

SIXTH  
INTERNATIONAL

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CONFERENCE & DUAL LANGUAGE  
ON IMMERSION EDUCATION

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OCTOBER 20–22, 2016  
HYATT REGENCY HOTEL  
MINNEAPOLIS, MN, USA



CONNECTING  
RESEARCH AND  
PRACTICE  
ACROSS CONTEXTS

CARLA | Center for Advanced  
Research on Language  
Acquisition

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UNIVERSITY OF MINNESOTA

# Sixth International Conference on Immersion and Dual Language Education: *Connecting Research and Practice Across Contexts*

• October 20–22, 2016 •

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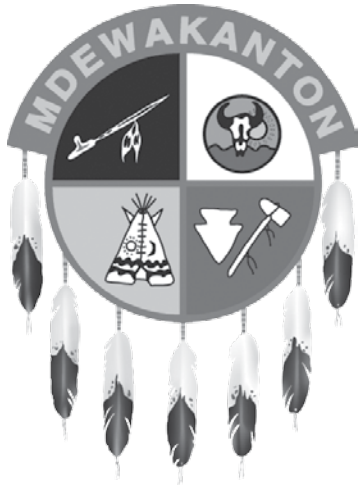
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# Acknowledgements

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*“Few burdens are heavy when everybody lifts.”*

-Amish Proverb

We are so very grateful to the many individuals who participated in making this ***Sixth International Conference on Immersion and Dual Language Education: Connecting Research and Practice Across Contexts*** a success. We are especially indebted to the Conference Planning Committee for all the time, energy, and commitment that went into bringing this conference to fruition.

## **The 2016 Conference Planning Committee**

Siv Björklund, *University of Vaasa (Finland)*  
Teresa Carranza, *Madison Metropolitan School District (Wisconsin)*  
Lisa Dorner, *University of Missouri—Columbia*  
Helga Fasciano, *North Carolina Department of Public Instruction*  
Tara W. Fortune, *CARLA, University of Minnesota—Twin Cities*  
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Deborah Palmer, *University of Colorado—Boulder*  
Ping Peng, *Minnnetonka Public Schools (Minnesota)*  
Isabelle Punchard, *Edina Public Schools (Minnesota)*  
Diane J. Tedick, *University of Minnesota—Twin Cities*  
Ofelia Wade, *Utah State Office of Education*

## **Proposal Reviewers**

We thank the following individuals who generously offered their time and expertise to assist in the review of proposals:

### **Strand I: Immersion Pedagogy and Assessment**

#### ***Strand Coordinators***

Mandy Menke, *University of Minnesota—Twin Cities*  
Ping Peng, *Minnnetonka Public Schools (Minnesota)*  
Isa Punchard, *Edina Public Schools (Minnesota)*

#### ***Additional Reviewers***

Michael Bacon, *Portland Public Schools (Oregon)*  
Laurent Cammarata, *University of Alberta (Canada)*  
Maureen Curran-Dorsano, *Edina Public Schools (Minnesota)*  
Helena Curtain, *University of Wisconsin—Milwaukee*

Angie Finegan, *Delaware Department of Education*  
Lyle French, *Avenues—The World School, São Paulo Campus (Brazil)*  
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Terri Hammatt, *Louisiana Department of Education*  
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Elizabeth Lawrence-Baez, *Lexington One Public Schools (South Carolina)*  
Josée LeBouthillier, *University of New Brunswick (Canada)*  
Veronika Lopez-Mendez, *Association of Two-Way & Dual Language Education (California)*  
Gerry Lee Lukaski, *Normandale Elementary French Immersion (Minnesota)*  
Corey Maslowski, *Park Spanish Immersion (Minnesota)*  
Rosa Molina, *Association of Two-Way & Dual Language Education (California)*  
Sharon Norlander, *Normandale Elementary French Immersion (Minnesota)*  
Marta Shahsavand, *Richfield Dual Language School (Minnesota)*  
Maria Luisa Spicer-Escalante, *Utah State University*  
Steve Urbanski, *Minnetonka Public Schools (Minnesota)*  
Alyse Weinberg, *University of Ottawa (Canada)*  
Molly Wieland, *Hopkins Public Schools (Minnesota)*

## **Strand II: Culture, Identity, and Community**

### ***Strand Coordinators***

Brian McInnes, *University of Minnesota—Duluth*  
Deborah Palmer, *University of Colorado—Boulder*

### ***Additional Reviewers***

Suzanne García-Mateus, *University of Texas—Austin*  
Elizabeth Greer, *University of Texas—Austin*  
Leslie Harper, *Ojibwe Language Immersion (Minnesota)*  
Kathryn Henderson, *University of Texas—San Antonio*  
Sera Hernandez, *San Diego State University (California)*  
Heidi Labyad, *University of Minnesota—Duluth*  
Sean Meades, *York University (Canada)*  
Kim Potowski, *University of Illinois—Chicago*

## **Strand III: Program Design and Evaluation, Leadership, and Educator Development**

### ***Strand Coordinators***

Xiao Liu, *Tower Hill School, Delaware*  
Ofelia Wade, *Utah State Office Of Education*

### ***Additional Reviewers***

Greg Duncan, *InterPrep, Inc.*  
Tara W. Fortune, *CARLA, University of Minnesota—Twin Cities*  
Sally Fox, *San Diego County Office of Education (California)*  
Lyle French, *Avenues—The World School, São Paulo Campus (Brazil)*  
Lynn Fulton-Archer, *Delaware Department of Education*  
Brandon Locke, *Anchorage School District (Alaska)*  
Stacy Lyon, *Utah State Office of Education*  
Anne Lair Mawdsley, *University of Utah*

Piper Riddle, *Canyons School District (Utah)*  
Maria Luisa Spicer-Escalante, *Utah State University*

## **Strand IV: Policy, Advocacy, and Communications**

### ***Strand Coordinators***

Lisa Dorner, *University of Missouri—Columbia*  
Helga Fasciano, *North Carolina Department of Public Instruction*

### ***Additional Reviewers***

Rhonda Broussard, *International Educational Consultant*  
Amy Young, *New York University*

