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Excellent presenters giving engaging sessions are the most critical element of World Languages Day, and having a variety of speakers representing diverse languages and fields is essential. Brainstorming about session topics can also be one of the most fun aspects of planning!

**Finding presenters**

Your largest pool of potential presenters will likely be your school’s language department(s) or area studies programs. Appendix F provides a general “call for proposals” used at UW-Madison and a letter used at MSU asking people to consider presenting a World Languages Day session, in addition to both institutions’ session proposal forms. 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 often relate well to undergraduates and will be inspired to see students close in age enthusiastically engaged in language study. International students are also thrilled to share about their cultures and languages. However, don’t constrain yourself only to language teachers and international students! Here are some further ideas, most of which have actually been done at one of the collaborating schools:

<table>
<thead>
<tr>
<th>Department or Organization</th>
<th>Possible Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology/Anthropology</td>
<td>Cross-cultural awareness, Indigenous peoples</td>
</tr>
<tr>
<td>English</td>
<td>“You say tomAYto, I say tomAHto: A Rough Guide to British English,” American Sign Language</td>
</tr>
<tr>
<td>History</td>
<td>French Revolution, Russian Revolution, Immigrant Populations in the US</td>
</tr>
<tr>
<td>Music</td>
<td>Jazz and its African roots, Reggae</td>
</tr>
</tbody>
</table>

“**My classes were basically amazing!**”

— Julie, student
- Theater/Dance: Japanese noh drama, French farce, Irish step dancing, Russian ballet, Flamenco
- Admissions and Financial Aid: Financing an education at University X, How to apply to University X, Campus tours
- Office of Study Abroad: “Study abroad: The real story!”
- Local studios: Tae kwon do, Karate, Jiujitsu, Thai kickboxing, Yoga
- Local volunteer groups: “What’s it really like in the Peace Corps?”, Our town’s sister city in Country X

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. See MSU, UW-Madison’s, and U of MN’s World Languages Day websites for comprehensive lists of past sessions. 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. U of MN has found that according to post-event evaluations, classes that are successful the first year they are offered are generally even better received in subsequent years. As presenters become more accustomed to the age group and format of the event, the quality of the sessions they offer may increase.

**Working with presenters**

Many of the presenters that you recruit from your campus may not have any experience teaching or speaking in front of a group of high school students. They may also not have previous experience in talking about their language and culture in a way that is accessible to others with no background in that area. Most university instructors have understandably limited experience working with high school students, encountering behavioral issues in the classroom (rare, but they do occur), or teaching students who may be completely unfamiliar with their area of expertise. It is important to work with your presenters to make sure that they plan for sessions that will be interesting and engaging to high school students, providing presenters with guidance about their class content from the beginning. A poorly-
prepared or poorly-delivered session may have the effect of turning off students to language study – the opposite of what you are hoping to achieve!

U of MN’s post-event comment forms consistently demonstrate that the most common student complaint is that there was too much “lecturing” in the sessions. Encourage presenters to offer variety in their lesson plans. This could include engaging the students in hands-on activities, incorporating audio, video or computer technology, pair work, or full class discussion. Another common complaint is that the title or description was not a true reflection of the class. Titles and descriptions should be interesting and appealing, but be careful of “overselling” what can truly be accomplished in a 40-60 minute class.

At UW-Madison and MSU, experienced World Languages Day presenters share their session plans and experiences with new presenters. The World Languages Day coordinators work with presenters on selecting a topic and writing a description of their session to appear on the website and event program. Here are a few samples from all three schools; see Appendix G for many more session titles and descriptions.

**Arab women singers: From classical voice to pop music**

UW-Madison, 2006

If you are a fan of pop music, here is a session for you! Explore the thrilling performances of Arab singers from the mid 20th century to recent pop icons. Get a behind-the-scenes tour of the Arab world’s most famous singers, including the immortal Egyptian diva Umm Kulthum, and Lebanese musical legend Fayrouz. You will also see clips of sell-out concerts from Casablanca to the Gulf. Through their music, you will also meet a new generation of women singers who are challenging the traditional culture and defying the stereotypes.

**Atelier théâtre français (French theater workshop)**

MSU, 2007

Discover the golden age of French drama in this interactive workshop on 17th century comedy and tragedy. We will study and perform scenes and speeches from the hilarious comedies of Molière and the gripping tragedies of Racine. These two playwrights are to French theater what Shakespeare is to English theater, and their plays are still widely read and performed today. No acting experience is necessary, but this workshop is not recommended for absolute beginners of French.
LOGISTICS

This chapter includes information on just a few of the logistical areas you’ll need to consider. More detailed planning timelines are included in Appendix L.

Rooms and space

You should reserve your space well in advance of your World Languages Day event. The availability of campus facilities for you to use will most likely depend on whether your event is held on a weekday or a weekend. MSU chose to hold its event on a Saturday in part due to the difficulty of reserving classroom and auditorium space during weekdays, whereas UW-Madison hosts its event on a weekday in the student union and other conference venues where normal classes are not held. U of MN hosts the event on a Tuesday or Thursday between semesters when university classes are not in session.

Space considerations:

- Classrooms
  - Sufficient number of rooms to accommodate concurrent sessions
  - Proximity to other World Languages Day-related venues (lunch, welcome and closing sessions)
  - Parking availability
  - Computer and AV equipment availability
- Auditorium for plenary sessions
- Exhibit space
- World Languages Day “Command Center” for presenter and volunteer check-in, as well as space to keep extra AV equipment, materials, etc.

