2016 CARLA UPDATE & SUMMER INSTITUTES FOR LANGUAGE TEACHERS

IMPROVING LANGUAGE TEACHING AND LEARNING

CARLA Center for Advanced Research on Language Acquisition

University of Minnesota
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 project on our website located at: carla.umn.edu

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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 program initiatives have centered on several key areas:

- Articulation of second language instruction
- Assessment of language proficiency
- Content-based language instruction
- 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 online language learning

Learn more about CARLA on our website: carla.umn.edu
The Center for Advanced Research on Language Acquisition

CARLA, the Center for Advanced Research on Language Acquisition, is part of a network of 16 U.S. Department of Education Title VI Language Resource Centers (LRCs), which work together to expand the nation’s expertise in world languages and cultures. CARLA’s contribution to this effort is to offer a cutting-edge program of research-based professional development for language educators, develop language materials, and disseminate these resources widely.

This brochure highlights our ongoing dissemination efforts; in it you will find descriptions of the intensive summer institutes for language educators to be offered in Summer 2016, and detailed information about upcoming CARLA activities and established resources. This year we will be gearing up for the 6th Annual International Conference on Immersion and Dual Language Education to be held in Minneapolis October 20-22, 2016. Our plenary speakers for this exciting conference will be widely-recognized leaders and spokespersons for the benefits of multilingualism, and specifically for immersion and dual language education. You won’t want to miss this event! Other CARLA offerings to look for in these pages include a very popular experiential online course on proficiency-oriented online language teaching, new multimedia materials focused on learner language produced by foreign language and heritage language learners of Spanish, and four never-before-offered summer institutes. Information on other upcoming CARLA resources and activities can be found at: carla.umn.edu

Finally, if you value CARLA’s offerings in support of world languages and cultures, please take the time to let your legislators know. Ask them to support the U.S. Department of Education’s Title VI Language Resource Center program, which literally makes CARLA’s work possible, and let them know that CARLA’s resources and activities help you deliver high-quality language and culture learning opportunities to students in your program. Of course, you can also support us directly by making a gift to CARLA; here, every gift of any size counts.

Thank you for your support, and for all that you do to build our nation’s reservoir of expertise in world languages and cultures at a time of unparalleled international growth.

Sincerely,

Elaine Tarone
CARLA Director
Dedicated to Improving Language Teaching and Learning

In 1990, the first Language Resource Centers (LRCs) were established at universities in response to the growing national need for expertise and competence in foreign languages, with grants under Title VI of the Higher Education Act. Nearly twenty-five years later, there are sixteen LRCs 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 LRC grants are awarded to institutions that are nationally known for excellence and leadership in the field of foreign language studies. The LRCs—based at universities extending from Hawai‘i to the nation’s capital—include:

- **AELRC**—Assessment and Evaluation Language Resource Center, Georgetown University
- **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
- **CILC**—Center for Integrated Language Communities, City University of New York
- **CLEAR**—Center for Language Education and Research, Michigan State University
- **COERLL**—Center for Open Educational Resources and Language Learning, University of Texas at Austin
- **CULTR**—Center for Urban Language Teaching and Research, Georgia State University
- **NALRC**—National African Language Resource Center, Indiana University
- **NEALRC**—National East Asian Languages Resource Center, The Ohio State University
- **NFLRC**—National Foreign Language Resource Center, University of Hawai‘i at Mānoa
- **NHLC**—National Heritage Language Resource Center, University of California, Los Angeles
- **NRCAL**—National Resource Center for Asian Languages, California State University, Fullerton
- **SEELRC**—Slavic and Eurasian Language Resource Center, Duke University

Download the new LRC brochure at: nflrc.org

Check out the LRC Joint Website at: nflrc.org
6th International Conference on Immersion and Dual Language Education: Connecting Research and Practice Across Contexts

October 20–22, 2016
Hyatt Regency Hotel
Minneapolis, MN

Featured Plenary Speakers

- Ellen Bialystok, York University, Toronto
- Patricia C. Gándara, UCLA
- Tina M. Hickey, University College Dublin
- Patsy Lightbown, Concordia University, Montreal
- Teresa L. McCarty, UCLA

Immersion and dual language education continue to evolve as highly effective program models for launching students on the road to bi- and multilingualism and intercultural competence. This conference welcomes proposals on school-based immersion, bilingual, and dual language programs that involve a minimum of 50% subject-matter schooling through a second, world, heritage, or indigenous language at the preschool and elementary levels (preK–5/6). Secondary or post-secondary continuation programs for elementary immersion/dual language graduates include a minimum of two subject courses.

- One-Way World/Foreign Language Immersion
- Two-Way Bilingual Immersion
- One-Way Developmental Bilingual Education
- Indigenous/Heritage Immersion for Language and Culture Revitalization

While each model targets distinct sociocultural contexts and educational needs, all embrace language, literacy, and culture development through subject-matter learning with a high degree of language intensity. The Sixth International Conference on Immersion and Dual Language Education will bring these models together to engage in research-informed dialogue and professional exchange across languages, levels, learner audiences, and contexts.

More conference information is available at: carla.umn.edu/conferences/immersion2016/

Keep Connected with CARLA

- Sign up to get quarterly electronic updates on CARLA’s activities and resources for teachers: carla.umn.edu/about/mlist.php
- Like CARLA’s Facebook page to get timely news about the center and other language-related information: facebook.com/carla.umn

More information can be found at: carla.umn.edu/conferences/immersion2016/
CARLA’s Immersion Project is known worldwide for its international conferences, unique summer institutes, and free online resources targeted at the specific needs of immersion educators.