## **Volunteers**

We would also like to thank the following graduate students from the University of Minnesota who will be volunteering their time and energy during the conference:

Ellisa Clumpner	Xiaogong Pan
Mel Engman	Emmy Rick
Alejandra Galvez	Maria Schwedhelm
Alex Giraldo	Heidi Soll
Zhongkui Ju	Kate Stemper
Ye Li	Tripp Strawbridge
Mengying Liu	Ayumi Yaso
Corinne Mathieu	

## **Support Staff**

We are thankful to other staff from the Global Programs and Strategy (GPS) Alliance at the University of Minnesota who helped us create and carry out our vision for the conference:

Jennifer Schulz, *GPS Alliance*  
Kevin Vi, *GPS Alliance*

## **CARLA Immersion and Dual Language Education Awards Committee:**

Many thanks are due to the awards committee for organizing and reviewing nominations for the inaugural Distinguished Teacher and Scholar Awards.

### **Co-Chairs**

Tara W. Fortune, *CARLA, University of Minnesota—Twin Cities*  
Roy Lyster, *McGill University (Canada)*

### **Committee Members**

France Bourassa, *Lester B. Pearson School Board (Canada)*  
Laurent Cammarata, *University of Alberta (Canada)*  
Ana M. Hernández, *California State University—San Marcos*

Wai Yu Stella Kong, *The Hong Kong Institute of Education*  
Karita Mård-Miettinen, *University of Vaasa (Finland)*  
Danielle Reynolds, *Trost Elementary School, Canby School District (Oregon)*  
Silvia Romero-Johnson, *Madison Metropolitan School District (Wisconsin)*

### **Conference Assistant and CARLA Staff**

Finally, we would like to recognize the exceptional organizational support of our conference assistant, Erin Szabo, and the multi-talented members of the staff at the Center for Advanced Research on Language Acquisition (CARLA). Without their hard work and conference know-how we wouldn't be here today.

Sabrina Epou, *CARLA Student Office Assistant*  
Liz Hellebuyck, *CARLA Program Associate*  
Marlene Johnshoy, *CARLA Web Manager and Online Education Program Director*  
Karin Larson, *CARLA Executive Assistant Director*

We also would like to recognize the support of Elaine Tarone, who served as CARLA Director until her retirement in August, 2016, and of Kate Paesani, who began her work as CARLA Director in August, 2016. We are grateful for CARLA's ongoing investment in the important work of immersion and dual language educators everywhere.

*Diane J. Tedick and Roy Lyster*  
*2016 Conference Co-Chairs*



# Session Format

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## **Paper/Best Practices Sessions**

(1 hour: 45 minutes for presentation; 15 minutes for discussion): A Paper Session involves a presentation on a topic related to one of the four strands and includes time for questions. A Best Practice Session is an opportunity for teachers, administrators, program coordinators, and parents to present exemplary classroom and program practices that relate to the conference strands.

## **Discussion Sessions**

(1 hour: 15 minutes for informal presentation; 45 minutes for moderated discussion): Discussion Sessions address a topic best pursued through extended dialogue among participants. These sessions will begin with a short (15 minute) informal presentation and the remaining time will be devoted to discussion moderated by the presenter/facilitator. Discussion sessions are held in small-group settings.

## **Symposium Sessions**

(2 ¼ hours: 90–105 minutes for presentation; 30–45 minutes for dialogue): A Symposium Session provides an opportunity for a group of individuals to examine a specific research issue or topic from a variety of perspectives. At least 30–45 minutes are devoted to engaging presenters and the audience in extended dialogue.

## **Teacher SwapShop Sessions**

(1 hour: 30 minutes for half of the participants to host/present, 30 minutes for the other half to host/present): Teacher SwapShop Sessions provide an opportunity for practitioners to share lesson plans, ideas, and resources with each other. The open layout will allow participants to circulate easily and informally discuss lessons with individual presenters. Teacher SwapShop Sessions are grouped by lower and upper grades.

## **Graduate Student Laptop Poster Sessions**

(1 ½ hours: for the participants to host/present): The Laptop Poster Session provides a forum for sharing graduate research with fellow graduate students and other conference attendees in a less formal format. Graduate students will share study highlights on their laptop/tablet screen with attendees. The open layout of this space will allow participants to circulate easily and informally discuss studies with individual presenters.

# Conference Strands

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## **Strand I: Immersion Pedagogy and Assessment**

This strand focuses on the theoretical and practical questions that underpin instructional and assessment practices in a variety of immersion and dual language settings. It showcases innovative classroom-oriented research and teacher practices that address the challenges of promoting and assessing language proficiency, biliteracy across the curriculum, and rigorous content mastery through the immersion or partner language.

## **Strand II: Culture, Identity, and Community**

This strand focuses on the important goals of engaging communities in immersion, dual language, and language revitalization efforts and building relationships through and across cultural differences. Within this strand, topics to be addressed include: exploring how participant identities are constructed in immersion and dual language contexts; examining issues of social justice, equity, and belonging in the larger sociopolitical arena; developing and understanding biculturalism and/or multicultural competencies; and providing measures that practitioners can implement at program and classroom levels to help the field better embrace diversity in our increasingly interconnected world.

## **Strand III: Program Design and Evaluation, Leadership, and Educator Development**

Immersion and dual language programs must address a number of important issues in program design and implementation as well as educator development in order to successfully serve students and their families. Although all programs have a number of features in common, they also have distinct considerations. Educators need to understand how to align program design and implementation features effectively with specific purposes, learner populations, and community needs. This strand features sessions related to program models, educator preparation and development, program administration and leadership, student diversity and recruitment, and other internal and external challenges pertaining to program design, implementation, sustainability and expansion, and assessment and program evaluation.

