CARLA Update &
Summer Institutes
FOR LANGUAGE TEACHERS
2014

Celebrating 20 years of improving the nation’s capacity to teach and learn foreign languages effectively
The CARLA Update is designed to provide you with information on the current initiatives sponsored by the center. We also encourage you to check out the many resources offered by each CARLA initiative on our website located at: www.carla.umn.edu

An Overview of CARLA

CARLA—the Center for Advanced Research on Language Acquisition—at the University of Minnesota is one of the U.S. Department of Education’s Title VI Language Resource Centers, whose role is to improve the nation’s capacity to teach and learn foreign languages effectively. Launched in 1993, CARLA’s research and action initiatives have centered on several key areas:

- Articulation of second language instruction
- Assessment of second language learning
- Content-based language teaching
- Culture and language learning
- Immersion education and research
- Language teacher education
- Learner language tools for teachers
- Less commonly taught languages
- Maximizing study abroad learning
- Pragmatics and speech acts
- Strategies for language learning
- Technology and second language learning
CARLA, the Center for Advanced Research on Language Acquisition, was born twenty years ago in 1993 as a U.S. Department of Education Title VI Language Resource Center. We are gratified at the way language educators across the nation and around the world now turn to CARLA when they need resources, information, and inspiration.

As one of 15 national Language Resource Centers in the country, CARLA is charged to expand the nation’s expertise in languages and cultures. CARLA’s mission statement sets out our central goal: “to advance the quality of second language teaching, learning, and assessment” in our nation, through a broad-based, high-quality program of research, materials development, and dissemination.

Over the 20 years spent working toward this goal, CARLA’s committed team of faculty members and professional staff has developed a deep and broad program offering a wide range of practical resources to support second language instruction and improve learner outcomes. In this publication, you will find detailed information about CARLA’s 2014 intensive summer institutes for language educators, and other current CARLA activities including: an exciting new video on language immersion programs in Minnesota; an update of the Virtual Assessment Center to include videos on teachers’ use of integrated performance assessments; a revision of CARLA web pages on language learning; and, its database of less commonly taught language classes offered in North America.

If you value CARLA and support its continued existence and growth in addressing this important mission, we hope that you will let your legislators know about our work. Thank them for funding the U.S. Department of Education’s Language Resource Center program, which makes CARLA’s work possible, and let them know how CARLA’s resources and activities enrich your own efforts in their districts to deliver high-quality language and culture learning opportunities. We also invite you to help us commemorate 20 years by making a gift to the CARLA Directors’ Initiative (see details below).

We all know that excellent, well-informed language teachers are key to developing global skills for the 21st century, and we thank you for all the good work you do. Together we can nurture the next generation of global citizens!

Sincerely,

Elaine Tarone
CARLA Director

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Help CARLA celebrate 20 years through the CARLA Directors’ Initiative

In honor of CARLA’s 20th anniversary, the current and past directors of CARLA and the LRC grant have launched a fundraising initiative to provide resources for the CARLA Fellows Program to support the scholarship of top graduate students in second language studies.

Learn about making a gift to the CARLA Directors’ Initiative at: carla.umn.edu/about/donate.html
In 1990, the U.S. Department of Education established the first Language Resource Centers (LRCs) at U.S. universities in response to the growing national need for expertise and competence in foreign languages. More than twenty years later, there are fifteen LRCs, supported by grants under Title VI of the Higher Education Act, creating a national network of resources to promote and improve the teaching and learning of foreign languages.

Led by nationally and internationally recognized language professionals, LRCs create language learning and teaching materials, offer professional development opportunities for teachers and instructors, and conduct research on foreign language learning.

While some centers concentrate on specific language areas and others on foreign languages in general, all share the common goal of developing resources that can be used broadly to improve foreign language education in the United States.

The highly competitive Department of Education Title VI LRC grants are awarded to institutions that are nationally known for excellence and leadership in the field of foreign language studies. The fifteen LRCs, based at universities extending from Hawai‘i to the nation’s capital, include:

- **CALPER**—Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University
- **CARLA**—Center for Advanced Research on Language Acquisition, University of Minnesota
- **CASLS**—Center for Applied Second Language Studies, University of Oregon
- **CeLCAR**—Center for Languages of the Central Asian Region, Indiana University
- **CERCLL**—Center for Educational Resources in Culture, Language and Literacy, University of Arizona
- **CLEAR**—Center for Language Education and Research, Michigan State University
- **COERLL**—Center for Open Educational Resources and Language Learning, University of Texas at Austin
- **LARC**—Language Acquisition Resource Center, San Diego State University
- **NALRC**—National African Language Resource Center, Indiana University
- **NCLRC**—National Capital Language Resource Center, a consortium of The George Washington University, Georgetown University, and The Center for Applied Linguistics
- **NEALRC**—National East Asian Languages Resource Center, The Ohio State University
- **NFLRC**—National Foreign Language Resource Center, University of Hawai‘i at Mānoa
- **NHLRC**—National Heritage Language Resource Center, University of California, L.A.
- **NMELRC**—National Middle East Language Resource Center, Brigham Young University
- **SEELRC**—Slavic and Eurasian Language Resource Center, Duke University

Check out the LRC Joint Website: nflrc.org
CARLA Celebrates its 20th Anniversary

Two Decades of Supporting Language Teachers

This year marks the 20th anniversary of CARLA at the University of Minnesota. Since the center began in 1993, CARLA faculty and staff have worked diligently to create a wide range of practical resources and high-quality professional development programs for language teachers around the world—many of which are highlighted in this brochure.

Anniversaries provide an opportunity to reflect on all the great work that has been done through the years. We invite you to join CARLA in celebrating two productive decades!

By the Numbers

14,010 language teachers have participated in programs sponsored by CARLA at the University of Minnesota.

146,173 language teachers have attended a presentation or workshop presented by CARLA faculty/staff at a conference or other institution.

12,526 Less Commonly Taught Language (LCTL) programs are listed in CARLA’s continually updated LCTL Database.

644,878 materials such as lesson plans/units, working papers, and research papers were downloaded from the CARLA website in one year alone.

“Kudos to CARLA on your 20 year anniversary! CARLA has impacted countless educators by making the critical connections between cutting-edge research and innovative classroom practices. I am one of those educators inspired, supported, and transformed by CARLA’s work. I hope CARLA is able to continue the work to lead us in meeting the future education challenges.”

–Janice Holter Kittok, Educator In Service

CARLA has served language teachers from the United States and countries around the world.

More information can be found at: carla.umn.edu/20
Language Immersion Education in Minnesota

Language Immersion Education in Minnesota is a 15-minute, must-see video on the role language immersion programs can play in addressing Minnesota’s achievement gap and preparing its children to compete in the global economy. The video unites the voices of researchers and community leaders with those of immersion practitioners and their students.

While created with the Minnesota context in mind, this video addresses issues common to immersion education programs around the country. Watch the video at: carla.umn.edu/immersion/immersionMNvideo.html

American Council on Immersion Education (ACIE)

The American Council on Immersion Education (ACIE) was established by CARLA in 1997 to serve as an organizational network for individuals interested in immersion education (teachers, administrators, teacher educators, researchers, and parents). ACIE created and distributed the ACIE Newsletter, which served as the only publication in the United States to address issues specifically related to immersion education for 14 years. Though the newsletter has ceased publication, the online archive continues to offer immersion educators a wealth of selected articles published between November 1997–May 2011. The extensive online archive collection is easy to search and includes 189 articles from the newsletter’s features:

• The Bridge: From Research to Practice highlights what we’ve learned from research and how it can be applied in the classroom
• Best Practices shares ideas that work in immersion classrooms and programs
• Immersion ABCs outlines the basics of successful immersion programs
• Research Reports provides brief summaries of selected studies on immersion education

The ACIE Archive can be found at: www.carla.umn.edu/immersion/acie/

Also—don’t miss the updated immersion research bibliography that offers 1,300 entries! See: carla.umn.edu/immersion/bibs/search.php

Professional Development for Immersion Educators

Now in its fourteenth year Immersion 101: An Introduction to Immersion Teaching provides an overview of the research, challenges, and best practices in the unique world of immersion education and is considered a “must” for new immersion teachers and administrators. Three sessions will be offered this year; one session will focus on the needs of teachers of character-based languages and the other two sessions will focus on alphabetic languages and feature an expanded three-day component for administrators. The immersion summer institutes are very popular and it is important to register early! See pages 25-26 for more information.