**Immersion Research-to-Action Brief—NEW!**

CARLA’s new series of annual *Immersion Research-to-Practice Briefs* provides a readily digestible means of keeping educators informed about ongoing research in the field of language immersion education that has implications for their daily practice. For the inaugural Brief, Dr. Renée Bourgoin (University of New Brunswick, Canada) drew upon her dissertation research that investigated at risk and typically developing readers’ use of reading strategies in Gr. 3 French immersion classrooms. A free copy of *Reading Strategies: At Risk and High Performing Immersion Learners* can be found online at: carla.umn.edu/immersion/

**Must-See Video—Language Immersion Education in Minnesota**

*Language Immersion Education in Minnesota* is an engaging 15-minute 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

**Online Resources for Immersion Educators**

CARLA offers an extensive online archive of newsletter articles that address issues specifically related to immersion education. The 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 describes 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 immersion education article archive can be found at: carla.umn.edu/immersion/acie/Immersion educators will also want to check out our growing immersion research bibliography that now houses over 1,390 entries! Searches can be targeted to key immersion categories: one-way, two-way, indigenous, struggling learners, and character-based languages. Find the bibliographies at: carla.umn.edu/immersion/bibs/search.php

To learn more about immersion research initiatives at CARLA and the University of Minnesota—past and present, visit: carla.umn.edu/immersion/research.html

More information can be found at: carla.umn.edu/immersion
Academic Achievement and Language Development in Early Total Chinese Immersion Education

- How do English-proficient children perform 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?

This unique research project is 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. These are the first studies that examine academic achievement in English and language/literacy development in Mandarin for Mandarin immersion students in early total immersion programs (in which students 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 analysis began in early 2014 and will continue into 2016.

Global Literacy through Mandarin Immersion and STEM Project

This exciting project repurposed existing Engineering is Elementary® (EiE®) curriculum materials to create an expanded interdisciplinary unit for a 3rd grade Mandarin immersion classroom. Led by Immersion Program Director Tara Fortune and Project Director Molly Wieland, the curriculum development team worked to model best practice in curriculum, instruction, and assessment for the immersion and dual language setting given what has been learned over decades from research. The Just Passing Through: 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 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 Interdisciplinary Performance Assessment that exemplifies curriculum-based evaluation of subject matter, language, literacy, and cultural knowledge. Free downloadable materials are available at: carla.umn.edu/immersion/mmic/

Professional Development for Immersion Educators

CARLA is the “go to” place for professional development for immersion educators. Over 1,770 immersion educators have participated in a CARLA summer institutes since they were first offered in 1997. Immersion 101: An Introduction to Immersion Teaching is a must for new immersion teachers and administrators, providing an overview of the research, challenges, and best practices in the unique world of immersion education. Breakout sessions focus on the specific needs of teachers and program administrators. At the new Meeting the Challenges of Immersion Education institute, middle and high school immersion teachers who work with the same students will explore ways to collaborate on integrating language and content in their immersion programs. Character Literacy Development in Mandarin Immersion is a new institute this year that will delve into the complex and time-intensive process of becoming literate in Chinese.

Register early for these popular summer institutes! See pages 26–28 for more information.

More information can be found at: 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. Learn to use these processes at the summer institute described on page 21.

“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
Multimedia Resources for Teachers

Under the direction of CARLA Director Elaine Tarone, project staff created a host of examples of learner language and materials for teachers. 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: Tools for Teachers 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:

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

Using the web-based Learner Language: Tools for Teachers 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 materials are designed to be useful for self-study as well as in teacher development and second language acquisition courses. Check out these free resources at: carla.umn.edu/learnerlanguage/

New Resources for Teachers of Spanish

The learner language website is being expanded this year to include video materials featuring the oral and written learner language produced by two learners of Spanish—one a foreign language learner and one a learner of Spanish as a heritage language. Videorecordings of the learners will be posted this year in the Learner Language website, along with transcriptions of their oral language, samples of their written language, and multimedia activities for teachers.

![Videorecording an interpersonal communication task for the new Spanish Learner Language website](image_url)
Technology has been an important aspect of CARLA’s work since the center began. CARLA provides in-depth professional development for teachers on using technology in the language classroom to foster communication.

**Transitioning to Teaching Languages Online**

Although schools nationwide are rushing to move their foreign languages courses online, those courses will not be effective in promoting students’ ability to actually use the language unless they are well designed and well taught. At the same time, most language teachers have little or no experience with online teaching or learning. To address this gap, CARLA offers *Transitioning to Teaching Language Online*—a unique online course that gives teacher participants the experience of taking an online course while giving them tools to create their own online language lessons. Originally developed for teachers of critical languages through the STARTALK program, this online course has launched many teachers into the brave new world of online teaching with a research-based framework and a set of practical tools. See: [carla.umn.edu/technology/tlo/](http://carla.umn.edu/technology/tlo/)

**Using Technology in Second Language Teaching**

Over 550 language teachers have participated in CARLA’s annual summer institutes on technology use in the second language classroom since they were first offered in 1999. 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. Participants in a five-week online summer institute taught by Online Education Program Director Marlene Johnshoy and Alyssa Bonnac can learn how to use online tools to promote student language proficiency by motivating their participation and collaboration in the target language. Both institutes will be offered again this year; details can be found on pages 15 and 16.

**Online Resources for Technology**

Web-based tools can inspire language 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 about 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](http://carlatech.pbworks.com)
CARLA offers a variety of practical resources to support teachers in creating and using high-quality classroom assessments that give them the information they need to help students reach higher levels of language proficiency.

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 that can improve instruction. The first section—Why Assess?—focuses on gathering and interpreting information that shows what learners “know and can do.” What am I Assessing? covers the essential step of deciding what students need to know in order to create language assessments aligned to standards and instruction.