## **Strand IV: Policy, Advocacy, and Communications**

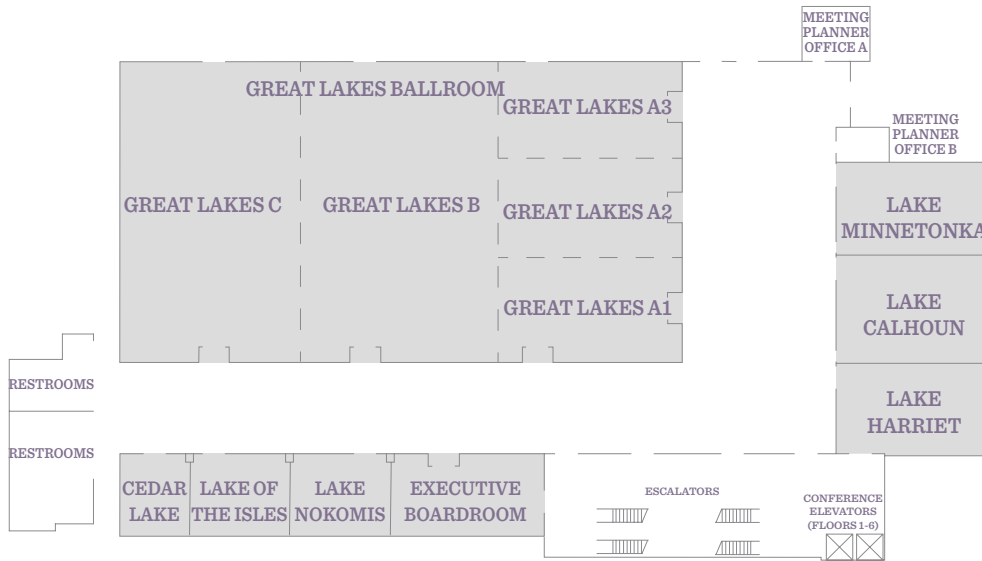
School, district, state, and national policies and public opinion impact immersion and dual language education. As a result, there is an ongoing need to identify, educate, and engage stakeholders to monitor policy development, advocate for high-quality program design and implementation, and communicate with the public about these programs and their outcomes. This strand addresses important questions regarding language policy and planning; legislative mandates; state, national, and international advocacy initiatives; and strategies for expanding support for immersion and dual language education.

# Hyatt Regency Minneapolis Hotel Map

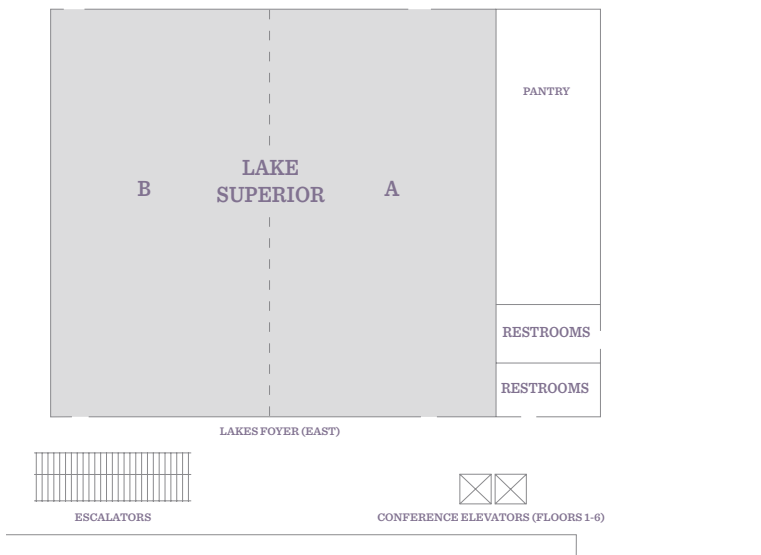
## Second Floor



# Fourth Floor



# Fifth Floor



## 2016 Conference Overview

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### • Wednesday, October 19 •

Morning

Pre-Conference School Visits

### • Thursday, October 20 •

8:00 a.m. – 6:00 p.m.

Registration – Greenway Promenade (2nd floor)

9:00 a.m. – 11:30 a.m.

Morning Pre-Conference Workshops

11:30 a.m. – 1:30 p.m.

Lunch Break (on your own)

1:30 p.m. – 4:00 p.m.

Afternoon Pre-Conference Workshops

5:00 p.m. – 6:30 p.m.

Conference Welcome and Opening Keynote Address – Great Lakes Ballroom

**Conference Welcome from the Co-Chairs**

*Diane J. Tedick, University of Minnesota  
and Roy Lyster, McGill University, Canada*

**University of Minnesota Welcome**

*Meredith McQuaid, Associate Vice President & Dean of International Programs,  
University of Minnesota*

**State of Minnesota Welcome**

*Senator Patricia Torres Ray, Minnesota State Legislature*

**Opening Keynote Address**

**Bilingualism in Education: Implications for Bilingual Education and  
Minority Language Students**

*Ellen Bialystok, York University, Canada*

6:30 p.m. – 8:00 p.m.

Reception / Cash Bar – Great Lakes Promenade

### • Friday, October 21 •

8:00 a.m. – 5:15 p.m.

Exhibits, Great Lakes Promenade (4<sup>th</sup> floor)

8:00 a.m. – 8:30 a.m.

Presentation of Awards – Great Lakes Ballroom

*Tara W. Fortune and Roy Lyster, Awards Committee Co-Chairs*

- 8:30 a.m. – 9:30 a.m.**      **Morning Plenary**  
**Is there Really a Labor Market Advantage to Bilingualism in the US?**  
*Patricia C. Gándara, University of California—Los Angeles*
- 10:00 a.m. – 12:15 p.m.**      **Symposia, Concurrent Sessions, & Teacher SwapShop Sessions**
- 12:30 p.m. – 1:30 p.m.**      **Lunch – Great Lakes Ballroom and Northstar Ballroom**
- 1:45 p.m. – 2:45 p.m.**      **Afternoon Plenary – Great Lakes Ballroom**  
**Indigenous Revitalization-Immersion and the Home-School-Community Connection: Research and Praxis across Contexts**  
*Teresa L. McCarty, University of California—Los Angeles*
- 3:00 p.m. – 5:15 p.m.**      **Symposia & Concurrent Sessions**
- 4:00 p.m. – 5:30 p.m.**      **Laptop Poster Session, Greenway Promenade (2<sup>nd</sup> floor)**
- 6:30 p.m. – 11:00 p.m.**      **Dinner / Dance – Great Lakes Ballroom**