“It is essential to the achievement of all students that educators are able to get together to explore research and current practices. CARLA is a great clearinghouse for information, a great meeting place, and an inspirational organization to advance immersion education in the U.S.”

—Immersion 101 Summer Institute Participant

More information can be found at: carla.umn.edu/immersion
**Global Literacy through Mandarin Immersion and STEM Project**

This exciting grant project envisioned a K-16 Mandarin immersion program with a Science, Technology, Engineering, and Math (STEM) curricular focus. Led by Immersion Projects Coordinator Tara Fortune and Project Director Molly Wieland, the project team repurposed existing *Engineering is Elementary*® (*EiE*®) curriculum materials for the unit entitled *Just Passing Through: Designing Model Membranes* to create an expanded interdisciplinary unit of study for a 3rd grade Mandarin immersion classroom.

This project was developed through the Minnesota Mandarin Immersion Collaborative, a partnership of four early total Mandarin immersion programs in Minnesota and multiple units at the University of Minnesota with funding from the U.S. Department of Education’s Foreign Language Assistance Program. The *EiE*® materials were used with permission from the Museum of Science in Boston.

The curriculum development team worked to model best practice in curriculum, instruction and assessment for the dual language/immersion setting given what has been learned over decades from research. The *Designing Model Membranes* unit makes use of the *EiE*® focal narrative—Juan Daniel’s Fútbol Frog—as a means for contextualizing the STEM subject matter and cross-cultural content. The unit’s design framework intentionally supports the teacher’s ability to integrate and differentiate Mandarin language development within the context of subject-based learning activities. The unit culminates in a summative Integrated Performance Assessment that exemplifies curriculum-based evaluation of subject matter, language, literacy, and cultural knowledge. In addition, many resources have been developed to help teachers implement the unit in their classroom such as overview materials, handouts, role cards for group work, assessment rubrics, and teacher guides. Mandarin immersion programs across the country are encouraged to use and adapt this unit to best fit their respective contexts.

Get more information and download the materials at: [www.carla.umn.edu/immersion/mmic/](http://www.carla.umn.edu/immersion/mmic/)

**Academic Achievement and Language Development in Early Total Chinese Immersion Education**

- How are children performing on standardized assessments given in English when the majority of instruction and initial literacy development occurs in Mandarin?
- What levels of proficiency are these children developing in Mandarin Chinese?
- How can we best characterize students’ Mandarin language development?

Launched in the spring of 2013, this unique research project was designed to expand our nation’s knowledge and understanding of the academic achievement and proficiency outcomes of immersion programs where children are developing proficiency in a language with a logographic script such as Mandarin Chinese as well as English, an alphabetic language. No studies exist that examine academic achievement in English and language/literacy development in Mandarin for early total Mandarin immersion students who spend between 90-100% of their K-2 instructional day learning in a new language.

The study design involves both quantitative and qualitative research and evaluation methods. Data collection began last spring and will continue during the fall. Data analysis will begin in early 2014.

More information can be found at: [carla.umn.edu/immersion](http://carla.umn.edu/immersion)
Background on Learner Language:
Tools for Teachers

The goal of the Learner Language: Tools for Teachers project is to help teachers develop the hands-on skills they need to monitor the growth of learner language in their own classrooms so they can more effectively tailor their instruction to meet the learning needs of their students. Combining findings of second language acquisition research with the theoretical framework of Exploratory Practice, teachers of Chinese, Japanese, Korean, and Persian learn to focus on learner language development in their own classrooms. They view videos of American learners of these four languages, and aided by transcripts and interactive multimedia activities they learn to analyze learner language in order to fine-tune their teaching.

Why Focus on Learner Language?

Second language acquisition research has shown that adult learners have a “built-in syllabus” that guides the development of a second language when the language is used in unrehearsed communication. The same process occurs when children acquire their first language. Just as the growth of a plant is guided by its DNA, so the growth of the second language linguistic system (or interlanguage) is guided by the learner’s innate syllabus.

How Can Teachers Support the Process of Second Language Acquisition?

Teachers can support their students’ second language acquisition by assigning engaging puzzle-solving communicative tasks in which learners use their second language in spontaneous and innovative ways, often surprising their teachers and themselves with what they can do with the language. Teachers also support their students’ language development by analyzing the developing structure of their learner language in order to shape ongoing instructional input, scaffolding, and corrective feedback.

“My understanding of how learners acquire language was challenged and I now see the difference between learning, which refers to that which is explicit, and acquiring, which is implicit. My experience at CARLA this summer has really helped me to focus on the learner and get to know them first, so I can then know what they need to know to be more successful in the learning of languages.”

—Focusing on Learner Language: Second Language Acquisition Basics for Teachers
Summer Institute Participant

More information can be found at: carla.umn.edu/learnerlanguage
Beginning/intermediate students of Chinese, Japanese, Korean, and Persian were videorecorded as they worked in pairs on unrehearsed interactive puzzle-solving speaking tasks with stimulating visual images as prompts. The videos were professionally edited and transcribed and are posted along with the speaking prompts on the Learner Language website. Also on the site are interactive activities that use these materials to help teachers of Chinese, Japanese, Korean, and Persian learn six different ways of looking at learners and their language:

1. **Learner Characteristics**: Individual differences among learners that may affect their success
2. **Error Analysis**: Systematic errors in learner language and their typical patterns
3. **Interlanguage**: Sequences of development in the linguistic systems in learner language
4. **Learning in Interaction**: Scaffolding, co-construction and corrective feedback in interaction
5. **Referential Communication**: Use of language to identify things, actions and locations
6. **Complexity**: Simple measures of form and function in syntactic complexity and lexical variety

Research on the learner language analyzed in this project has now been reported at the 2011 and 2012 annual conventions of the American Council on the Teaching of Foreign Languages (ACTFL), and in other venues around the country. With these multimedia materials, teachers can develop the hands-on skills they need to monitor the growth of learner language in their own classrooms so they can more effectively tailor their instruction to meet the learning needs of their students.

The web-based *Learner Language: Tools for Teachers* materials are designed to be useful for self-study as well as in teacher development and second language acquisition courses. They are available on the CARLA website at: [www.carla.umn.edu/learnerlanguage](http://www.carla.umn.edu/learnerlanguage)

More information can be found at: [carla.umn.edu/learnerlanguage](http://carla.umn.edu/learnerlanguage)
Technology and Second Language Learning

Focus on Teaching Languages Online
CARLA’s Teaching Languages Online (TLO) resources are growing. A survey conducted last year on the preparation online language teachers receive gave rise to several presentations and workshops on the topic. Language teachers who teach online or will be teaching online are invited to join a “community of practice” to discuss teaching languages online and share experiences. Sign up at: www.carla.umn.edu/technology/TLO.

Also check out the extensive online TLO bibliography that includes many articles, books, websites, and dissertations that focus on teaching online for language learning as well as many general teaching online resources. See: www.carla.umn.edu/technology/tlo/bib_search.html

In summer 2013, CARLA offered a new program, STARTALK: Transitioning to Teaching Language Online, designed for teachers of critical languages preparing to teach their language online. Conducted completely online, this six-week, intensive course gave teacher participants the experience of taking an online course while giving them tools to create their own online language lessons. This unique program for teachers of Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu may be refunded and held in summer 2014.

Using Technology in Second Language Teaching
Since 1999, 459 language teachers have participated in CARLA’s annual summer institutes on technology use in the second language classroom. The popular face-to-face technology institute fills up fast and is always well received by teachers who want practical, hands-on training on technology. A five-week online summer institute on using technology taught by Technology Project Coordinator Marlene Johnshoy and Alyssa Bonnac provides a great option for teachers who prefer not to travel. Both institutes will be offered again this year; details can be found on pages 16 and 17.