In the Modes of Communication section, teachers learn how to maximize their students’ learning by integrating the interpersonal, interpretive, and presentational modes of communication in their classroom assessments. Creating a Standards-Based Assessment Unit outlines the process of creating a standards-based performance assessment unit of instruction and includes videoclips of teachers discussing their experiences designing and using integrated performance assessment units in their classroom. The Virtual Assessment Center also offers information on Continuous Improvement, Research and Theory, and Resources. See: carla.umn.edu/assessment/vac/

Standards-Based Integrated Performance Assessment Units

The Virtual Assessment Center houses over 50 teacher-created IPA units that have been “polished” and are ready for teachers to use in their classrooms. The new template uses the Backward Design approach and includes the goals of instruction for the unit, final performance assessment tasks for all three modes of communication, examples showing the integration of all “5 Cs” of the Standards (Communication, Cultures, Connections, Comparisons, Communities), and a toolbox section that identifies language functions, priority vocabulary, and sample learning activities. While the units are written for specific languages and levels, they can all be adapted for other teaching contexts. Download free units at: carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html

Additional Assessment Resources

Virtual Item Bank—Over 300 sample test items provide practical models to assess learners’ progress in reading, listening, speaking, and writing. This free resource can be found at: carla.umn.edu/assessment/vib/

EMC Language Proficiency Assessments by CARLA—These proficiency-based second language assessment tools for reading, writing, listening, and speaking certify proficiency at two ACTFL levels in French, German, and Spanish. For more information, see: store.emcp.com/elpac

More information can be found at: carla.umn.edu/assessment
Web-Based Resources for Teachers

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 provides 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, 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. Download the free tasks and units at: carla.umn.edu/articulation/handbook

Developing Classroom Materials for Less Commonly Taught Languages

There is a notorious shortage of good teaching materials for less commonly taught languages (LCTLs). To address this challenge, CARLA created a website offering LCTL teachers the background and tools needed to create high quality materials. The website 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 previewing 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. See: carla.umn.edu/lctl/development/

Find these videos on CARLA’s YouTube channel: youtube.com/user/CARLAvideoshare

Content-Based Language Teaching with Technology Web Resource Center

The CoBaLTT website provides online instructional modules designed for teachers to learn key topics in content-based language instruction and curriculum development. The modules focus on CBI curriculum development, CBI teaching strategies, technology for language teaching and learning, national foreign language standards, and performance-based assessment. Find these resources at: 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: carla.umn.edu/cobaltt/lessonplans/search.php

More information can be found at: carla.umn.edu/resources.html
Web-Based Resources for Learners

While the majority of CARLA’s materials are designed to support teachers, CARLA also offers some unique learning tools that can also be used by language learners on their own.

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: carla.umn.edu/speechacts/sp_pragmatics/home

Spanish Grammar Strategies Website

This engaging website was created to help students of Spanish learn how strategies can help them master tricky grammar forms. Chock-full of lively video and audio clips, along with graphics, drawings, “mind maps,” and other examples, this easy-to-use website demonstrates the strategies students use to support their learning of Spanish grammar. Check out this unique resource at: carla.umn.edu/strategies/sp_grammar/

Strategies for Learning Speech Acts in Japanese

Designed for intermediate to advanced learners of Japanese 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/responses to compliments, refusals, requests, and thanks.

Find this interactive website at: carla.umn.edu/speechacts/japanese/introtospeechacts/

More information can be found at: carla.umn.edu/resources.html
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 from a range of educational specialists, administrators, and teachers that recount lived experiences with struggling learners; 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: 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: carla.umn.edu/maxsa/guides

Check out all of CARLA’s working papers—many of which can be freely downloaded as PDFs from the CARLA website: carla.umn.edu/resources/working-papers/
Celebrating 20 Years of Top-Notch Professional Development

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.

Who Participates in the CARLA Summer Institutes?
CARLA summer institute participants—more than 5,000 to date—have come from every state and 52 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. Come join us!

“\textit{The most practical and energizing PD I've had in a long time! I feel like I got useful tools to make significant changes to my curriculum and the theory and research to back them up! Thank you!!}”

— CARLA Summer Institute Participant

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 language to showcase their professional development work through the CARLA summer institute program. To earn the certificate, teachers take a total of six CARLA summer institutes for graduate-level credit offered through the University of Minnesota’s College of Education and Human Development.

More Information

- More information about the requirements for the certificate, admission criteria, and application materials can be found at: carla.umn.edu/institutes/certificate.html
- Information about tuition and fees can be found at: carla.umn.edu/institutes/credit
## 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 or see: [carla.umn.edu/institutes/](http://carla.umn.edu/institutes/)

**July 11–August 14, 2016**

Using the Web for Communicative Language Learning—**ONLINE ONLY!** p. 15

**July 11–15, 2016**

Using Technology in Second Language Teaching —**ONLINE OPTION!** p. 16

Teaching Language Through the Lens of Social Justice—**NEW!** p. 17

Creativity in the Language Classroom p. 18

**July 18–22, 2016**

Developing Assessments for the Second Language Classroom p. 19

Improving Language Learning: Styles- & Strategies-Based Instruction p. 20

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Culture as Core in the Second Language Classroom p. 22

Content-Based Language Instruction and Curriculum Development p. 23

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Teaching Heritage Languages and Learners—**NEW!** p. 25

## Institutes for Immersion Educators

The immersion institutes 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).

**June 20–24, 2016**

Character Literacy Development in Mandarin Immersion—**NEW!** p. 26

**July 11–15, 2016**

Immersion 101: An Introduction to Immersion Teaching p. 27

**July 18–22, 2016**

Teacher Collaboration for Integrating Language and Content in Gr 5-8—**NEW!** p. 28

**Registration Information**

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!*
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 develop their personal learning networks (PLN) and create lesson activities that not only use technology, but target the three communication modes described in the National Standards (interpretive, interpersonal, presentational).