• **Saturday, October 22** •

- 8:00 a.m. – 2:00 p.m.**      **Exhibits, Great Lakes Promenade (4<sup>th</sup> floor)**
- 8:00 a.m. – 8:30 a.m.**      **Book Raffle and Announcements**
- 8:30 a.m. – 9:30 a.m.**      **Morning Plenary – Great Lakes Ballroom**  
**Beyond the Immersion Revolution: Meeting Ongoing Challenges**  
*Tina Hickey, University College Dublin, Ireland*
- 10:00 a.m. – 12:15 p.m.**      **Symposia & Concurrent Sessions**
- 12:30 p.m. – 1:30 p.m.**      **Lunch – Great Lakes Ballroom and Northstar Ballroom**
- 1:45 p.m. – 4:00 p.m.**      **Symposia & Concurrent Sessions**
- 4:15 p.m. – 5:30 p.m.**      **Afternoon Plenary and Closing Session – Great Lakes Ballroom**  
**“All Politics is Local” ... and So Is Language Teaching**  
*Patsy Lightbown, Concordia University, Canada*
- Final Words & Farewell**  
*Diane J. Tedick and Roy Lyster, Conference Co-Chairs*

# Opening Keynote Address

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Thursday, October 20 • 5:00 p.m.

Great Lakes Ballroom

Ellen Bialystok, York University, Toronto

***Bilingualism in Education:***

***Implications for Bilingual Education and Minority Language Students***

Session Co-Chairs: Siv Björklund, University of Vaasa, Finland &  
Diane J. Tedick, University of Minnesota



The cognitive and linguistic consequences of bilingualism for children are now well documented. In brief, bilingual children tend to have smaller vocabularies in each language than comparable monolinguals but typically perform better than monolinguals on tasks demanding selective or controlled attention. What is less clear is how these effects might be different for bilingualism in the context of bilingual education. Some children become bilingual through instructional programs such as immersion education, some children enter school as bilingual and need to transition to a different school language, and some children come to school as bilingual with the intention of maintaining both languages, typically the home and community languages. Overriding all this are demographic realities, particularly in the US, in which bilingualism is often confounded with socioeconomic status and ethnicity. This talk will present evidence that evaluates the role of bilingualism in the development of attentional control for children in various types of bilingual education programs, including children at risk.

## **Biographical Information**

Ellen Bialystok is a Distinguished Research Professor of Psychology at York University and Associate Scientist at the Rotman Research Institute of the Baycrest Centre for Geriatric Care. Her research uses both behavioral and neuroimaging methods to examine the effect of bilingualism on language and cognitive processes across the lifespan. Participants in these studies include children, younger or older adults, and patients, in an attempt to identify the mechanism by which experience modifies cognitive systems. She has published extensively in the form of books, scientific articles, and book chapters. She is a fellow of the Royal Society of Canada, Society for Experimental Psychology, American Psychological Society, and other professional organizations. Among her awards are the Canadian Society for Brain Behaviour and Cognitive Science Hebb Award (2011), Killam Prize for the Social Sciences (2010), York University President's Research Award of Merit (2009), Donald T. Stuss Award for Research Excellence at the Baycrest Geriatric Centre (2005), Dean's Award for Outstanding Research (2002), Killam Research Fellowship (2001), and the Walter Gordon Research Fellowship (1999).

# Friday Morning Plenary

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October 21 • 8:00 a.m.

Great Lakes Ballroom

**Patricia C. Gándara, University of California—Los Angeles**

## ***Is there Really a Labor Market Advantage to Bilingualism in the United States?***

Session Co-Chairs: Deborah Palmer, University of Colorado-Boulder &  
Liz Hathaway-Castelán, Saint Paul Public Schools, Minnesota



Although many people believe that there is indeed a labor market advantage to bilingualism, economists have routinely refuted this. Our research at the Civil Rights Project dug deep into the data and found both the same things that earlier economic studies had found, and also quite different findings. I will discuss what makes the difference in the labor market for bilinguals and what implications our findings have for language education policy across the nation. I will also highlight the urgency to change policy course in the United States as our linguistic resources are actually shrinking.

### **Biographical Information**

Patricia Gándara is Research Professor of Education and Co-Director of the Civil Rights Project/Proyecto Derechos Civiles at UCLA. She is a fellow of the American Educational Research Association and a member of the National Academy of Education. She is author of numerous books, articles, and reports on educational inequality, especially as it affects immigrant students and English learners. Her most recent books include *Forbidden Language: English Learners and Restrictive Language Policies*, and *The Bilingual Advantage: Language, Literacy and the U.S. Labor Market*.



# Friday Afternoon Plenary

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October 21 • 1:45 p.m.

Great Lakes Ballroom

**Teresa L. McCarty, University of California—Los Angeles**  
***Indigenous Revitalization-Immersion and the Home-School-Community Connection—Research and Praxis Across Contexts***

Session Co-Chairs: Brian McInnes, University of Minnesota &  
Lisa Dorner, University of Missouri-Columbia



What can we learn from Indigenous revitalization-immersion to improve education practice for Indigenous and other nondominant learners? What do these efforts teach about promoting equity, positive identity development, and individual and communal well being? As a unique “third model” of immersion education (Tedick et al., 2011), Indigenous revitalization-immersion has the combined goals of developing proficiency in the Indigenous language as a second language, promoting cultural knowledge and pride, and producing academic outcomes in parity with dominant-class students (Wilson & Kamanā, 2011). Examining research and praxis across cultural contexts, this presentation develops the themes of holism, relationship-building, belonging, and linguistic and educational self-determination. Understanding how diverse Indigenous peoples have been able to achieve success in their revitalization-immersion efforts, despite

challenging circumstances, gives us a lens into how language policies and practices can be re-envisioned to support cultural and linguistic diversity and more inclusive, socially just education practices for all.