“My teaching will be more creative and effective by using the technology that I learned during the course and my students will have new ways of communicating in the language they are learning.”

—Online Technology Summer Institute Participant

Online Resources for Technology
Web 2.0 tools are perfect to use in language classrooms to inspire students to express themselves, and to help them collaborate with others on language learning projects. A huge wiki site created for the CARLA Technology Summer Institute provides information, demonstration, and the practice of many of these tools for teaching and learning languages. The wiki is updated annually and is open to all teachers—check it out at: carlatech.pbworks.com

More information can be found at: carla.umn.edu/technology
Language assessments designed to measure what students “know and can do” give teachers the information they need to provide targeted instruction so their students can reach higher levels of language proficiency. CARLA offers a variety of practical resources to support teachers in creating and using high-quality assessments that can make a positive difference in language learning.

EMC Language Proficiency Assessments by CARLA (ELPAC)
The Minnesota Language Proficiency Assessments (MLPA) battery of high-quality, proficiency-based second language assessment tools for reading, writing, listening, and speaking were created by CARLA to certify proficiency at two levels on the scale outlined by ACTFL in French, German, and Spanish. Utilized at the University of Minnesota and institutions around the country for over a decade, the MLPA have been licensed to EMC Publishing for broader national distribution and now have a new name—ELPAC. For more information, see: store.emcp.com/elpac

Virtual Assessment Center: The Why and How of Classroom Assessment
When faced with the challenge of creating classroom-based assessments, teachers can turn to CARLA’s user-friendly Virtual Assessment Center. This set of web-based learning modules provides background information, step-by-step guidance, sample assessments, and many practical resources on developing second language assessments and using the assessment information to improve instruction. The first section—Why Assess?—shows how to align the purpose for assessing to methods in test design and use. Creating an Assessment Unit discusses how effective assessment supports learning and teaching, rather than simply reporting that learning did or did not occur, and demonstrates a variety of formative measures of students’ progress toward class objectives. What am I Assessing? covers the essential step of aligning language assessment to standards and instruction. Other sections are: The Modes of Communication, Evaluation, and Research and Theory; an in-depth resources section; and a growing section of sample Integrated Performance Assessment (IPA) units. See: www.carla.umn.edu/assessment/vac/

Integrated Performance Assessments and Interpersonal Tasks
Based on the CARLA summer institute, Developing Assessments for the Second Language Classroom, co-instructors Donna Clementi and Ursula Lentz created a series of videos that show teachers how to create Integrated Performance Assessment (IPA) units based on the ACTFL model. The video features teachers who have used IPAs with their students sharing their experiences of developing and using the materials in their classrooms.

Along with the video tutorials, the website offers selected teacher-created IPAs that have been “polished” and are ready for teachers to use in their classrooms. They can also be adapted for different languages and levels. See: www.carla.umn.edu/assessment/vac/CreateUnit/e_1

Virtual Item Bank
Need practical ideas and models for developing classroom assessment items? Look no further! CARLA’s Virtual Item Bank has over 300 sample test items based on the ACTFL Proficiency Guidelines and on the modes of communication as defined by the National Standards. Practical examples of test items (mostly in English) provide models on how different types of stimuli can be used to assess learners’ progress in reading, listening, speaking, and writing. This free resource can be found at: www.carla.umn.edu/assessment/vib/

More information can be found at: carla.umn.edu/assessment

Classroom teachers share their tips on using IPAs
There is a notorious shortage of good teaching materials for LCTLs. With a few notable exceptions, published material for LCTLs tends to be outdated, dull, and oriented primarily towards grammar, while good supplementary materials are mostly unavailable. Consequently, most LCTL teachers are faced with the need to create their own materials, often without having a background in language pedagogy.

To address the challenges LCTL teachers face in developing instructional materials, the LCTL Project created a website offering LCTL teachers the background and tools needed to create high quality materials. The site features videos of leading language teacher educator Bill Johnston presenting concepts for material development from a variety of resources as he interacts with LCTL teachers. The videos show pairs of LCTL teachers as they work through example activities using the materials as if they were students, and then discuss those activities from the teacher viewpoint. Each video segment is accompanied by pre-viewing questions for teachers, and includes additional questions for reflection after watching. The website is organized into units focused on using written texts, literature, audio, video, and pictures.

This exciting online resource grows out of the CARLA summer institute on Developing Materials for Less Commonly Taught Languages that has been led by Professor Johnston and LCTL Project Coordinator Louis Janus since 1999, and a book with the same title published by CARLA. The book provides principles, practical guidelines, and actual examples for LCTL teaching of all levels and languages to develop raw materials into activities for the language classroom and is available as a CARLA working paper. The website extends the reach of these two popular CARLA resources—it is available free of charge at: www.carla.umn.edu/lctl/development/

Finding Opportunities to Study LCTLs

The LCTL Project is well known for its database listing where LCTLs are taught in North America in a variety of educational contexts. Designed to connect learners and LCTL teachers, the database includes information on LCTL course offerings at colleges and universities. It also includes listings for K-12 schools in North America, summer courses, and distance education courses. The regularly updated database currently has more than 12,500 records and is one of the most popular resources on the CARLA website!
CARLA has sponsored many projects to further the study of styles- and strategies-based and speech act instruction by providing materials to help students become more aware of what they can do to become better language learners. Many of these materials are available on the web for students to use on their own and for teachers to use in the classroom.

**Spanish Grammar Strategies Website**
This engaging website is designed to help students of Spanish learn how strategies can help them master tricky grammar forms. To make this website relevant to learners, project staff began by interviewing many students and nonnative teachers to find out which grammar forms are most challenging for learners and what strategies the more successful learners employ to learn them.

After collecting a host of lively video and audio clips, along with graphics, drawings, “mind maps,” and other examples that demonstrate the strategies students use to support their learning of Spanish grammar, the development team created a website that is attractive and easy to use. Check out this unique resource at: www.carla.umn.edu/strategies/sp_grammar/

**Web Resources for Teaching Speech Acts**
As any learner knows, one of the challenging aspects of learning a second language is being able to master “speech acts” such as apologizing, requesting, refusing, and thanking. To provide language teachers and materials developers with research-based examples on how best to teach students to appropriately use speech acts, CARLA offers a website with descriptions of speech acts in a variety of languages. The website includes teaching tips, lesson plans, and a recently revised annotated bibliography with over 1,300 entries. See: www.carla.umn.edu/speechacts/

**Strategies for Learning Speech Acts in Japanese**
Designed for intermediate to advanced learners to use on their own, this set of web-based modules begins with a series of warm-up exercises that take students through several incidents they would likely encounter in daily life as an exchange student in Japan. Students then can learn about and practice using Japanese apologies, compliments, refusals, requests, and thanks. See: www.carla.umn.edu/speechacts/japanese/introtospeechacts/

**Dancing with Words: Strategies for Learning Pragmatics in Spanish**
This website can be used by both learners and teachers of Spanish. An easy-to-use introductory unit helps learners understand the importance of pragmatic ability. Each of eight learning modules addresses different speech acts and includes audio/video clips, interactive activities, and models for self-correction. See: www.carla.umn.edu/speechacts/sp_pragmatics/home

See: carla.umn.edu/strategies & carla.umn.edu/speechacts
Struggling Learners and Language Immersion Education

This handbook provides dual language and immersion educators with rich information and practical resources that address common concerns about children who struggle with language, literacy, and learning. In response to practitioners’ most pressing questions this book offers case narratives that recount lived experiences with struggling learners from a range of educational specialists, administrators, and teachers; background information and research summaries that provide important information about the existing knowledge base on this topic; discussion of issues as they relate to language minority and language majority learners; and guiding principles to inform program policies and practices. Additionally, the handbook includes reference materials to assist educators in meeting the needs of a wide variety of language and learning challenges.

A free companion website to this publication lists print and web-based resources that address immersion educators’ top questions about struggling immersion learners. See: www.carla.umn.edu/immersion/learners

Maximizing Study Abroad Guidebooks

Helping students make the most of their opportunity to study abroad lies at the very core of the Maximizing Study Abroad series of guidebooks. Practical and user-friendly, the Students’ Guide is designed for students to use on their own or as part of a study abroad orientation program and can also be used as a supplemental course text.