In this five-week course, participants will discover 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 how online activities can change what happens in the classroom with flipped classroom ideas.

After this institute, you will be able to:

- Develop your Personal Learning Network (PLN) with online resources;
- Define the three communication modes;
- Select technology tools appropriate for an interpretive, presentational, and interpersonal activity;
- Create interpretive, presentational, and interpersonal activities that incorporate technology tools and digital multimedia materials; and
- Design lesson plans using flipped classroom ideas for incorporating online technologies.

IMPORTANT NOTES: You must feel very comfortable web-browsing and searching, using online audio and video applications, and uploading and downloading files to online sites. You must also be 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, a webcam, and a computer or laptop. You may explore some mobile applications, but some of the tools we use or introduce do not work on tablets or other mobile devices.

This institute is almost entirely asynchronous (not real time) with bi-weekly due dates. You will work on activities according to your own schedule during the week, but the twice weekly due dates are important, as the activities build upon each other. There will be one or two synchronous activities—one with a partner, one with a small group—dates/times will be set at the beginning of the course.

Facilitators

Marlene Johnshoy is the Online Education Program director 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 R. 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.

Target Audience: K–16 foreign language and ESL teachers interested in incorporating online applications into their face-to-face, hybrid, or online classes.
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 second language teaching. During the week, participants 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. Hands-on practice will allow participants to try out tools as “students.” Participating language teachers will be asked to bring a unit from their own curriculum for immediate application of the tools and principles presented. 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 a wide array of additional options and tools to investigate.

Program Schedule (9 am–4 pm)

Day 1
- Theoretical Foundations
- Accessing Authentic Materials

Day 2
- Interpretive Mode: Engaging with Media

Day 3
- Interpersonal Mode: Facilitating Communication

Day 4
- Presentational Mode: Addressing an Audience

Day 5
- Assessment: Measuring Performance
- Integration: Sharing Activities

NOTE: This institute offers a synchronous online option that will run concurrently with the face-to-face session. See the tech requirements for this options at: www.carla.umn.edu/institutes/techrequirements.html

“\textit{This was one of the best sessions I have attended in my whole career life.}”
- Technology Institute Participant

Presenters

Marlene Johnshoy is CARLA’s Online Education Program director and web manager. Dan Soneson is the director of the Language Center in the College of Liberal Arts at the University of Minnesota. He is currently the managing editor of the IALLT Journal for Language Learning Technologies, and has been a leader in language learning and technology for over 20 years.

Target Audience: K–16 foreign language and ESL teachers, curriculum coordinators, teacher educators, and language lab staff. Participants are expected to have advanced English skills.
Teaching for and about social justice positively influences all students, yet social justice education can be challenging to integrate into the language classroom. In the first part of this institute, participants will examine the principles of social justice education and identify ways that these principles can support our standards, objectives, and targeted skills in contemporary foreign language education. This discussion and reflection will help teachers to identify their own interests and strengths in becoming language educators for social justice.

In the second part of the institute, the participants will build on this foundation to adapt, develop, and create learning opportunities for their foreign language students. A collaborative, creative set of experiences will help participants go from big ideas to activities and assessments for their classroom, all while teaching for and about social justice.

This institute will help you learn to:

• Identify and describe basic principles of social justice education;
• Create a classroom environment that fosters social justice education;
• Design original foreign language units that integrate topics of social justice;
• Adapt textbooks and other classroom materials to incorporate social justice principles; and
• Engage in self-assessment and reflection regarding social justice education.

Presenters
Pamela Wesely is associate professor of Foreign Language and ESL Education at the University of Iowa. Her research addresses the K–12 world language classroom and its stakeholders. She was previously a middle school French teacher for eight years.
Cassandra Glynn is assistant professor and director of the Master of Education in World Language Instruction at Concordia College. Prior to working in teacher education, she taught middle and high school German and French in Minnesota and North Dakota.
Beth Wassell is professor in the Department of Language, Literacy and Sociocultural Education at Rowan University in New Jersey. Prior to her work in teacher education, she worked as a Spanish teacher at the high school, elementary and community college levels.

Target Audience: Elementary to postsecondary foreign language teachers, immersion educators, English as a Foreign Language (EFL) teachers, and teacher educators.
Creativity in the Classroom:
Fostering Student Learning Through Creative Language Experiences
July 11–15, 2016

Creativity is a way of thinking about learning and teaching that emphasizes collaboration, problem-solving, intrinsic motivation, discovery, and an openness to new ideas. This workshop will examine the connection between multilingualism and creativity, and explore strategies to increase engagement in the classroom. This institute is designed for foreign language and ESL teachers who want to promote creativity in their classroom while simultaneously improving learner’s target language proficiency. Strategies will emphasize auditory, visual, kinesthetic, and tactile learning through novel student-centered projects, targeting language objectives at each student’s interest and readiness level. Teachers will also learn how to inspire creativity in their students and integrate it meaningfully into daily lesson plans.

After this institute, you will be able to:
- Understand research foundations supporting the use of creativity to promote learning and language development;
- Identify meaningful strategies to support creativity in the language classroom;
- Apply improvisational techniques to improve creative flow;
- Use targeted language functions, forms, and vocabulary to support creativity;
- Create interactive group activities requiring creative thinking skills; and
- Plan a collaborative language lesson involving kinesthetic, auditory, visual, and tactile tools.