## Biographical Information

Teresa L. McCarty is the George F. Kneller Chair in Education and Anthropology in the Graduate School of Education and Information Studies at the University of California – Los Angeles. She has been codirector of the Center for Indian Education at Arizona State University and the American Indian Language Development Institute at the University of Arizona. Her research, teaching, and outreach focus on Indigenous education, language planning and policy, and collaborative ethnographic research on education in and out of school. Her books include *A Place To Be Navajo* (2002), *“To Remain an Indian” – Lessons in Democracy from a Century of Native American Education* (with K. T. Lomawaima, 2006), *Indigenous Languages Across the Generations* (with M.E. Romero-Little & S.J. Ortiz, 2011), *Language Planning and Policy in Native America* (2013), *Indigenous Youth and Multilingualism* (with L. Wyman & S. Nicholas, 2014), and *Indigenous Language Revitalization in the Americas* (with S. Coronel-Molina, 2016). She recently completed an NSF-funded language documentation and reclamation project with the Fort Mojave Tribe of California, and she continues to work with Indigenous educators, parents, and community members on their language reclamation and self-determination efforts.

# Saturday Morning Plenary

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October 22 • 8:00 a.m.

Great Lakes Ballroom

**Tina Hickey, University College Dublin, Ireland**

## ***Beyond the Immersion Revolution: Meeting Ongoing Challenges***

Session Co-Chairs: Mandy Menke & Tara Fortune, University of Minnesota



Immersion faces a number of significant challenges which are shared across a wide range of models and contexts. Here I explore some of these current challenges, drawing particularly on research dealing with immersion programs in heritage languages. Addressing the diversity of language and learning needs found in some immersion models requires not only effective teacher education, but also examination of teacher and parent beliefs. Supporting parents in becoming active educational partners in immersion is challenging but worthwhile, even when parents have low proficiency in the target language. Finally, it is important to look beyond the classroom and consider how target language use can be promoted outside the immersion setting, and the link between language and identity.

### **Biographical Information**

Tina Hickey is Senior Lecturer in the School of Psychology, University College Dublin. Her research interests are first language acquisition, early second language acquisition, immersion education, minority language maintenance, and reading in a second language. She is a current board member of the Journal of Immersion and Content Based Language Education, and the International Journal of Bilingual Education and Bilingualism, and an Executive Committee member and former Treasurer of the International Association for the Study of Child Language (IASCL). She was a Government of Ireland Research Fellow (2007-08) and a member of the European Cooperation in Science and Technology Bilingual Specific Language Impairment (COST Bi-SLI) network (IS084, 2011-2014). She has published books and articles on immersion education and her most recent book, co-edited with Anne-Marie de Mejía, is: *Immersion Education in the Early Years: A Special Issue* (Routledge).

# Saturday Afternoon Plenary

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October 22 • 4:15 p.m.

Great Lakes Ballroom

**Patsy Lightbown, Concordia University, Montreal, Canada**

## ***“All Politics Is Local”...and So Is Language Teaching***

Session Co-Chairs: Ofelia Wade, Utah State Office of Education &  
Roy Lyster, McGill University, Canada



Identifying the characteristics of effective second/foreign language teaching is an important goal. Teachers, researchers, parents, and school administrators want what is best for the students whose learning they are trying to encourage and facilitate. Naturally, we look for generalizations about how languages have been successfully learned and taught so that we can implement best practices in every classroom. Some research findings seem to lead to recommendations for classroom practice. However, it is essential to recognize the paramount importance of local teachers, students, and learning contexts when we seek to “apply” research findings.

### **Biographical Information**

Patsy M. Lightbown is Distinguished Professor Emerita (Applied Linguistics) at Concordia University in Montreal. Since the 1970s, her research has focused on the importance of time in second language learning and on the complementary roles of meaning-focused and language-focused activities. She has studied the acquisition of French, English, and Spanish in classrooms in Canada and the US. Her 2014 book *Focus on Content-Based Language Teaching* appears in a new Oxford University Press series that she co-edits with Nina Spada, with whom she co-authored *How Languages Are Learned* (Oxford University Press), an award-winning introduction to second language acquisition research for teachers, now in its fourth edition.

# Invited Symposium

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Friday, October 21 • 10:00 a.m. • Lake Superior A/B (5<sup>th</sup> floor)

## **Social-Semiotic and Functional Approaches to Language and Content Integration in Bilingual/Multilingual Education**

*Ana Llinares & Tom Morton, Organizers*

*Tarja Nikula, Discussant*

Session Chair: Diane J. Tedick, University of Minnesota

This symposium brings together researchers from around the world who use Systemic Functional Linguistics (SFL) to investigate content and language integration in educational contexts where the learning/teaching of academic content is combined with the use and learning of an L2 as a substantial part of the curriculum. These contexts can go under different labels, such as immersion, content-based instruction, English-medium instruction, or Content and Language Integrated Learning (CLIL). According to Ortega and Byrnes (2008, p. 294), SFL is an approach to language and language analysis which links language use to its sociocultural contexts, sees language as a meaning-making system, provides tools for linguistic analysis of written and spoken texts, embodies a functional approach to grammar in context, and recognises the effect of educational practices on language use and literacy development. It is not surprising, then, that there has recently been a surge in interest in SFL-based approaches to investigate educational practices where content and L2 use/learning are combined. Llinares (2015) has shown how SFL provides tools for the analysis of both the products and processes of content and language integration. These tools include the metafunctions of language (ideational, interpersonal, textual), genre and register theory, and speech roles and functions.

The symposium includes studies carried out in CLIL/immersion educational contexts from different parts of the world (Europe, Asia, the US). They illustrate different aspects of a social-semiotic and functional approach to content and language integration, often in combination with other perspectives, such as cognitive discourse functions, task-based learning, legitimation code theory, and usage-based linguistics. This multi-theoretical focus, together with a rich representation of different bilingual/multilingual educational contexts, will hopefully lead to a stimulating theoretical and pedagogic discussion and exploration of key issues in content and language integrated learning.