Created as a companion to the Students’ Guide, the Instructional Guide provides language teachers and study abroad professionals with both a solid understanding of language and culture learning theory and concrete ways to use this knowledge to support students in their skill development. This user-friendly guide was written with the busy professional in mind and features a “tool kit” of more than 100 hands-on activities ready for use in pre-departure, in-country, and re-entry initiatives for study abroad programs, as well as in language classrooms at home and abroad. With its creative activities, practitioner-friendly theory sections, teacher-tested tools, and professional advice, this guide allows users to quickly and easily integrate or adapt these new ideas to meet the unique needs of any classroom or study abroad program.

For more information about the guidebooks and to access a free copy of a research study designed to measure the effectiveness of these materials see: www.carla.umn.edu/maxsa/guides

These and other CARLA Working Papers are available through the University of Minnesota Bookstore. Many of the center’s working papers are available free as PDFs. See: www.carla.umn.edu/resources/working-papers/

More information can be found at: carla.umn.edu/resources/working-papers
CARLA Web Resources

CARLA has produced many innovative resources that are both research-based and practical for teachers. Most of what has been developed through the center is available free of charge on the CARLA website.

**Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers**

This handbook for teachers was designed to provide world language teachers with the background knowledge, ideas, and resources for implementing proficiency-oriented language instruction and classroom-based performance measures into their curriculum. Tied to the national Standards for Foreign Language Education, the Handbook gives teachers a solid foundation of the principles and practices that are central to standards-based and proficiency-oriented language instruction and assessment. The Handbook also offers a wide variety of tasks and activities to use in the classroom along with ideas for adapting these activities for different levels and languages and longer curricular packages.

The many tasks and units offered in this 622-page book were created by members of the Minnesota Articulation Project and edited by Dr. Diane J. Tedick. Originally published through the CARLA working paper series, the Handbook is now available free online. For more information and to download tasks and units see: www.carla.umn.edu/articulation/handbook

**Content-Based Language Teaching with Technology Web Resource Center**

The Content-Based Language Teaching with Technology (CoBaLTT) web resource center shows teachers how to attend to both content and language in their planning, instruction, and assessment with the support of technology. It offers a virtual treasure trove of information and practical tools for teachers interested in content-based language instruction (CBI).

The CoBaLTT website provides online instructional modules designed for teachers to learn key topics in content-based language instruction and curriculum development. The modules include CBI curriculum development, CBI teaching strategies, technology for language teaching and learning, national foreign language standards, and performance-based assessment. See: www.carla.umn.edu/cobaltt/modules/

The CoBaLTT website also houses 77 content-based lesson plans and units developed for a variety of languages and levels that can be downloaded and used by teachers in their own language classrooms. Access the CBI lessons and units at: www.carla.umn.edu/cobaltt/lessonplans/search.php

**Fun Facts About CARLA’s Web Use Last Year**

- Over 89,000 units/lessons were downloaded from the Articulation website
- The CoBaLTT website had 103,103 downloads and over 93,000 page views
- The Virtual Assessment Center had 119,195 downloads and 228,661 page views
- 36,534 free copies of CARLA working papers were downloaded

Many more resources can be found on the CARLA website: carla.umn.edu
CARLA SUMMER INSTITUTES

Integrating Theory and Practice

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota has offered a summer institute program for language teachers since 1996. The institutes offered by CARLA reflect our commitment to connecting research with practice as well as our ongoing mission to share what we’ve learned with teachers and their second language learners. Linking research and theory with practical applications for the classroom, each institute includes discussion, theory-building, hands-on activities, and networking with colleagues.

The CARLA institute provided me with a different point of view when it comes to teaching languages. The presenters were candid and had a great sense of humor, but most of all were very knowledgeable about the content presented. They were able to present the topics on the level of the learners and gave concrete examples of the theory presented.

— CARLA Summer Institute Participant

Who Participates in the CARLA Summer Institutes?

CARLA summer institute participants—more than 4,300 to date—have come from every state and countries all over the world. They have included foreign language, immersion, and ESL teachers at all levels of instruction, as well as program administrators, curriculum specialists, and language teacher educators.

The institutes have been developed and are supported, in part, by the U.S. Department of Education’s Title VI Language Resource Center program. The summer institutes are co-sponsored by the University of Minnesota’s College of Education and Human Development and College of Liberal Arts.

Many of the institutes fill up quickly, so register early!
2014 Schedule and Index

Institutes for Language Teachers

The CARLA summer institutes listed below are primarily targeted at K-12 and post-secondary foreign language and ESL teachers. They are *not* designed to meet the unique needs of immersion teachers. Please refer to the bottom of each page for specific information about the target audience.

**July 7–August 10, 2014**

Using the Web for Communicative Language Learning—*Online institute!*  p. 16

**July 14–18, 2014**

Using Technology in Second Language Teaching  p. 17
Second Language Acquisition Basics for Teachers  p. 18
Improving Language Learning: Styles- & Strategies-Based Instruction  p. 19

**July 21–25, 2014**

Culture as Core in the Second Language Classroom  p. 20
Content-Based Language Instruction and Curriculum Development  p. 21

**July 28–August 1, 2014**

Teaching the Pragmatics of a Second Language  p. 22
Developing Assessments for the Second Language Classroom  p. 23
Developing Materials for Language Teaching  p. 24

Institutes for Immersion Educators

The immersion institutes are unique in that they are specifically designed for one-way (foreign language) and two-way immersion educators who teach subject matter through the target language for 50-100% of the school day and promote continued development of English (amount of instructional time in English varies by grade level).

**July 21–25, 2014**

Immersion 101: Intro to Immersion Teaching for Chinese and Japanese  p. 25

**July 28–August 1, 2014**

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Using the Web for Communicative Language Learning

July 7–August 10, 2014 (five-week online course)

Technology is constantly changing and it is a challenge to keep abreast of all the new and exciting ways to use it in the classroom meaningfully. Participants in this online institute will work together to create lesson activities that not only use technology, but are centered on the three communication modes described in the National Standards (interpretive, interpersonal, presentational). In this five-week course, participants will practice ways to use online tools to promote student language comprehension and production by motivating their participation and collaboration in the target language. Participants will discuss lesson planning, implementation, and assessment issues related to using these tools in second language teaching.

During this online institute, you will:

- Develop knowledge of the tools, activities, and resources that are available online;
- Search out online applications and investigate how they might contribute to student language learning;
- Demonstrate how online tools can be used in second language teaching;
- Evaluate the opportunities and constraints of using these applications for language learning purposes at different grade levels; and
- Share activity ideas that incorporate online applications and the three modes of communication.

Program Schedule

<table>
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<th>Week 1</th>
<th>Intro to the Course: Online Spaces, Definitions, and the Three Modes of Communication</th>
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<tr>
<td>Week 2</td>
<td>Activities for the Interpretive Mode</td>
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<td>Week 3</td>
<td>Activities for the Presentational Mode</td>
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<td>Week 4</td>
<td>Activities for the Interpersonal Mode</td>
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<td>Week 5</td>
<td>Synchronous Tools</td>
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Note: For this workshop, you must be very comfortable with web browsing and searching, and feel comfortable jumping in and exploring new programs and web utilities with minimal guidance. A minimum of six hours of work per week will be expected. To fully participate, you will need a headset with microphone and a webcam. This is mostly an asynchronous course format where you will work on activities on your own schedule. However, there are usually deadlines twice, sometimes three times per week, as the activities build upon each other. There may be one or two synchronous activities—one with a partner, one with a small group—that you will be advised of at the beginning of the course.

“This is a very well-designed, interesting, and important institute, which is run by highly experienced and informed experts who know how to work with people at different levels of comfort with technology.”

– Online Technology Institute Participant

Facilitators

Marlene Johnshoy is the Technology Project coordinator and web manager for the Center for Advanced Research on Language Acquisition. She has given numerous workshops on many aspects of web-based language teaching and learning.