Program Schedule (9 am–4 pm)

Day 1 Connections: Creativity and Language Learning
- Creativity and 21st Century Skills
- Multilingualism and Creativity
- Collaboration and Creative Problem Solving

Day 2 Promoting Creativity: Auditory Tasks
- Vocabulary Development with Poetry and Music
- Communicative Functions through Games
- Peer Interaction and Puzzles

Day 3 Promoting Creativity: Kinesthetic and Tactile Tools
- Improvisational Techniques and Humor
- Tactile Learning and Information Gap Activities
- Creative Assessment Tools

Day 4 Promoting Creativity through Visual Tools
- Acquisition-Rich Environments
- Literacy Development
- Film in the Classroom

Day 5 Promoting Creativity through Technology
- Technology for Creativity and Collaboration
- Reflection and Lessons to Take Home

Presenters
Amy Young is visiting assistant professor in Multilingual Multicultural Studies at New York University. A recent graduate of the University of Minnesota, she previously lived for over 15 years in Monterrey, Mexico, during which time she was founder and national director of a creative problem-solving organization. Her research interests include strategies for facilitating learning in multilingual settings through collaborative dialogue, peer interaction, and integrated language and content.

Anne Cummings Hlas is associate professor at the University of Wisconsin-Eau Claire where she teaches methods courses for future language teachers and Spanish language courses. A veteran teacher, she regularly incorporates improvisation and creative thinking techniques in her classes to promote interpersonal communication and collaboration. Her research interests include high-leverage teaching practices, brain-based learning, and technology.

Target Audience: Elementary to postsecondary foreign language and ESL teachers.
Effective classroom 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 know and can do.

After an overview of assessment fundamentals including selecting tools that match your purpose for assessment, the institute will explore a variety of topics: characteristics of performance, proficiency, and standards-based assessment; role of portfolios and self-assessment using can-do statements; and creation of rubrics and scoring guides. Participants will develop a standards-based performance assessment unit for their teaching context using Backward Design. 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.

This institute will help you:

- Compare characteristics of performance and proficiency assessments;
- Outline instructional goals and related assessments that reflect World-Readiness Standards;
- Analyze Can-Do Statements and their link to grammar and vocabulary support;
- Create assessment tasks that integrate language skills and cultural knowledge and understandings;
- Construct a standards-based integrated performance assessment and related rubrics and scoring guides;
- Describe the characteristics of standards-based grading.

Program Schedule (9 am–4 pm)

Day 1  
- Basic Assessment Concepts and Models  
- Performance and Proficiency Guidelines  
- National Standardized Assessments

Day 2  
- World-Readiness Standards for Learning Languages  
- Designing Assessments that Reflect Standards-Based Instructional Goals  
- Integrated Standards-Based Performance Assessment Units: Backward Design

Day 3  
- Using Can-Do Statements to Guide Grammar and Vocabulary Support  
- Balancing Language and Culture Assessment  
- Formative Assessments for the Three Modes of Communication

Day 4  
- Developing Rating Rubrics and Scoring Guides  
- Portfolios, Student Self-Assessment and Goal-setting  
- Evaluating Student Work Samples

Day 5  
- Moving Towards Standards-Based Grading  
- Implications for Higher Proficiency Levels and Articulation

“I strongly recommend this institute for all teachers! Very practical and down to earth. A lot of very good ideas to implement in class.”

- Assessment Institute Participant

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 and English learner education specialist at the Minnesota Department of Education. She worked more than 15 years with CARLA’s Assessment Project and will serve as a guest presenter at the institute.

Target Audience: Late 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.
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-centered 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.

Program Schedule (9 am–4 pm)

Day 1
- Defining and Working with Styles and Strategies
- Resolving Style/Strategy Conflicts

Day 2
- Assessment of Styles and Strategies
- Intersection of Style, Strategy, and Task
- Hands-On SSBI Activities and Lesson Planning

Day 3
- Frameworks for SSBI
- Teaching vs. Learning Strategies
- Teacher and Student Roles

Day 4
- Motivation for Language Learning
- Creating SSBI Lesson Plans
- More Hands-On SSBI Activities
- Review of SSBI Research and Implications

Day 5
- Participant Presentations of SSBI Lessons and Project Design
- Style/Strategy Review and Debate
- Goal-Setting for the Future

After this interactive institute, you will be able to:

- Utilize learning style and language strategy classifications in lesson and curriculum planning;
- Identify and assess currently available style and strategy measures;
- Evaluate the effectiveness of SSBI activities
- Apply learning style and language strategy theory and measurement outcomes to specific classroom tasks and lessons; and
- Design your own SSBI lessons based on your strengths as both a learner and a teacher.

“We learned about psychological, sensory, cognitive, learning styles, strategies for those styles in reading, speaking, listening, writing, vocabulary, and teaching and learning styles and how they all intersect.”

– Strategies Institute Participant

Presenter

Martha Nyikos is associate professor at Indiana University, Bloomington, where she heads the program in Foreign and Second Language Education. She has led three STARTALK grant programs for K–6 teachers and 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.

Target Audience: K–16 foreign language and ESL teachers, administrators, curriculum coordinators, language teacher educators, and researchers.
This summer institute will show language teachers how to use second language acquisition research tools in analyzing learner language development in their own classrooms, and use what they learn to fine-tune their support for language acquisition in their classrooms. This institute draws heavily on the book *Exploring Learner Language*. Each teacher will receive a copy of this book as part of the institute.

Participants will expand their repertoire of communication tasks and activities to stimulate unrehearsed use of the language. They will practice analyzing this learner language from different perspectives to identify developing patterns of grammar, pronunciation and vocabulary. They will analyze the impact of content-based instruction (CBI) and critical thinking activities on increased complexity, accuracy and fluency in learner language. Participants should bring their language textbooks to the institute so they can use them in developing supplementary tasks and activities based on what they have learned about second language acquisition and CBI.

### This institute will help you learn to:

- Identify seminal research findings on students’ second language acquisition and learner language use;
- Use unrehearsed interactive oral activities to create contexts where learner language can develop;
- Identify causes of errors in learner language;
- Analyze learner language in terms of its accuracy, fluency, and complexity; and
- Create interactive group activities requiring critical thinking about academic content to help students increase the complexity of their learner language.

