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## Resources for Promoting Languages:

### **ACTFL Year of Languages:** [www.yearoflanguages.org](http://www.yearoflanguages.org)

Continuously updated, this site contains a press kit with materials to educate and advocate, a bulletin board with language-related events throughout the country, a Year of Languages products store and more.

### **Connecticut Council of Language Teachers:** [www.ctcolt.org](http://www.ctcolt.org)

List your local and regional language events on our Year of Languages calendar, print out Governor M. Jodi Rell's CT Year of Languages Proclamation and State Department of Education press release for use in your advocacy efforts!

### **MLA Language Map:** [www.mla.org](http://www.mla.org)

Great for advocacy and cross-disciplinary projects, among other ideas. Using the 2000 census data, this interactive map displays the locations and numbers of speakers of thirty languages and three groups of less commonly spoken languages in the U.S.

### **CT French Resource Center:** <http://www.yale.edu/ycias/pier/rctf/>

The French Resource Center supports and encourages the use of the best pedagogical practices and disseminates innovative curricular models and material at all levels in Connecticut. It enriches the teaching of French language, literature and culture at the elementary, middle and secondary (K-12) levels, primarily, as well as at the post-secondary (university) level in the State of Connecticut. It contributes to the development of curricula and methods for training pre-service and in-service teachers.

### **CT Italian Resource Center:** <http://www.ccsu.edu/italian/>

The Italian Resource Center is equipped with books, multimedia materials, and cultural resources indispensable to the teaching and diffusion of the Italian language and culture. It regularly organizes professional development workshops for teachers of Italian in Connecticut, and other educational, cultural and social activities related to Italy.

### **CT Spanish Resource Center:** <http://sp.uconn.edu/~spresctr/>

The Spanish Resource Center offers to the teachers working in the state of Connecticut a thorough library of videos, music, books and other printed material related to Spain and Latin America and to the teaching of Spanish as a foreign language. It also provides information of upcoming events, workshops and other useful links.

### **European Year of Languages:** <http://www.cilt.org.uk/edl/index.htm>

Valuable information on goals, funding sources, and language promotional Activities that were successful during the European Year of Languages effort.

## Contacts to Make:

Volunteer your time and expertise to work with CT COLT to introduce these organizations to 2005: *The Year of Languages* and garner their support. Contact us with your interest and we will provide you with the necessary information and materials.

### *Arts and Culture:*

#### **Connecticut Commission on the Arts**

Directory of Arts Resources: <http://www.ctarts.org/Artresourcesdirectory.htm>

#### **CT Cultural Heritage Arts Program:** <http://www.incommunityresearch.org/programs/chap.htm>

CHAP documents the state's diverse ethnic and occupational artistic traditions, and supports artists and their communities through educational and public programs that communicate these traditions to Connecticut citizens.

#### **Connecticut's Heritage Gateway:** [www.ctheritage.org](http://www.ctheritage.org)

A comprehensive directory of Connecticut's history resources for teachers, students, researchers and others. who want to better understand the world around them through the stories of our past. Includes information on over 200 state cultural organizations, a heritage activities calendar and lesson plans.

### *Business:*

#### **Connecticut Business & Industry Association (CBIA):** <http://www.cbiam.com/home.htm>

CBIA is the nation's largest statewide business organization, with 10,000 member companies. For more than 175 years, they've been the voice of business and industry at the Connecticut state Capitol.

<http://www.cbiam.com/Business/TradeInfo/default.htm>

International trade information with links to company contact information and

#### **Connecticut Department of Economic and Community Development:**

<http://www.ct.gov/ecd/cwp/view.asp?a=1102&Q=249862&ecdNav=>

Great information about the importance of international trade and tourism to the state's economy. Includes statistics.

#### **Port Connecticut:** <http://www.portconnecticut.com/>

The international trade and transportation portal for Connecticut. Port Connecticut.com includes information and links to a wide range of resources relating to importing, exporting, and business-to-business commerce between Connecticut and the world. Their motto: Think Global. Act Local!