Alyssa Ruesch Bonnac teaches English as a Second Language in the Minnesota English Language Program at the University of Minnesota. She has given both face-to-face and online workshops about using technology in the language classroom.

Designed for K-16 foreign language and ESL teachers who are interested in incorporating online applications into their face-to-face, hybrid, or online classes.
Using Technology in Second Language Teaching

July 14–18, 2014

Using technology to foster students’ motivation and ability to communicate in the target language is at the heart of this summer institute. The three communication modes described in the National Standards (interpretive, interpersonal, presentational) provide an excellent framework for the implementation of technology in the foreign language curriculum. During the week, participating language teachers will learn ways of using technology to promote all three modes of communication.

A wide variety of technology tools and techniques will be explored through demonstration and in-class activities, including: a focus on wikis; audio and video recording and editing; locating and editing images; and incorporating a variety of media in interactive or presentational applications for the web and mobile devices. Hands-on practice will allow participants to try out tools as “students” as well as develop projects for immediate use with their own students. Through small- and large-group discussions, participants will examine best practices for incorporating technology into the curriculum and assessing student performance. A large online collection of resources will give teachers other directions to investigate once they are comfortable with some basic applications.

During this institute, you will:

- Develop knowledge of the tools, activities, and resources for digital communication;
- Gain hands-on, practical experience in creating digital stories with a variety of tools;
- Practice finding and editing multimedia materials; and
- Design activities using computers to promote student interpretation, presentation, and interaction.

Program Schedule (9 a.m.–4 p.m.)

Day 1  
• Learning How the Medium Shapes the Message  
• Working with Wikis: Text-Based Communication

Day 2  
• Working with Images

Day 3  
• Working with Digital Audio

Day 4  
• Working with Digital Video

Day 5  
• Addressing Assessment Issues  
• Mobile Applications  
• Putting It All Together

“This institute has given me many tools I will DEFINITELY use in my classroom.”  
– Technology Institute Participant

Presenters

Catherine Clements, College of Liberal Arts (CLA) Language Center and Minnesota English Language Program
Marlene Johnshoy, CARLA
Beth Kautz, CLA Language Center and Department of German, Scandinavian and Dutch
Dan Soneson, CLA Language Center
Rick Treece, CLA Language Center and Department of French and Italian
Caroline Vang, CLA Language Center
Pablo Viedma, CLA Language Center and Department of Spanish and Portuguese
Zhen Zou, CLA Language Center and Department of Asian Languages and Literatures

Designed for K-16 foreign language and ESL teachers, curriculum coordinators, teacher educators, and language lab staff.
Second language acquisition research and its tools can help language teachers understand the way learners’ language develops in their own classrooms, and how they can tailor their instruction to better meet the needs of their students. This summer institute will provide teachers with skills in the analysis of learners’ language with an in-depth look at these key questions:

**How can we better understand the unique grammar, vocabulary, and pronunciation patterns of learner language, and how these develop?**

**How can we use this understanding to fine-tune our pedagogy?**

Participants will expand their repertoire of tasks and activities to get learners speaking and writing, and practice analyzing the language learners produce to identify patterns of grammar, pronunciation and vocabulary usage. The week will end with an examination of the impact of content-based instruction (CBI) on critical thinking and on learners’ development of more complexity in their language. Institute participants will work together to consider implications for their own classroom teaching. Participants should bring their textbooks to the institute to facilitate their development of supplementary tasks and activities based on second language acquisition and CBI.

**During this institute, you will:**

- Examine current research on students’ second language use and discuss implications for teaching and learning;
- Learn how to analyze samples of learner language and ways of using these in your own classroom to improve your understanding of your students’ language development;
- Expand your ability to bring students to advanced levels of proficiency through the development of critical thinking and academic language in content-based curricula; and
- Apply this knowledge to action research and curriculum development with your colleagues.

“My experience at CARLA this summer has really helped me to focus on the learner and get to know them first, so I can then know what they need to be more successful in the learning of language.”

— SLA Basics Institute Participant

**Presenters**

Elaine Tarone, CARLA director and professor in interdisciplinary applied linguistics at the University of Minnesota, is well known internationally for her research and teaching on the topic of second language acquisition.

Maggie Broner, associate professor of Spanish at St. Olaf College, Minnesota, has presented and published her research on second language learning and content-based instruction in a wide range of national professional venues.

Invited guests Bonnie Swierzbin (Hamline University) and Gwen Barnes-Karol (St. Olaf College) will join the institute to share their expertise.

**Designed for K-16 foreign language and ESL teachers, language teacher educators, and administrators with teaching backgrounds.**
Enhancing students’ ability to learn a foreign/second language through styles- and strategies-based instruction (SSBI) is the focus of this institute. SSBI is a learner-focused approach to teaching that enables students to become more effective and efficient foreign language learners by helping them understand and make the most of their own learning styles and strategies.

Participants will create lessons for differentiated instruction with supporting materials and explore ways to incorporate strategies into their own language curricula. During the institute, participants will have an opportunity to apply SSBI according to their own interests—whether directly for classroom instruction, conducting SSBI workshops for teachers, or doing SSBI research. This institute draws extensively from the CARLA publication, Styles- and Strategies-Based Instruction: A Teachers’ Guide. Each teacher will receive a copy of this book as part of the institute.

In this highly interactive course, you will:

- Review and discuss learning style and language strategy classifications and how to apply these to lesson and curriculum planning;
- Consider the benefits and limitations of currently available style and strategy measures;
- Apply style and strategy theory and measurement outcomes to specific classroom tasks and lessons;
- Gain a deeper awareness of your strengths both as a learner and as a teacher; and
- Design your own SSBI project such as a set of classroom lessons, a plan for conducting SSBI workshops, or a research project.

“This is a valuable workshop for all level instructors as well as for beginning to seasoned veterans. You will without a doubt learn some new techniques and strategies and reinforce what you have already learned.”

Martha Nyikos is associate professor at Indiana University, Bloomington, where she heads the graduate program in Foreign and Second Language Education. She has worked for many years on issues related to teacher professional development and language-learning strategies. Her research interests include cognitive and sociocultural factors in language learning as related to the learning strategies of foreign language students and of heritage language learners.

Designed for K-16 foreign language and ESL teachers, administrators, curriculum coordinators, language teacher educators, and researchers.
The national Standards for Foreign Language Learning state that students “cannot truly master...language until they have also mastered the cultural context in which the language occurs.” Cultural learning helps students discover there are multiple ways of viewing the world, which is the first step toward developing the intercultural competence necessary to participate fully in an increasingly global community. Weaving together theory and practice, this interactive institute will help teachers develop instructional strategies for integrating language learning into a systematic culture curriculum, as well as tools and techniques for assessing growth in intercultural understanding.

Through presentations and activities you will:

- Explore the theoretical and research underpinnings of culture and culture learning;
- Create objectives for culture learning based on the National Standards;
- Examine curricular models for integrating language and culture;
- Investigate techniques and materials for teaching culture;
- Explore traditional and alternative methods of assessing language and culture learning; and
- Develop and apply criteria for evaluating the cultural content of teaching materials.

Presenters

Wendy Allen, professor of French at St. Olaf College, has been teaching French language and culture for more than 35 years. She has worked extensively in second language acquisition, with particular emphasis on languages across the curriculum, and wrote the only first-year university-level French text organized around culture.

Francine Klein earned her Ph.D. from the Department of Second Languages and Cultures Education in the College of Education and Human Development at the University of Minnesota and has been teaching for more than 40 years. She is currently serving as Distinguished Lecturer of French and International Studies at the University of Wisconsin-La Crosse.

This institute is best suited for middle school to postsecondary foreign language and ESL teachers and teacher educators.
Content-Based Language Instruction and Curriculum Development

July 21–25, 2014

This institute has been specifically designed for K-16 foreign language teachers who want to familiarize themselves with and implement Content-Based Instruction (CBI) in the second language classroom.