### Program Schedule (9 am–4 pm)

**Day 1**  
- Taking the Learner’s Perspective

**Day 2**  
- Learner Language Development in Interaction

**Day 3**  
- Finding Out What Learners Know  
  - Designing Classroom Activities and Tasks

**Day 4**  
- CBI and Critical Thinking to Attain Advanced Proficiency

**Day 5**  
- Implications for Pedagogy

“*If you love talking about SLA, learning from world-renowned experts in the field, and bonding with colleagues—then sign up for a CARLA Summer Institute: a veritable spa for language teachers.*”

– SLA Basics Institute Participant

**Presenters**

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

**Maggie Broner** is associate professor and current chair of the Romance Languages Department at St. Olaf College, Minnesota. She has presented and published her research on second language learning and content-based instruction in a wide range of national professional venues.

**Gwen Barnes-Karol**, professor at St. Olaf College, will join the institute to share her expertise.

**Target Audience:** Middle school through postsecondary foreign language and ESL teachers, language teacher educators, and administrators. Not designed for teachers of younger children.
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.

After the institute you will be able to:

• Understand and apply the theoretical and research-based frameworks of culture and culture learning;
• Create integrated language-and-culture learning objectives;
• Compare and evaluate curricular models for integrating language and culture;
• Assess and use materials and techniques for teaching culture;
• Evaluate existing and design new ways of assessing language-and-culture learning; and
• Adapt and evaluate textbooks to make them conducive to language-and-culture learning.

Presenters
Wendy Allen, professor of French at St. Olaf College, has been teaching French language and culture for some 40 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 University of Minnesota in Second Languages and Cultures Education. She has been teaching for more than 40 years and is currently serving as Distinguished Lecturer of French and International Studies at the University of Wisconsin-La Crosse.
This institute has been specifically designed for 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 and cultural content, navigating and utilizing the Content-Based Language Teaching with Technology (CoBaLTT) online resources, and planning appropriate assessments for CBI.

This institute will help you learn to:

- Identify the key theoretical principles that underlie content-based instruction (CBI);
- Understand issues related to the integration of language, content, & literacy within the context of CBI curriculum development;
- Describe how the National Standards relate to CBI;
- Identify well-adapted assessment strategies and tools for CBI; and
- Use effective content-based curriculum planning skills and strategies to develop a well integrated language and content curriculum.

“This institute was a wonderful opportunity to get a boost of knowledge and training while meeting wonderful colleagues and collaborating on shared interests. Thanks!”

– CBI Institute Participant

**Presenter**

Laurent Cammarata is associate professor in education at the Faculté Saint-Jean, University of Alberta, Canada. His work focuses on the implementation of meaning-based approaches to curriculum design and his publications on the topic have appeared in well-respected scientific venues. He is editor of Content-Based Foreign Language Teaching: Curriculum and Pedagogy for Developing Advanced Thinking and Literacy Skills to be published by Routledge in 2016.

**Target Audience:** Middle school to postsecondary foreign language teachers and teacher educators. The institute is not intended for ESL or immersion teachers.
Language instructors often find it desirable to produce their own teaching materials. Even where commercially produced materials are widely available, teacher-made materials can respond to current events and local context, and can be aligned much more effectively with the interests and needs of particular learners.

This hands-on workshop will explain how to prepare engaging, pedagogically effective teaching materials for the language classroom. Grounded in research on effective language learning and teaching, the institute emphasizes creative and interactive approaches to language teaching, and offers a broad range of strategies and techniques for exploiting authentic materials. In the second half of the institute, each participant will have ample time to develop innovative teaching materials for his or her own classroom.

After this institute, you will be able to:

• Identify a broad range of authentic materials that can be used in language teaching;
• Generate creative and engaging teaching activities on the basis of these materials;
• Organize and sequence activities in pedagogically effective ways;
• Understand the importance of integrating all four skills (reading, writing, listening, speaking) into materials use;
• Create sets of materials for use with your own learners; and
• Evaluate the usefulness of technology in developing teaching materials.

Program Schedule (9 am–4 pm)

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

“'This CARLA institute opened my eyes to possibilities in developing materials for the world language classroom that I had never thought of before!’”

– 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.
Teaching Heritage
Languages and Learners

Teaching heritage learners is not the same as teaching learners of a foreign language. Heritage languages are languages other than English that are spoken in homes, communities, and extended families. Although many of our students come from vibrant multilingual contexts, these languages (and literacy in them) are often not developed early on in schools. When students are given the opportunity to use, learn, and expand on their heritage languages, they have an abundance of resources and knowledge they can tap into.

Participants in this workshop will examine social justice topics, community-based learning for growing heritage language (literacy), and authentic assessments for heritage language development. Participants will collaborate; connect experiences of heritage teachers and learners to research on multilingual development; and learn how to bring communities, classrooms, and digital storytelling together to create powerful heritage language learning environments.

This institute will help you learn to:

- Recognize who our heritage language learners are, and identify ways to maintain and strengthen heritage languages;
- Understand various youth-driven pedagogical models to support heritage learners and facilitate school-community engagement and partnerships;
- Utilize multimodal and digital storytelling tools and techniques to create heritage language specific texts and materials;
- Apply authentic assessments to showcase and support language growth; and
- Generate ways to support heritage learners in your classroom.