### **Exploring Content and Language Co-Construction in CLIL With Semantic Waves**

*Presenters: Angel Lin and Yuen Yi Lo - The University of Hong Kong*

### **Reconceptualizing the Structures Underlying Academic Language Learning in Content and Language Integrated Learning (CLIL) Classrooms**

*Presenter: Thomas Somers - Universidad Autónoma de Madrid*

### **Combining Systemic Functional Linguistics and Cognitive Discourse Functions in Analysing Upper Primary Learners' Expression of Science and History Content in L2 English**

*Presenters: Ana Llinares, Natalia Evnitskaya, Rachel Whittaker - Universidad Autónoma de Madrid, and Tom Morton, University of London - Birkbeck*

### **Expressing 'Voice' in a Foreign Language Across Content-Subject Tasks**

*Presenters: Christiane Dalton-Puffer - Universität Wien, and Ana Llinares - Universidad Autónoma de Madrid*

### **Bilingual Academic Language Development: Language Patterns Across Spanish and English School Genres**

*Presenters: Andrés Ramirez & Sabrina Sembiante - Florida Atlantic University, and Luciana de Oliveira - University of Miami*

# Invited Symposium

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Friday, October 21 • 3:00 p.m. • Lake Superior A/B (5<sup>th</sup> floor)

## **Biliteracy Development in Immersion Education: Interdisciplinary Perspectives and Intersections**

*Mileidis Gort, Organizer*

Session Chair: Isabelle Punchard, Edina Public Schools

Biliteracy, or the development of reading, writing, speaking, listening, and thinking competencies in more than one language, is the outcome of a multifaceted and dynamic process, and a greater and more complex form of literacy than monoliteracy. It is made that much more complex because language acquisition takes place in a wide range of social contexts in which variation is the norm, and languages and literacies are in a state of constant evolution. Degrees of fluency and expertise vary across contexts, domains, and languages and are expressed along a range of continua (Grosjean, 2008; Hornberger, 1989). While international attention to biliteracy is growing, most of what we know about the development of biliteracy in immersion programs comes from U.S.-based studies dedicated to measuring how well emerging bilingual learners acquire English and English language literacy, particularly in the domain of reading (Rolstad, Mahoney, & Glass, 2005; Slavin & Cheung, 2005) and Canadian-based studies looking at English-speaking students' bilingual and biliteracy outcomes in French immersion programs.

This symposium brings together notable immersion researchers from the U.S. and Canada to examine the topic of biliteracy development from a variety of perspectives and contexts, including cross-linguistic associations among early elementary emerging bilinguals in Spanish/English parochial immersion programs, predictors of risk for L2 reading difficulty in early total French immersion programs, and program model differences in upper elementary immersion students' English and Spanish writing development. Collectively, these studies identify and further clarify a range of trajectories to biliteracy in relation to existing theoretical orientations, thereby extending and deepening our understanding of biliterate development across immersion education contexts. The symposium will culminate with a critical discussion of pedagogical and policy implications of the research, as well as future directions for biliteracy research in immersion education programs.

### **Cross-Linguistic Relations Among Bilingual and Biliterate Learners: Interdisciplinary Perspectives and Convergences**

*Presenters: C. Patrick Proctor, Qianqian Zhang, and Cristina Hunter - Boston College*

### **Predicting Risk for Second Language Reading Difficulty in Early Immersion Students**

*Presenter: Fred Genesee - McGill University*

### **Program Model Differences in the Spanish and English Writing Development of Two-Way Immersion Students**

*Presenter: Elizabeth Howard - University of Connecticut*

# Invited Symposium

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Friday, October 21 • 3:00 p.m. • Greenway Ballroom D/E

## **Educational Innovations in Immersion Teacher Preparation and Development**

*T.J. Ó Ceallaigh, Organizer*

Session Chair: Xiao Liu, Tower Hill School, Delaware

The supply of teachers with the mandatory linguistic and cultural competencies and associated pedagogical practices is a key driver of successful immersion programs across a variety of models, e.g., one-way second/foreign language immersion; co-official/regional language immersion; two-way bilingual immersion; one-way developmental bilingual education; and Indigenous language immersion. Immersion teacher preparation and development therefore, is a critical step in the evolution of effective language immersion education globally. However, there is a significant dearth of research “on a wide variety of topics relating to teacher development” in immersion (Tedick & Wesely, 2015). One such topic is that of language and content integration, a topic which is central to the process of understanding immersion teaching and learning.

Despite the diverse and dynamic nature of immersion programs worldwide, the formulation of a coherent pedagogy of integrated language and content instruction remains a common pedagogical challenge. A deep understanding of the critical connection between language and content is one component of the particular immersion-specific knowledge base and pedagogical skill set required by the immersion teacher. This component is deserving of attention and needs to be systematically addressed across the continuum of immersion teacher education and development (Cammarata & Tedick, 2012; Genesee & Lindholm-Leary, 2013; Lyster, 2007; Ó Ceallaigh, 2013).

In this symposium, a range of research-driven programs, initiatives, and innovations in immersion teacher preparation and development from around the globe will be discussed in an attempt to explore the following inter-related questions:

- What are the theoretical and methodological underpinnings that provide the basis for a deep understanding of language and content integration in immersion?
- What immersion-specific knowledge base and pedagogical skill set do teachers need to acquire in order to integrate language and content instruction systematically and effectively in immersion?
- What are the essential properties of an immersion teacher education program which facilitate the development of such pedagogies? How are such programs designed, resourced, implemented, and evaluated?

### **Integrating Language and Content in Immersion Pedagogy: New Avenues in Teacher Education**

*Presenter: T.J. Ó Ceallaigh - University of Limerick*

### **Exploring Teacher Educators' Experience with Content and Language Integration**

*Presenters: Laurent Cammarata, Martine Cavanagh - University of Alberta, and Sylvie Blain - Université de Moncton*

### **Student Teachers' Reflections on Content and Language Integration**

*Presenters: Siv Björklund and Karita Mård-Miettinen - University of Vaasa*

### **Perspectives Enlightening Indigenous Teacher Preparation**

*Presenter: Makalapua Alencastre - University of Hawaii at Hilo*

### **Exploring Teacher Perceptions of Immersion Professional Development Experiences**

*Presenter: Diane J. Tedick - University of Minnesota*

# Invited Symposium

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Saturday, October 22 • 10:00 a.m. • Lake Superior A/B (5<sup>th</sup> floor)

## **The Role of Context in Translanguaging**

*Deborah Palmer & Susan Ballinger, Organizers*

Session Chair: Stephanie Owen-Lyons, University of Minnesota

In the past decade, a paradigm shift has occurred in the field of language education regarding our understanding of how bilinguals use their languages to learn both content and new language practices. While the prevailing mentality among immersion and content-based language educators prior to this shift was that learners' languages should be kept strictly separated in order to fully develop each language system, researchers now increasingly call for pedagogical practices that bridge learners' languages, encouraging learners to draw on all their language practices as they strive to develop cognitive, linguistic, and academic skills. These practices are often collectively labeled "translanguaging."