#### **Greater Hartford Jaycees:** <http://www.greaterhartfordjaycees.org/>

A volunteer organization of young professionals with a focus on leadership development through community service. Involved with International Congress, cultural dinners and festivals.

#### **Rotary International, local chapter:**

West Haven chapter: <http://www.westhavenrotary.org/serviceaboveself/>

An organization of business and professional leaders united worldwide to provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. In more than 160 countries worldwide, approximately 1.2 million Rotarians belong to more than 30,000 Rotary clubs.

### **Organize Activities at Your School or in Your Community:**

Register your events and activities with CT COLT. Bring attention and fame to you, your students and your school! <http://www.ctcolt.org/yearoflanguages.htm>

\*Open Doors on Language Classes—invite the community in!

\*Language Taster Day—a sample language class for your school, a senior center, the PTO. Involve your students and their parents!

\*Take the Language Challenge—challenge your colleagues and *especially administrators* to learn some French, German, Italian, Spanish, etc. This can be a lunchtime or afternoon activity, conducted by your students, volunteer parents or your language teachers. After a designated time, hold a contest with students as judges.

Students as Researchers: Have students conduct a poll of the language abilities of teachers and staff and make a ‘language map’ of their school—this can be an interdisciplinary project with math, social studies and geography that can incorporate the MLA Language Map. Publish the results in the school and local newspapers. Students can also do a similar group project on students in their homerooms and analyze data across grade levels and classrooms.

\*\*Map your classroom/ Map the World—Students write their name and home language on a sticker or flag and mark the location where they were born on the map. Using a sticker of a different color, they label and mark where their parents and grandparents were born or raised.

\*\*Languages of the Classroom/Languages of the World  
Students place colored stickers or flags in the countries where their home language or those of their parents and grandparents are spoken.

\*Teach a Friend a Language—heritage language students become teachers of languages they use in their homes and communities.

\*Create Multimedia Materials to Support Literacy in English and Home Language.

Field Trip or School Visit from one of Connecticut’s International Companies.

Have language students and media students develop a thirty-second Public Service Announcement for display on school and local cable encouraging others to learn a language.

\*Hold a 'languages lift off' at your town hall. Have balloons with Year of Languages logo and members of the community performing skits, Karaoke, poems, etc. Award prizes.

\*Hold a 'Festival of Languages' in your community. Enlist the support of the local community.

Hold an International Night at your school. Enlist the support of parents, local businesses.

Hold a language day for each of the languages taught at your school. Have principal start daily announcements with a greeting from that language. Ask your colleagues to do the same in their classes. Ask if the lunch menu could include one item typical for that language. Create a 'language village' with a café, shops, bank, etc. for a simulated visit. Enlist support of your PTO and parents who speak that language.

Have your students work with media students to create a French/German/Italian/Spanish version of the first page of the school web site.

Contact your regional university or college's marketing department to see if their students could do a semester project to develop a brochure or pamphlet to encourage students to continue language study.

\*Hold a language poetry challenge and publish the resulting poems.

\*Hold a 24-hour language challenge during which learners can only speak the target language.

\*Set record for the largest group of people simultaneously engaged in a language learning activity. Get schools, colleges, libraries, police stations, cafés, health centers and banks to participate. Participants learn five simple phrases in one of your local area languages (students can use MLA map) with aid of a video, tape recording, phrase book, Internet link. In Birmingham, England, 60,000 residents participated in what was billed as 'Take 10 to learn' from 10:10 a.m. to 10:20 a.m. This feat garnered lots of local and national media attention and a place in the *Guinness book of records*.

\*Activities conducted during European Day of Languages, September 24, 2004

\*\* Taken from "Community Language Resources: A Handbook for Teachers" by Terri Menacker, University of Hawai'i at Mānoa.