Program Schedule (9 am–4 pm)

Day 1 Knowing Our Languages and Learners
- Who are Heritage Language Speakers/Learners?
- Foreign Language vs. Heritage Language Learning
- Principles of Heritage Language Instruction
- Communities: A Powerhouse of Possibilities

Day 2 Curriculum Development: A “Macro” Approach
- Content-Based Learning
- Project-Based Learning
- Community-Based Learning

Day 3 Language Learning Resources
- Poetry, Music, and Images
- Youth-Led Participatory Action Research and Critical Service Learning
- Student-Created (Multimodal) Texts

Day 4 Assessments
- Creating Assessment Portfolios
- Authentic Assessments
- State Seals of Multilingualism

Day 5 Teaching and Learning Together
- Collaborative Unit/Lesson Creation
- Heritage Language Teaching Cohorts

Presenter
Jenna Cushing-Leubner is a teacher educator and doctoral candidate in Second Languages Education at the University of Minnesota and has spent the last three years working with teachers to create a high school Spanish heritage language program that emphasizes social justice, youth research, and transformative teaching.

Target Audience: Elementary to postsecondary heritage language, foreign, indigenous, and ESL teachers.
Becoming literate in Chinese is a complex and time-intensive process. Promoting high levels of literacy among immersion learners is arguably one of the Chinese immersion teacher’s greatest challenges.

During this institute, participants will explore how alphabetic and character literacy skills are similar and different; review research on the cognitive and linguistic factors that facilitate Chinese character, word and literacy development; and identify instructional practices that will strengthen the requisite sub-skills and move learners towards more fluent character processing and text comprehension.

**Program Schedule (9 am–4 pm)**

**Day 1**
- Character vs. Alphabetic Literacy
- Universal Literacy Development
- Chinese as L1/L2 Literacy

**Day 2**
- Cognitive and Linguistic Factors
- Orthographic Awareness
- Morphological Awareness

**Day 3**
- Choosing Characters to Teach
- Recognition or Production?
- Character Teaching Strategies

**Day 4**
- Character Teaching Strategies—cont’d
- Biliteracy Research Project

**Day 5**
- Tips for Struggling Readers
- Resources for Character Literacy

**Presenters**

**Tara Fortune, Ph.D.,** is the Immersion Program director 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.

**Luyi Lien, Ph.D.**, has been the academic director at Yinghua Academy, a K-8 Mandarin immersion school, since the school’s founding in 2006. Dr. Lien provides daily guidance, support, and resources to all teachers and leads curriculum development for all grades.

**Haomin Zhang** is a doctoral candidate in the Second Language Acquisition Program at Carnegie Mellon University. His research centers on bilingualism and biliteracy, and Chinese reading development.

Veteran immersion teachers and administrators will share their specific expertise at the institute.

**Target Audience:** K–8 Mandarin immersion teachers, program coordinators, and administrators.

**After taking this institute, you will be able to:**

- Explain how alphabetic and character literacy skills are similar and different;
- Recognize the cognitive and linguistic factors that facilitate Chinese character, word and literacy development;
- Strengthen students’ awareness of Chinese-specific orthography and morphology;
- Apply a “5-step” approach to developing character/word knowledge;
- Design lessons and make use of instructional practices that promote fluent character processing and reading for meaning; and
- Use a few techniques to support your struggling readers.
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 meet in 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.

This institute will help you learn to:

- Clarify the goals and theoretical principles that define and support immersion and dual language (Imm/DL) education;
- Reference research on Imm/DL students’ academic achievement, cognitive benefits, and second language and literacy development;
- Identify characteristics of various Imm/DL program models and support critical design and implementation practices of highly effective (Imm/DL) programs;
- Use the 7-category observational checklist that describes best practice in Imm/DL classroom instruction to improve teaching and learning;
- Apply the “ABC + 3” approach to unit/lesson planning designed to help Imm/DL educators INTEGRATE subject matter, language, and culture learning; and
- Design activity structures and make use of instructional techniques that promote sustained student-to-student INTERACTION and language use.

**Program Schedule (9 a.m.–4 p.m.)**

**Day 1**
- *All Participants*
  - Immersion Principles and Goals
  - Essential Practices
  - Immersion Benefits and Challenges

**Day 2**
- *All Participants*
  - Essential Program Characteristics
  - Model Thematic Unit
  - Teaching Strategies Checklist

**Day 3**
- **Administrator Participants Only**
  - High-Level Language Proficiency
  - Staff Hiring and Recruitment
  - Staff Development and Retention

- **Teacher Participants Only**
  - “ABC + 3” Curriculum Development
  - Integration of Language, Culture, and Content
  - Cross-Linguistic Connections

**Day 4**
- **Teacher Participants Only**
  - Interdisciplinary Performance Tasks
  - Constructing Language Objectives
  - Promoting Peer Interaction

**Day 5**
- **Teacher Participants Only**
  - Immersion Teacher Presentations
  - Mentor Teacher Panel
  - Internet Resources for Immersion

**Presenters**

Tara Fortune, Ph.D., is the Immersion Program director at CARLA and will serve as the lead instructor and institute facilitator. (See facing page for a longer bio).

Veteran immersion teachers and administrators will share their specific expertise at the institute.

**Target Audience:** Designed for preservice and novice K–12 immersion teachers, administrators, district personnel or policy-makers, and specialist teachers in immersion schools. Not for experienced immersion teachers.
The integration of language and content is considered to be essential for effective immersion pedagogy and yet continues to prove challenging for immersion teachers, particularly at the middle and high school levels. The purpose of this institute is to engage teachers in reflection on the challenges that hinder an integrated approach and on feasible ways of overcoming them. Specifically, the institute is designed for pairs of immersion teachers from middle or high schools who teach the same group of students, with at least one partner teaching immersion language arts and the other a content area through the immersion language. Participants will have the opportunity to become more familiar with their partner’s curriculum and to identify connections and overlaps in ways that will facilitate collaborative efforts to create coherence across the curriculum. Models of teacher collaboration will be explored to guide partner teachers in co-designing integrated units that begin in one class and continue in the other with the dual goal of improving students’ academic language abilities and strengthening their ability to process curricular content at increasingly challenging levels.