Nevertheless, translanguaging remains controversial, both as a term and in practice. First, we struggle to define and understand translanguaging in a consistent manner, leading to confusion over what can and cannot be labeled translanguaging. Some note the lack of research supporting claims for the benefits of translanguaging, as well as the lack of information regarding how to translate it into concrete teaching methods. They argue that we need to better understand how to strike a balance between systematically using students' primary language as a resource, and maintaining ample opportunities for target language input and practice.

Others argue that interpretations of translanguaging must be context-specific: Practices that are beneficial in one context may be inappropriate and even harmful in others. In this symposium, four speakers from different language immersion contexts will explore translanguaging pedagogies. Each will explain their conceptualization of translanguaging, whether/how it translates into pedagogical practice, and potential benefits and pitfalls that may attend translanguaging practices in the classroom contexts that they represent.

### **The Potential of Translanguaging to Reveal Young Bilinguals' Developing Narrative Competence and Bilingual Identities: Doing "Being Bilingual" in a Preschool Spanish/English Dual Language Bilingual Education Program**

*Presenter: Mileidis Gort - University of Colorado - Boulder*

### **Translanguaging in the Heritage Language Context**

*Presenter: Tina Hickey - University College Dublin*

### **Translanguaging as Resource in a Dual Language Bilingual Education Context**

*Presenter: Susana Ibarra Johnson - University of New Mexico*

### **Challenging the Use of English as an Essential Scaffold in French Immersion**

*Presenter: Roy Lyster - McGill University*

# Invited Symposium

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Saturday, October 22 • 10:00 a.m. • Greenway Ballroom A

## **Staying True to the Spirit of our Languages and Cultures in Indigenous Language Immersion**

*Brian McInnes, Organizer*

Session Chair: Michelle Haj-Broussard, University of Louisiana at Lafayette

Language immersion programs present a hopeful and potential means of sustainably revitalizing threatened Indigenous languages. Dakota, Native Hawaiian, Ojibwe, and Quechua peoples are all actively working to strengthen and grow program models in their traditional territories. Indigenous language immersion has emerged as a unique class of bilingual education program based on its purpose, overall approach to teaching and learning, adaptation of academic standards and assessment, and the incorporation of cultural perspectives in practice. Adapting ancient languages and incorporating land-based cultural traditions within the framework of contemporary school-based programming is not without challenge. Mainstream learning environments, resources, and pedagogical structures may, in fact, be contradictory to traditional Indigenous models. Discussion of how Native language immersion programs from around the world determine and fulfill their operational goals in such contexts offers both important insight into the Indigenous language immersion paradigm, and inspiration for other groups. This is particularly important when the first speakers who helped found such programs find themselves passing the leadership baton to new generations of second language learner teachers.

Founded in the spirit of cultural maintenance and survival, Indigenous language programs are an important part of strengthening both community and identity. The incorporation of cultural products, practices, and perspectives is a shared feature with other world language models. It is, however, in the depth and degree of cultural investment that Indigenous language programs stand alone. The spiritual nature of Indigenous languages requires a unique approach to teaching and learning. Exploring the different experiences of varied tribal groups in maintaining the spirit of language and culture in language immersion programs may point towards a continuum of Indigenous immersion practice that can help scholars and educators better understand, create, and maintain such programs as sustainable sources of hope, academic achievement, and cultural prosperity.

### **Emerging Indigenous Second Language Programs**

*Presenters: Neil McKay - Bdote Learning Center, and Brooke Ammann - Waadookodaading Ojibwe Language Immersion School*

### **Established Indigenous Second Language Programs**

*Presenters: Brooke Ammann - Waadookodaading Ojibwe Language Immersion School, and Kalehua Krug - Native Hawaiian Language Immersion Program*

### **Maintenance Programs for First Language Speaking Communities**

*Presenters: Kalehua Krug - Hawai'i Department of Education - Hawaiian Language Immersion Education, and Elizabeth Sumida Huaman - Quechua Language and Culture Education*



# Invited Symposium

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Saturday, October 22 • 3:00 p.m. • Lake Superior A/B (5<sup>th</sup> floor)

## **Immersion for ALL: The Suitability of Immersion for ALL Students**

*Fred Genesee, Organizer*

Session Chair: Ping Peng, University of Minnesota

The presentations in this symposium will discuss the learning outcomes of young dual language learners who are at risk for low language, reading, and academic achievement owing to low socio-economic status, specific language impairment, learning disabilities, and others. Educational implications of this research will also be considered.

### **Dual Language Development in Preschool Children with Language Learning Difficulties**

*Presenter: Fred Genesee - McGill University*

### **Educational Trajectories of At-Risk Latino EL Students in Dual Language Programs**

*Presenter: Kathryn Lindholm-Leary - San Jose State University*

### **The Achievement of Students Identified with Special Needs in Two-Way Spanish Immersion Schools in Arlington, VA**

*Presenter: Marjorie L. Myers - Escuela Key/Key School, Virginia*

### **Research-Based Guideposts for Intervention Practice**

*Presenter: Tara W. Fortune - CARLA, University of Minnesota*

# CARLA's 2016 Immersion and Dual Language Education Awards

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CARLA began hosting the conference on immersion and dual language education in 1995. This year for the first time, we will recognize two individuals, a teacher and a scholar, who have distinguished themselves within the international field of immersion and dual language education. The Distinguished Teacher Award recognizes professional leadership in teaching and promoting bilingualism and cultural competency for all children. The Distinguished Scholar Award is in recognition of exemplary contributions to research, teaching, and service.

