants will review research, try out new technologies, and come away from this institute with tools and techniques for conducting research on reading in a digital age.

**Topics in Foreign Language Testing on the Web**  
**July 29-August 2**  
Foreign language testing on the web offers some remarkable advantages, but requires a new set of skills and, as importantly, good background knowledge of the relevant issues. What is a desirable server setup? How to resolve character encoding and font issues? Is there a way to ensure security in small-group and large-group testing over the web? What test authoring systems may I choose, and which will best suit my needs? Can I test for oral skills over the web?

**Application deadline is May 31, 2002.**
2002 Summer Institutes

Action Research in Foreign Language Education
June 27-July 3

Teacher educators at 13+ institutions who prepare K-12 foreign language pre-service and in-service teachers, and practicing K-12 foreign language teachers are encouraged to apply. The activity of teaching language is a highly personal endeavor. Understanding how we teach, how students learn, and how we can best assist this learning in our own teaching situations is the purpose of the “Action Research Institute.”

K-8 Arabic, Chinese, Hebrew, and Japanese: Teacher Preparation
July 8-18

Teacher educators at 13+ institutions who prepare pre- and in-service teachers of Arabic, Chinese, Hebrew, and Japanese, and grade K-8 Arabic, Chinese, Hebrew, and Japanese teachers are encouraged to apply. There is a critical need for well prepared teachers of less commonly taught languages in the growing number of elementary foreign language programs in the nation. This institute will enhance the skills of teacher educators and supervisors who prepare pre-service and in-service teachers of these languages for the K-8 level, especially those who have little or no experience with elementary school students.

Integrating Technologies in the Foreign Language Classroom
August 9-17

This institute will include two interactive strands for K-12 foreign language teachers and teacher educators that are designed to enhance effective technology-based instructional practices in the classrooms. K-12 foreign language teachers who are technology users and who want to participate in intensive development experiences and in reflection on the role of technology in the classroom, and teacher educators at 13+ institutions who work with pre-service foreign language teachers and who want to effectively integrate technology into their teacher preparation programs are encouraged to attend this institute. Visit this web site for more information: http://www.educ.iastate.edu/nf/r/c/.

National K-12 Foreign Language Resource Center, Iowa State University

2002 Summer Institutes

Foreign Language Teacher Education
June 24-25

Presenter: Dr. Ron Lew
Teaching Learning Strategies in the Foreign Language Classroom
June 26-27

Presenter: Dr. A.U. Chamot.

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

Online Survey of East Asian Language Programs
This online survey was on the NEALRC web site from November 20, 2001, to January 5, 2002. The survey attempts to capture the national picture of East Asian language education in the U.S. The results are intended to help organizations plan and allocate resources, and to assist our professional associations to guide discussions about our respective and collective futures. Reports of the survey are expected to be out in March 2002.

2002 SPEAC Summer Programs East Asian Concentration

The Ohio State University Department of East Asian Languages & Literatures, in cooperation with the NEALRC, is offering intensive summer programs for learners and teachers of Chinese/Japanese, during the summer of 2002. The 10-week intensive Chinese (Levels I & IV) and Japanese (Levels I, II, & IV) language programs allow learners to complete the equivalent of a full academic year of language study and earn 15 credit hours. The Training Programs for Teachers of Chinese/Japanese (15 graduate credits) provide lectures, master classes, workshops, and hands-on teaching practice over a 7-week period.

Final application deadline is April 5, 2002.

For more information and an application, please contact: SPEAC Coordinator at speac@osu.edu, or call 614/688-3426 or 292-4361. Or, visit the web site at http://www.deall.ohio-state.edu/speac/.

National Capital Language Resource Center (NCLRC), Georgetown University, CAL, and George Washington University

2002 Summer Institutes

Foreign Language Teacher Education
June 24-25

Presenter: Dr. Ron Lew
Teaching Learning Strategies in the Foreign Language Classroom
June 26-27

Presenter: Dr. A.U. Chamot.

Oral Proficiency Assessment
June 25

Presenter: Center for Applied Linguistics
Teaching with Technology in the Foreign Language Classroom
June 28-29

Communicative Literacy Development – Arabic K-12
July 1

Presenters: Ms. W. Hassan and Dr. A.U. Chamot.

The Language Resource
–A free electronic newsletter for foreign language educators published by the NCLRC (http://www.cal.org/nclrc/). Topics include practical teaching strategies/lesson plans contributed by our readers, articles on research and assessment, and opportunities for professional development. To subscribe, submit lessons, questions/comments, e-mail the NCLRC at: nclrc@gwu.edu

Portfolio Assessment in the Foreign Language Classroom – Online (http://www.cal.org/nclrc/)

This web-based tutorial guides teachers in creating and implementing a standards-based, foreign language portfolio assessment system tied to their own curricula. It includes ready-to-use materials such as teacher and student questionnaires, checklists, planning worksheets, sample rating scales, and sample lessons. A hardcopy of the manual is available for $8.00 (Make checks payable to Georgetown University)

Communicative Literacy Development in Arabic K-12: What works

The NCLRC is currently writing a descriptive report on the best teaching practices for teachers of Arabic K-12. For more information submit ideas of best teaching and learning practices in Arabic, please e-mail (nclrc@gwu.edu).

Learning Strategies Resource Guides for FL Educators

The NCLRC is developing three guides for foreign language instructors: Elementary Immersion, Secondary, and Higher Education. These guides are designed to supplement existing curricula and will include lesson plans and guidelines for learning strategy instruction. The NCLRC values all feedback from the foreign language teaching community, and invites teachers and foreign language professionals to read and evaluate draft versions of the guides. The Elementary Immersion Guide has now been completed. For details and price, contact (nclrc@gwu.edu)

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