

UNIVERSITY OF MINNESOTA

# SUMMER INSTITUTES 2007

*Professional development  
opportunities for language  
teachers*



CENTER FOR  
ADVANCED  
RESEARCH ON  
LANGUAGE  
ACQUISITION

# Immersion 101 for Chinese and Japanese

## An Introduction to Immersion Teaching

June 25–29, 2007

A must for new Chinese or Japanese immersion teachers and administrators, this institute provides 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 (foreign language) and two-way immersion educators who teach subject matter through Chinese or Japanese for between 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 identify 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.



Participants at Immersion 101

### During this institute, you will:

- Become familiar with the history, theory, and 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 district level;
- Examine effective instructional strategies for the Chinese or Japanese immersion context; and
- Collaborate on the development of content-based curriculum that systematically attends to language and literacy development.

### Presenters

*Diane Tedick is an associate professor in the Second Languages and Cultures Education Program at the University of Minnesota. She has been the faculty coordinator of immersion projects at CARLA since 1996.*

*Tara Fortune, Ph.D., is the immersion projects coordinator at CARLA. She facilitates professional development of immersion educators and oversees research initiatives in immersion.*

*Michael Bacon is the immersion coordinator for Portland Public Schools (PPS). A former Japanese immersion teacher, Michael brings professional knowledge and experience implementing immersion in character-based languages.*

*This institute is designed for pre-service and novice K-12 immersion teachers, administrators, district personnel or policy makers, and specialist teachers in immersion schools. It is not meant for experienced immersion teachers.*

### Program Schedule (9 a.m.–4 p.m.)

- Day 1 All Participants**
- Immersion Philosophy, Principles, and Goals
  - Types of Immersion Programs
  - Immersion Benefits and Challenges
- Day 2 All Participants**
- Parent and Student Panel
  - Administrator Presentation
  - Demonstration Lesson
  - Essential Program Practices
- Day 3 Teacher Participants Only**
- Content-Based Curriculum Development
  - Integration of Language & Content
  - Literacy Issues for Character-Based Languages
- Day 4 Teacher Participants Only**
- Instructional Scaffolds
  - Language Objectives
  - Internet Resources for Immersion
- Day 5 Teacher Participants Only**
- Mentor Teacher Panel
  - Classroom Community Building
  - Meeting the Challenges

# Special Opportunities for Teachers of Less Commonly Taught Languages

## TEACHER STIPENDS

The University of Minnesota's Institute for Global Studies (IGS) and the European Studies Consortium (ESC) are pleased to support the improvement of instruction of Less Commonly Taught Languages (LCTLs) in the United States as part of their mission as National Resource Centers (NRC) funded by the U.S. Department of Education. They provide a limited number of \$600 stipends for LCTL teachers to help defray the cost of attending any of the CARLA summer institutes. Applications are due by April 13, 2007.

### Information about the Stipends

- Registration for the CARLA summer institutes prior to the application deadline is recommended to ensure a place in any of these popular institutes.
- Stipends can only be awarded for less commonly taught foreign languages and not U.S. indigenous languages as per Title VI funding regulations.
- Stipends may not be awarded to foreign nationals as per Title VI funding regulations; however, a foreign national who possesses a green card and is teaching a LCTL in the U.S. may apply for a stipend.
- Stipends cannot be awarded to applicants who live in the Twin Cities area; however applicants may apply for a waiver of the cost of the institute (\$300) rather than a stipend.
- Stipends are processed once the summer institute begins and take 3–4 weeks to process.

### To Apply

Candidates who wish to apply for a LCTL Teacher Stipend will be required to submit an application form, a one-page letter of introduction, and a one-page résumé. Applications are due by April 13, 2007, and stipend recipients will be announced by May 4, 2007.

Details are available at: [www.carla.umn.edu/institutes/scholarships.html](http://www.carla.umn.edu/institutes/scholarships.html).



## REBATE OPPORTUNITY FOR LCTL TEACHERS

CARLA offers a special rebate incentive for participants in the institute *Developing Classroom Materials for Less Commonly Taught Languages* to encourage them to share their materials through the CARLA website. Participants must submit their curricular material for consideration by December 15, 2007. If the submission is accepted, CARLA will issue a \$150 rebate to these LCTL teachers.