During this institute, teachers will learn how to create CBI materials and tasks to enhance students' language proficiency and content learning. Participants will also learn how to expand their own existing curricula by weaving in varied academic/cultural content, navigating and utilizing the Content-Based Language Teaching with Technology (CoBaLTT) online resources, and planning appropriate assessments for CBI.

During this institute, you will:

• Understand the theoretical principles that underlie CBI;
• Explore issues related to content and discipline literacy within the context of CBI curriculum development;
• Develop skills for CBI curriculum development;
• Learn content-based teaching strategies;
• Become familiar with the national Standards for Foreign Language Learning;
• Learn about integrated performance assessments for CBI; and
• Build skills in using available online resources to support CBI.

Program Schedule (9 a.m.–4 p.m.)

Day 1: Introduction to CBI
- National Standards and CBI
- Focus on Inquiry
- CoBaLTT Resource Center

Day 2: CBI Curriculum Development
- Genre and Varied Text Structures
- Identifying and Mining Authentic Texts
- CBI Core Curriculum Components

Day 3: CBI Curriculum Development cont’d
- CBI Lesson Planning in a Nutshell
- Effective Planning Strategies for Balancing Language and Content

Day 4: CBI Instructional Strategies
- Scaffolding Instruction
- Using the CoBaLTT Graphic Organizer Templates

Day 5: Assessment for CBI
- Effective Assessment Strategies for CBI
- Integrated Performance Assessment
- Pulling It All Together

Presenter
Laurent Cammarata is associate professor in education at the University of Alberta, Canada. His work as a teacher educator and researcher focuses on helping language teachers experiment with and appropriate meaning-based approaches to curriculum design. His publications on the topic have appeared in journals such as The Canadian Modern Language Review, the L2 Journal, and The Modern Language Journal.

"The CBI summer institute will change the way you think about the link between teaching and learning. It will help you to incorporate curriculum that will create global citizens, rather than simply global tourists!"

– CBI Institute Participant

Designed for foreign language teachers who have an interest in content-based language teaching. The institute is NOT intended for ESL or immersion teachers.
Language and Culture in Sync:  
Teaching the Pragmatics of a Second Language  
July 28–August 1, 2014

A truly daunting challenge for second language learners is to adjust their language use so it is appropriate for a variety of sociocultural contexts. How, for example, should learners address strangers, close friends, or people of higher social status in that culture? How can learners make requests, respond to compliments, and give apologies without offending anyone? While acquiring culturally appropriate discourse practices can take learners many years, research has shown that the process can be facilitated through explicit instruction.

This institute provides practical insights for teachers on how to enhance the learning of pragmatics. Participants will have hands-on opportunities to develop activities and materials for the classroom.

During this institute, you will:

• Review and discuss sociocultural aspects of the learning, use, and teaching of a second language;
• Examine learners’ pragmatic use and potential causes of pragmatic failure;
• Become familiar with current approaches to teaching pragmatics;
• Develop a pragmatics-focused lesson plan by incorporating research-based information; and
• Gain a deeper awareness of your own instructional practice with regard to the teaching of pragmatics.

“A truly daunting challenge for second language learners is to adjust their language use so it is appropriate for a variety of sociocultural contexts. How, for example, should learners address strangers, close friends, or people of higher social status in that culture? How can learners make requests, respond to compliments, and give apologies without offending anyone? While acquiring culturally appropriate discourse practices can take learners many years, research has shown that the process can be facilitated through explicit instruction.

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• Review and discuss sociocultural aspects of the learning, use, and teaching of a second language;
• Examine learners’ pragmatic use and potential causes of pragmatic failure;
• Become familiar with current approaches to teaching pragmatics;
• Develop a pragmatics-focused lesson plan by incorporating research-based information; and
• Gain a deeper awareness of your own instructional practice with regard to the teaching of pragmatics.

“Noriko’s incorporation and encouragement to participate allowed us to experience, first hand, the value of teaching pragmatics.”

– Pragmatics Summer Institute Participant

Presenter

Noriko Ishihara is associate professor of English as a Foreign Language/TESOL at Hosei University, Japan. She has designed and researched pragmatics-focused instruction and classroom-based assessment in ESL, EFL, and Japanese. She has recently written about instructional pragmatics in various journals and coauthored a teachers’ guide with Andrew D. Cohen, Teaching and Learning Pragmatics: Where Language and Culture Meet, published by Pearson/Longman.

Designed for elementary to postsecondary foreign language and ESL teachers, material developers, curriculum coordinators, teacher educators, administrators, and researchers.
Effective assessments support teaching and learning and are essential to helping students achieve higher levels of proficiency. Aligned with standards and benchmarks, they are at the core of curricular and instructional planning and engage students in meaningful activities that show what they can do.

After an overview of assessment fundamentals, the institute will explore a variety of topics: formative and summative assessment models, appropriate performance and proficiency levels, standards-based integrated performance assessment units, and documenting growth in cultural knowledge and understanding. A special session on technology will showcase useful tools to facilitate assessment of the three modes of communication.

Participants will develop a standards-based performance unit using Backward Design to fit their teaching context. The week will conclude with a focus on implications of standards-based performance assessment for higher levels of proficiency and articulation among levels of instruction.

**During this institute, you will:**

- Develop a theoretical and practical foundation in learner-centered and performance-based approaches to assessment aligned with classroom practice and national, regional, and programmatic performance standards;
- Explore a variety of practical, meaningful assessment tools for classroom use;
- Create assessment tasks that integrate language skills and cultural knowledge and understandings;
- Develop a standards-based integrated performance assessment and evaluation criteria;
- Learn about technology tools to facilitate assessment; and
- Explore use of student self-assessment, goal setting, and portfolios.

**Presenters**

Donna Clementi is a well known consultant and national speaker on curriculum and assessment development. With more than 30 years of teaching French grades K-12, she is currently a world language methods instructor at Lawrence University, Appleton, Wisconsin. Ursula Lentz is the World Language & English Learner Education Specialist at the Minnesota Department of Education. She worked for over 15 years with CARLA’s Assessment Project. Marlene Johnshoy, CARLA Technology Project coordinator, will lead a special presentation on technology use for assessment.

**Developing Assessments for the Second Language Classroom**

**July 28–August 1, 2014**

**Program Schedule**

**Day 1**
- Basic Assessment Concepts and Models
- Formative and Summative Assessments
- Performance and Proficiency Guidelines

**Day 2**
- Focus on Interpretive Tasks (Reading, Listening, Viewing)
- Tailoring Tasks for Multiple Levels
- Technology and Web Resources for Assessment

**Day 3**
- Integrated Standards-Based Performance Assessment Units: Backward Design
- Balancing Assessment of Language and Culture

**Day 4**
- Developing a Unit
- Focus on Student Self-Assessment
- Developing Rating Rubrics and Scoring Guides

**Day 5**
- Rating Rubrics and Scoring Guides, cont’d
- Evaluating Student Work Samples
- Implications for Higher Proficiency Levels and Articulation

**Designed for elementary to postsecondary foreign language teachers as well as teacher educators and preservice FL teachers. The institute is NOT intended for ESL or immersion teachers.**
Developing Materials for Language Teaching

July 28–August 1, 2014

Language instructors often find it desirable to produce their own teaching materials. Even where commercially produced materials are widely available, teacher-produced materials can respond to current events and local context, and can be directed much more effectively toward the interests and needs of particular learners. This hands-on institute will explain how to prepare engaging, pedagogically effective teaching materials for the language classroom. Grounded in the latest research on effective pedagogy and second language acquisition, the institute emphasizes creative and interactive approaches to language teaching, and offers a broad range of strategies and techniques for exploiting authentic materials.

Working together, you will:

• Discuss what kinds of authentic materials are most conducive to use in language classrooms, and where these materials can be found;
• Learn a wide range of activities and exercises to employ with these materials;
• Consider ways in which materials can address all the skills—reading, listening, speaking, and writing—and how skills can be integrated through effective materials design;
• Explore effective uses of technology in supporting and enhancing the design of materials; and
• Create a set of materials for use in your own classroom.

Program Schedule (9 a.m.–4 p.m.)