Scheduling

Full-day schedules from MSU and UW-Madison (8:30am-4:00pm and 8:30am-2:45pm, respectively) were included in the Introduction chapter. Another option is to run two shorter half-day sessions instead of one full-day session. The following charts outline pros and cons of both full-day and half-day methods.
Full-Day Sessions (as at UW-Madison and MSU)

Pros
- Allows participants to take more sessions, diversifying their experience.
- A longer day makes it more “worth it” for schools coming from far away.

Cons
- May make event more costly (longer space rentals, more AV equipment needed, etc.).
- Registration can be chaotic because all participants arrive simultaneously.

Half-Day Sessions (as at U of MN)

Pros
- Provides an opportunity for schools near and far from campus to attend the event.
- Returns students to their schools earlier, allowing them to participate in after-school activities.
- Check-in may be smoother since all schools are not arriving at once.

Cons
- May require a complex coordination plan.
- Requires strict adherence to start and end times.
- Interest in the two sessions may not be equal.

At U of MN’s World Languages Day, the first session begins at 8:30am and ends at 12:45pm. The second session begins at 10:10am and ends at 2:10pm. Both sessions offer participants the chance to take three classes. The current U of MN schedule is as follows:

<table>
<thead>
<tr>
<th>First Session</th>
<th>Second Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:30 Check in, croissants</td>
<td>10:10 - 11:10 Check in</td>
</tr>
<tr>
<td>and beverages, welcoming remarks</td>
<td>lunch, welcoming</td>
</tr>
<tr>
<td>9:45 - 10:25 First class</td>
<td>remarks</td>
</tr>
<tr>
<td>10:35 - 11:15 Second class</td>
<td>11:25 - 12:05 First</td>
</tr>
<tr>
<td>11:25 - 12:05 Third class (overlap)</td>
<td>class</td>
</tr>
<tr>
<td>12:15 - 12:45 Lunch</td>
<td>12:15 - 12:55 Second</td>
</tr>
<tr>
<td>1:00 - 2:00 Optional tour of campus</td>
<td>1:05 - 1:45 Third</td>
</tr>
<tr>
<td></td>
<td>class</td>
</tr>
<tr>
<td></td>
<td>1:55 - 2:10 Snack to go</td>
</tr>
<tr>
<td></td>
<td>2:10 - 3:10 Optional</td>
</tr>
<tr>
<td></td>
<td>tour of campus</td>
</tr>
</tbody>
</table>
APPENDIX D:
SAMPLE ADVERTISING ITEMS

Following are samples of advertising and announcements from both UW-Madison and MSU.

This UW-Madison brochure is folded to an 11 x 4 ¼ inch size (shown below right). The back (next page) forms an 11 x 17 inch poster for teachers to hang in their classrooms.
APPENDIX H:
SAMPLE COMMUNICATIONS WITH SCHOOL CONTACTS

This page shows an announcement sent out to Wisconsin high school teachers through listservs maintained by the UW-Madison Language Institute, the Wisconsin Department of Public Instruction, and other channels. It is sent out in late September / early October.

The following pages take you through the series of emails MSU sends to its school contacts throughout the year.

An invitation to high school teachers of World Languages, Social Studies, Language Arts, World History, Global Studies:

UW-Madison’s World Languages Day enables high school students throughout Wisconsin to gather at the UW- Madison campus and experience for a day what the University can offer them for a lifetime. Students get a taste - sometimes literally - of language and cultural opportunities they might like to pursue by participating in sessions focusing on storytelling, cinema, skits, cuisine, dance, music, clothing and more.

For this exciting event, we welcome up to 30 of your motivated, college-bound juniors and seniors who have demonstrated a strong interest in languages or international studies. Those students considering attending UW-Madison would be particularly welcome.

Date: April 19, 2007

Registration Cost: Free!

To Participate:

Go to our website (http://www.languageinstitute.wisc.edu/wld) to download the application form. Please submit this form via email, fax, or mail by November 1.

Participation in WLD is on a first-come, first-served basis. As soon as the maximum number of students and teachers are confirmed, registrations will close.

For more information, please visit http://www.languageinstitute.wisc.edu/wld.
First email of the year, announcing event; sent to all people on WLD mailing list

Date: Wed, 11 Oct 2006
To: joyclear@msu.edu
From: Joy Campbell
Subject: World Languages Day 2007 at Michigan State University

Dear friends in world languages:

You are receiving this email because you signed up for the World Languages Day mailing list. This is the first announcement sent out this school year. If you would like to be removed from the mailing list, please reply to joyclear@msu.edu.

Michigan State University is known worldwide for its commitment to international education in this era of ever-increasing globalization. With more than 180 study abroad programs and some 50 languages offered on campus, MSU is the world firsthand.

Last year, during the second annual World Languages Day, over 400 students, teachers, and parents from more than five dozen Michigan high schools participated in this event. Participants attended their choice of over 60 sessions taught by MSU faculty and guest speakers on topics ranging from Spanish tapas to Swahili greetings, French slang, and Chinese calligraphy.

We are pleased to announce the third annual World Languages Day, to be held at Michigan State University on Saturday, April 21, 2007.

Please visit http://www.worldlanguagesday.org for further information and to pre-register your school. Note that school pre-registration will open on or about October 20. Students, if you would like to attend this event, please tell your language teacher about it.

The World Languages Day committee will be staffing an exhibit booth at the Michigan World Language Association conference, to be held in Lansing on October 26-27. Teachers attending the conference are welcome to stop by to learn more and pre-register for World Languages Day.

Sincerely,

Joy Campbell
Chair, World Languages Day Committee