At this institute you will learn how to:

- Examine different approaches to integrating language and content across the immersion curriculum;
- Engage in teacher collaboration to develop the academic language abilities that students require to process increasingly complex content;
- Apply scaffolding techniques that support both language development and engagement with content;
- Understand the challenges of teacher collaboration and how to overcome them; and
- Reflect on language across the immersion curriculum and ways to promote a school-wide collaborative mindset.

Program Schedule (9 am–4 pm)

Day 1  Prerequisites for Teacher Collaboration
  - Analyzing Case Studies of Collaboration: What Works and What Doesn’t?
  - Understanding What Your Colleague Teaches and Identifying Connections

Day 2  What is Academic Language?
  - Identifying Subject-Specific Language Forms and Functions
  - Collaborating to Strengthen Students’ Academic Language

Day 3  Integrating Language and Content Across the Curriculum
  - Evaluating Different Approaches to Integration
  - Applying Collaborative Skills to Co-Design Integrated Units

Day 4  Scaffolding Oral Interaction to Integrate Language and Content
  - Increasing the Quantity and Quality of Student Production
  - Creating Contexts for Negotiating Both Form and Meaning

Day 5  Sharing the Wealth
  - Sharing Content-and-Language Integrated Units and Planning the Next Steps
  - Reflecting on the Collaborative Process and Ways to Promote It

Important note: Teachers will only be able to register in pairs.

Target Audience: Language and content teachers in middle and high school immersion programs.
**CARLA Summer Institutes 2016**

**Registration Information**

Details about registration, costs, credit, location can be found at: carla.umn.edu/institutes

**Registration**

Registration opens on Jan. 8, 2016. Register early! The cost for each institute is $50 less if registration is received on or before May 27, 2016.

All registrations must include payment. Payment options include online credit card charge or check by mail. Costs are below.

Many institutes fill to capacity early—Do NOT purchase airline tickets until you have received email confirmation of your registration. Details can be found at: carla.umn.edu/institutes/registration.html

**Refunds/Cancellations**

Refund requests must be made in writing to CARLA. A cancellation fee of up to $150 will be assessed based on specific dates.

See: carla.umn.edu/institutes/refunds

**Clock Hours**

Participants can earn certificates for up to 30 clock hours at any of the week-long summer institutes.

**Graduate-Level Credit**

Participants can register for 2 semester graduate-level credits for most institutes at an additional cost through the University of Minnesota. U of M students enrolled in degree-seeking programs are eligible for a discount on the initial registration cost, but must register for graduate-level credit. Details available at: carla.umn.edu/institutes/credit.html

**Location**

The institutes will be held on the East Bank of the University of Minnesota’s Minneapolis campus. Information and maps at: carla.umn.edu/institutes/

**Accommodations**

Information about nearby hotels/guest houses can be found at: carla.umn.edu/institutes/accommodations

The University area is busy in the summer and there is a limited number of rooms at each location. Book early!

### Registration Costs

<table>
<thead>
<tr>
<th>Summer Institutes for Language Teachers</th>
<th>Regular Registration Costs</th>
<th>Registration Costs for U of M Credit Students Only*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institute Cost/Early Bird-Reg (receive by 5/29/16)</strong></td>
<td><strong>Institute Initial Cost/Early Bird-Reg (receive by 5/29/16)</strong></td>
<td><strong>+Plus register and tuition+fees for credit</strong></td>
</tr>
<tr>
<td>Using the Web (online)</td>
<td>July 11–Aug 14</td>
<td>$400/$350</td>
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<tr>
<td>Technology (face to face section)</td>
<td>July 11–15</td>
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<tr>
<td>Creativity in the Classroom</td>
<td>July 11–15</td>
<td>$400/$350</td>
</tr>
<tr>
<td>Assessments</td>
<td>July 18–22</td>
<td>$400/$350</td>
</tr>
<tr>
<td>Strategies-Based Instruction</td>
<td>July 18–22</td>
<td>$400/$350</td>
</tr>
<tr>
<td>SLA Basics for Teachers</td>
<td>July 18–22</td>
<td>$400/$350</td>
</tr>
<tr>
<td>Culture as the Core</td>
<td>July 25–29</td>
<td>$400/$350</td>
</tr>
<tr>
<td>Materials Development</td>
<td>July 25–29</td>
<td>$400/$350</td>
</tr>
<tr>
<td>Content-Based Instruction</td>
<td>July 25–29</td>
<td>$400/$350</td>
</tr>
<tr>
<td>Heritage Language</td>
<td>July 25–29</td>
<td>$400/$350</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Institutes for Immersion Educators</th>
<th><strong>Institute Cost/Early Bird-Reg (receive by 5/29/15)</strong></th>
<th><strong>Institute Initial Cost/Early Bird-Reg (receive by 5/29/15)</strong></th>
<th><strong>+Plus register and pay tuition+fees for credit</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Literacy in Mandarin Immersion</td>
<td>June 20–24</td>
<td>$500/$450</td>
<td>$250/$200</td>
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<tr>
<td>Immersion 101 (Teachers 5-day)</td>
<td>July 11–15</td>
<td>$500/$450</td>
<td>$250/$200</td>
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<tr>
<td>Immersion 101 (Admin 3-day)</td>
<td>July 11–13</td>
<td>$400/$350</td>
<td>(not available for grad credit)</td>
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<tr>
<td>Immersion Teacher Collaboration (Must register as a pair)</td>
<td>July 18–22</td>
<td>$1,000/$900 for 2 regs</td>
<td>$500/$400 for 2 regs</td>
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</tbody>
</table>

*Plus register and pay tuition+fees for credit*

**More information and online registration at:**
carla.umn.edu/institutes/registration.html