Day 1
• Second Language Acquisition, Pedagogy, and Teaching Materials
• Principles of Materials Design
• Principles for Active Reading
• Using Literature in the Language Classroom

Day 2
• Knowing Your Resources
• Integrated Materials and Integrated Skills
• Copyright Issues
• Technology for Materials Design

Day 3
• Working with Video
• Uses for Pictures and Photographs

Day 4
• Designing Listening Materials
• Using Songs and Music

Day 5
• Creating Integrated Skills Packets
• Maintaining Your Materials Library

“One of the most rewarding experiences for my professional development. Not only was it an opportunity to learn new ideas and techniques about material development, but was also a great chance to communicate and connect with experts and colleagues in a very engaging manner.”

– Materials Development Institute Participant

Presenter

Bill Johnston is professor of Comparative Literature at Indiana University, Bloomington. He has worked in language teacher education for many years with a specialty in language teaching methods and materials, and teacher development for ESL and LCTLs. He is the author of Values in English Language Teaching and numerous publications in the field of language pedagogy.

Designed for elementary to postsecondary foreign language and ESL teachers, and is especially useful for LCTL teachers. It is not intended for immersion teachers.
Immersion 101 for Chinese and Japanese
An Introduction to Immersion Teaching

July 21–25, 2014 (Teacher Session) July 21–22, 2014 (2-day Admin Session)

New Chinese or Japanese immersion teachers and administrators will receive a research-based introduction to the challenges, options, and issues in the unique world of immersion education (K-12). Targeted institute participants include one-way (world language) and two-way immersion educators who teach subject matter through Chinese or Japanese for 50-100% of the school day and promote continued development of English (amount of instructional time in English varies by grade level).

On the first two days, the focus will be on issues of interest to new immersion teachers and administrators. Administrators and district personnel will have an opportunity to engage with key issues in immersion program design and implementation for character-based languages, and discuss strategies for meeting those challenges with an experienced immersion administrator. During the following three days, novice teacher participants will be introduced to effective practices that inform language and literacy-attentive curriculum development and instruction with non-cognate, character-based languages whose writing system differs from English.

During this institute, you will:

- Become familiar with the educational philosophy, research, and essential practices of immersion education as well as the distinguishing characteristics and goals of various program models;
- Connect with colleagues and strengthen your professional network;
- Discuss the unique role immersion education plays in public education and explore administrative strategies for dealing with immersion issues at the school, district, and community level;
- Examine effective classroom management practices for immersion teachers who are new to teaching and learning in the U.S.;
- Learn about best practice for character teaching and learning in immersion classrooms; and
- Collaboratively create lesson plans that systematically attend to language and literacy development.

Program Schedule (9 a.m.–4 p.m.)

Day 1 All Participants
- Immersion Philosophy, Programs, and Goals
- Essential Practices
- Immersion Benefits and Challenges
- Demonstration Lesson

Day 2 All Participants
- Administrative Perspectives
- Lessons Learned
- Cross-Cultural Challenges

Day 3 Teacher Participants Only
- Content-Based Curriculum Design
- Integration of Language, Culture, and Content
- Designing for Peer Interaction

Day 4 Teacher Participants Only
- Character Teaching and Learning
- Biliteracy Connections
- Character-Based Literacy Development

Day 5 Teacher Participants Only
- Interdisciplinary Unit Extensions
- Mentor Teacher Panel
- Internet Resources for Immersion

Presenters

Tara Fortune, Ph.D., is the Immersion Projects coordinator at CARLA and will serve as the lead instructor and institute facilitator. She devotes most of her professional time to the preparation and continuing education of immersion educators throughout the United States and abroad. She oversees research initiatives in immersion that have recently included a focus on struggling immersion learners and assessing immersion language development.

Guest Presenters will include veteran immersion teachers and administrators who will share their specific expertise.

Designed for pre-service and novice K-12 Chinese and Japanese immersion teachers, administrators, district personnel or policy-makers, and specialist teachers in immersion schools. It is not meant for experienced immersion teachers.
Immersion 101
An Introduction to Immersion Teaching

July 28–August 1, 2014 (Teacher Session) July 28–30, 2014 (3-day Admin Session)

A must for new immersion teachers and administrators, this institute provides an introduction to the challenges, options, and issues in the unique world of immersion education (K-12). The institute is distinctively organized to address the needs of a diverse audience. On the first two days the focus will be on issues of interest to new immersion teachers and administrators with discussion groups by program role and responsibilities. On the third day teachers and administrators will separate into different groups.

Administrators will spend their final day with a veteran immersion principal and address specific leadership competencies needed to develop, implement, and operate a strong language immersion program/school. During days three to five, teacher participants will have extended time to plan for curricular and instructional innovation in their own settings. With concurrent teacher sessions there will be additional opportunities to differentiate by program model, language of instruction, and grade-level.

During this institute, you will:

• Become familiar with the educational philosophy, research, and essential practices of immersion education as well as the distinguishing characteristics and goals of various program models;
• Connect with colleagues to strengthen your professional network;
• Discuss the unique role immersion education plays in public education and explore leadership strategies for addressing immersion issues at the school, district, and community level;
• Examine effective instructional strategies known to promote language growth; and
• Collaboratively develop content-based curriculum that systematically attends to growth in language and literacy.

Presenters

Tara Fortune, Ph.D., is the Immersion Projects coordinator at CARLA and will serve as the lead instructor and institute facilitator. She devotes most of her professional time to the preparation and continuing education of immersion educators throughout the United States and abroad. She oversees research initiatives in immersion that have recently included a focus on struggling immersion learners and assessing immersion language development.

Guest Presenters will include veteran immersion teachers and administrators who will share their specific expertise.

Designed for pre-service and novice K-12 immersion teachers, administrators, district personnel or policymakers, and specialist teachers in immersion schools. It is not meant for experienced immersion teachers.
Registration Information
Details about registration, costs, credit/clock hours, location, and accommodations can be found online at: www.carla.umn.edu/institutes

Registration
Registration opens on January 6, 2014. As an incentive for early registration, the cost for each institute is $50* less if registration is received on or before May 30, 2014 (*does not apply to special UM credit student rate). All registrations must include payment. Payment options: 1) check payable to the University of Minnesota sent by mail; or 2) credit card charge online at: www.carla.umn.edu/institutes/. Sorry, we do not take P.O.S.

Many institutes fill to capacity early—Do NOT purchase airline tickets until you have received email confirmation of your registration.

Refunds/Cancellations
Refund requests must be made in writing. A cancellation fee of up to $150 will be assessed based on specific dates. Refunds will not be granted after the Monday two weeks before the institute is scheduled to begin. See details at: www.carla.umn.edu/institutes/refunds. Also note: a change fee of $15 will be charged to switch from one institute to another.

The University of Minnesota reserves the right to cancel any institute if necessary, in which case participants will receive a full refund for that institute. If you have special needs, contact the CARLA office at carla@umn.edu at least 3 weeks before your institute.

Clock Hours & Credit
Participants can earn certificates for up to 30 clock hours at any of the week-long summer institutes or can register for 2 semester-graduate-level credits for most institutes at an additional cost through the University of Minnesota (UM). Tuition for graduate-level credits depends on student status at UM. For those not matriculated in degree programs at UM, the tuition is $613 per credit PLUS approximately $100 in registration fees for 2 credits. Sorry, international participants may not register for credit without a student visa. More detailed information is available on CARLA’s website. Registration for credit can happen only after the initial registration through CARLA.

UM students enrolled in degree-seeking programs taking a CARLA summer institute for credit are eligible for a discount on the initial, non-credit registration cost. Currently enrolled UM students pay only $150/$200 per institute, but must also register AND pay for credits. To receive this discount, registrants must include their UM ID #. Those who register at the student rate, but do not register for credit, will be billed the balance of the registration cost.

Location
The institutes will be held on the East Bank of the University of Minnesota’s Minneapolis campus. Information and maps are available online.
Web: www.carla.umn.edu/institutes/

Accommodations
All options listed below are within walking distance of the institutes and the East Bank campus of the University of Minnesota. For each of them you will need to identify the CARLA summer institutes to receive a discount. The University area is very busy in the summer and there is a limited number of rooms at each location, so book early!
Web: www.carla.umn.edu/institutes/accommodations

Wales Guest House
A delightful guest house with breakfast included. Prices range from $75–$85/night plus tax; lower rates for weekly stays. Some rooms have shared bathrooms. The deadline is April 1, 2014, but earlier reservations are highly recommended.
Phone: 612-331-3931 • E-mail: waleshouse1@gmail.com
Web: www.waleshouse.com

Days Hotel on University
A popular and modestly priced housing option for participants. Extras in this smoke-free hotel include continental breakfast, a shuttle van service, free off-street parking, on-site fitness center, and high-speed internet connections. Must book at least 30 days prior to institute and ask for CARLA group rate ($89/night + tax for single).
Phone: 612-623-9303
E-mail: dayshotelsalesoffice@gmail.com

The Commons Hotel
This boutique hotel located on the UM campus is a short walk to the institutes. Includes high-speed internet connections and hotel shuttle. Book at least 3 weeks prior to the institute to receive CARLA group rate ($134/night + tax for single).
Phone: 612-379-8888 or 1-800-822-6757
Web link to reservations is available: www.carla.umn.edu/institutes/accommodations

University of Minnesota Dormitories
The most economical and basic option near campus are in student dorm rooms. Cost is approximately $54/single room. Rooms do not include private baths and parking is an additional cost. See: www.carla.umn.edu/institutes/accommodations

Register online with a credit card at: www.carla.umn.edu/institutes

Or–mail registration with check to:
CARLA/University of Minnesota
140 University Int’l Center
331 17th Ave S.E., Minneapolis, MN 55414

Questions? Contact CARLA at:
E-mail: carla@umn.edu
Phone: 612-626-8600
Web: www.carla.umn.edu/institutes/
CARLA Summer Institutes 2014
Registration Form

Type or print carefully. One registrant per form—duplicate for additional registrations.

The information on this form is private data, used to identify and locate you, obtain payment, and enable the organizers to know their audience. Name, address, and payment method are mandatory. Information on this form may be shared with program instructors and organizers.

By submitting this registration form, the registrant agrees to the program’s refund policies outlined at: www.carla.umn.edu/institutes/refunds.

Last Name       First Name       MI

Mailing Address  (Include street, city, state, zip code, and country)  Is this address home? ☐ or work? ☐

Name of Institution/School       Job Title (e.g., Teacher, Administrator, Dept. Head)

E-mail (REQUIRED)       Telephone: Home ☐ Work ☐ or Cell ☐

Your professional role: ☐ Teacher ☐ Administrator ☐ Other:
Language(s) you teach: ☐ Spanish ☐ ESL/EFL ☐ Chinese ☐ Other: _________________
School level(s): ☐ Postsecondary ☐ H.S. ☐ Middle ☐ Elementary ☐ Other: _________________
Course level(s): ☐ Beginning ☐ Intermediate ☐ Advanced ☐ Other: _________________ Grade(s): _________________

Registrations must include payment in U.S. dollars. Save $50 if your registration is received by May 30, 2014 (not valid for currently enrolled U of MN students who register at a reduced student price).

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<th>Summer Institutes for Language Teachers</th>
<th>Regular Registration Costs</th>
<th>Registration Costs for U of M Credit Students*</th>
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<tbody>
<tr>
<td>Using the Web (online)</td>
<td>☐ $400 ☐ $350 ☐ $150</td>
<td>LgTT 5710*</td>
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<tr>
<td>Technology</td>
<td>☐ $400 ☐ $350 ☐ $150</td>
<td>CI 5660*</td>
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<tr>
<td>SLA Basics for Teachers</td>
<td>☐ $400 ☐ $350 ☐ $150</td>
<td>CI 5622*</td>
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<tr>
<td>Strategies-Based Instruction</td>
<td>☐ $400 ☐ $350 ☐ $150</td>
<td>CI 5623*</td>
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<td>Culture as the Core</td>
<td>☐ $400 ☐ $350 ☐ $150</td>
<td>CI 5621*</td>
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<tr>
<td>Content-Based Instruction</td>
<td>☐ $400 ☐ $350 ☐ $150</td>
<td>CI 5624*</td>
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<tr>
<td>Pragmatics</td>
<td>☐ $400 ☐ $350 ☐ $150</td>
<td>CI 5626*</td>
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<tr>
<td>Assessments</td>
<td>☐ $400 ☐ $350 ☐ $150</td>
<td>CI 5625*</td>
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<td>Materials Development</td>
<td>☐ $400 ☐ $350 ☐ $150</td>
<td>CI 5660*</td>
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<table>
<thead>
<tr>
<th>Summer Institutes for Immersion Educators</th>
<th>Institute Cost</th>
<th>Early Bird-Reg (receive by 5/30/14)</th>
<th>Institute Initial Cost</th>
<th>Plus register and pay tuition+fees for credit</th>
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<tbody>
<tr>
<td>Imm 101 Ch/Jpn (Teachers 5-day)</td>
<td>☐ $500 ☐ $450 ☐ $200</td>
<td>CI 5674*</td>
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<tr>
<td>Imm 101 Ch/Jpn (Admin 2-day)</td>
<td>☐ $300 ☐ $250</td>
<td>(not available for grad credit)</td>
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<tr>
<td>Immersion 101 (Teachers 5-day)</td>
<td>☐ $500 ☐ $450 ☐ $200</td>
<td>CI 5673*</td>
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<tr>
<td>Immersion 101 (Admin 3-day)</td>
<td>☐ $400 ☐ $350</td>
<td>(not available for grad credit)</td>
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<td>TOTAL NUMBER OF INSTITUTES:</td>
<td></td>
<td>TOTAL COST/Payment: $</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If you are registering at the lower initial institute rate as a University of MN credit student you must complete the following:
I am a University of Minnesota student. My official U of MN student ID# (don’t use SS#) is __________________________.
I understand that I must register for credit for this course online and will be billed the appropriate tuition amount, which is in addition to my payment of the enclosed initial institute registration cost. I understand that I will be billed the balance of the regular registration costs if I fail to register for credit.

Signed: ___________________________ Date: ___________________________

Payment Information

Registrations will not be processed without payment. (Sorry, no P.O.s or wire transfers accepted.)

Payment options:
1) Mail in registration form along with check made payable to the University of Minnesota.
2) Register online with a credit card at www.carla.umn.edu/institutes
Advanced Practices in Second Language Teaching Professional Development Certificate

This certificate provides an exciting opportunity for teachers of foreign languages and English as a second/foreign language to showcase their professional development work through the CARLA summer institute program. The certificate is offered through the University of Minnesota’s College of Education and Human Development in partnership with CARLA.

The Advanced Practices in Second Language Teaching Certificate provides teachers with tangible recognition of their successful completion of CARLA’s coordinated set of internationally recognized, graduate-level summer institutes focused on cutting-edge language teaching practices and methodologies. The institutes may be taken in any sequence, and institutes taken for credit previously can be applied to the certificate. At least 12 credits of the following coursework must be completed for the certificate:

Required courses (6 credits):
- Culture as Core in the Second Language Classroom (2 cr.)
- Second Language Acquisition Basics for Teachers (2 cr.)
- Using Technology in Second Language Teaching (2 cr.)

Three elective courses chosen from the following options (6 credits):
- Improving Language Learning: Styles- and Strategies-Based Instruction (2 cr.)
- Content-Based Language Instruction and Curriculum Development (2 cr.)
- Developing Assessments for the Second Language Classroom (2 cr.)
- Teaching the Pragmatics of a Second Language (2 cr.)

PLEASE NOTE: Applying to the certificate program is free! Teachers who wish to take the CARLA institutes for graduate-level credit and are accepted to the certificate program can make an initial payment to CARLA at the lower University of Minnesota student rate, after which they must register for credit and pay University tuition and fees.

More Information
- More information about the certificate, admission criteria, and application materials can be found at: www.cehd.umn.edu/ci/Future/Certificates/Advanced-slt.html
- Information about tuition and fees can be found at: www.carla.umn.edu/institutes/credit