## Distinguished Teacher Award Recipient: Maureen Curran Dorsano

I share this award with every team member, every mentor, and every colleague that has walked down this path with me. And what a journey it has been! Those first years at Normandale were a thrilling adventure, and while the subsequent years were sometimes more challenging than thrilling, my goal never changed. I wanted to share the gift of a second language because I knew from experience how transformative that gift can be. I look back in wonder at that shy, introverted fourteen-year-old, walking into French class for the very first time. Little did I know that just about everything I hold dear today – my marriage, my professional life, so many of my friendships – would all be the result of walking through that door. I thank Sister Jacqueline O'Hara for lighting the fire in me all those many years ago. I tried my best to pay it forward.



*Maureen Curran Dorsano, French Immersion Teacher  
September 22, 2016 – Edina, Minnesota (USA)*

## Distinguished Scholar Award Recipient: Merrill Swain



I am deeply honoured to be the first recipient of CARLA's Immersion and Dual Language Education Distinguished Scholar Award. Who would have thought that 45 years after I was hired as a Research Assistant at the Ontario Institute for Studies in Education (OISE) to evaluate the first French immersion programs in Ontario, I would be so privileged as to receive this Award.

Those Ontario programs (and others nationally and internationally) were modeled after the St. Lambert French immersion program in Quebec, as were their evaluations conducted by Drs. Wallace (Wally) Lambert and G. Richard (Dick) Tucker. I will be forever grateful to Wally and Dick who helped to launch and support my career in immersion-related theory and research. I am also grateful to CARLA and its wonderful immersion researcher-practitioners. Importantly, they have brought us together under one roof to further the goal of developing bilingual/multilingual populations.

*Merrill Swain, Professor Emerita, University of Toronto  
September 23, 2016 – Ontario (Canada)*

# Program-at-a-Glance

Thursday, October 20, 2016

Pre-Conference Workshops		
Room	Morning Workshops 9:00 – 11:30 a.m.	Afternoon Workshops 1:30 – 4:00 p.m.
Greenway Ballroom A	<i>A Framework for Content-Language-Literacy Integration</i> Cammarata	<i>Integrating Language and Content Across the Immersion Curriculum</i> Lyster
Greenway Ballroom B	<i>French Embassy (Invitation Only)</i> Cogard & Cox	<i>Teaching for Biliteracy: Strengthening Bridges Between Languages</i> Beeman & Urow
Greenway Ballroom C	<i>Preparing and Working with Assistant Language Teachers from Abroad</i> Dorner	<i>Creating Effective Systems of Support for International Guest Partner Teachers</i> Wade & Abuchaibe
Greenway Ballroom D	<i>IPAs and Immersion: Assessing Student Language Use in Academic Contexts</i> Irizarry & Menke	<i>What Happens After Assessment?: The Impact of Assessment on Instruction</i> Menke & Irizarry
Greenway Ballroom E	<i>Increasing Character-Based Word Knowledge: A 5-Step Process</i> Fortune & Peng	<i>Developing Instructional Frameworks for Early Total Mandarin Chinese Immersion Contexts</i> Vanden Bosch & Chen
Greenway Ballroom F	<i>Time for Formative Assessment</i> Thompson	<i>Listening and Oral Proficiency Assessment for Young Learners</i> Thompson
Greenway Ballroom G	<i>Immersion in the Middle Years: Keeping Language on Par with Content</i> Lee & Eliason	<i>Secondary Immersion Programming: Challenges, Successes and Opportunities!</i> Hathaway-Castelán, Dwight, & Johnson
Greenway Ballroom H	<i>Motivating Students to Write Through Digital Writing</i> Punchard	<i>Self-Regulation and Learner's Autonomy: Writing Strategies in Immersion</i> LeBouthillier
Greenway Ballroom I	<i>Immersion Program Leadership: Five Strategies for Success</i> Carranza & Holden	<i>All in Good Time: Making Classroom Minutes Count</i> Lightbown
Greenway Ballroom J	<i>Before, During, and After: Optimizing Peer Interaction Activities in the Immersion Classroom</i> Ballinger	<i>Cultivating Complexity: Differentiated Instruction for Linguistic Diversity</i> Young & D'Andrea Montalbano
Lake Calhoun	<i>The Face of the Future: Recruiting and Serving Diverse Learners in an Immersion Setting</i> Miller	<i>Strategies for Keeping Primary and Secondary Students in the Target Language</i> Koop
Lake Harriet	<i>Aprendizaje Cooperativo: Estrategias para el Trabajo en Equipo Eficaz</i> Sánchez Grande & Dwight	<i>Learning Centers for the Primary Grades</i> Sala-Healey & Wieber du Saire
Lake Minnetonka	<i>Modern Terms and Ancient Resonance: Creating a Dynamic Future through Indigenous Language</i> Jourdain & Meya	<i>Cultivating Cultural Identity within Hawaiian Medium Education</i> Alencastre & Krug
Lake Nokomis	<i>Book Floods and Clubs: Promoting Reading in a Heritage Language</i> Hickey & Dunne	<i>Supporting At-Risk Second Language Readers</i> Bourgoin
<b>5:00 - 6:30 p.m.</b>		
Great Lakes Ballroom	Conference Welcome & Opening Remarks  Keynote Address: <i>Bilingualism in Education: Implications for Bilingual Education and Minority Language Students</i> Ellen Bialystok	
<b>6:30 - 8:00 p.m.</b>		
Great Lakes Promenade	Reception/Cash Bar	

## Friday Morning, October 21, 2016

Room		8:00 – 9:30 a.m.	
Great Lakes Ballroom	Conference Welcome and Presentation of Awards Plenary: <i>Is there Really a Labor Market Advantage to Bilingualism in the United States?</i> Patricia C. Gándara		
Morning Symposia and Sessions 10:00 a.m. – 12:15 p.m.			
Greenway Ballroom D/E	<i>Perspectives on the Global Landscape of Immersion Education</i> Wade, Björklund, French Dicks, Met, Golubeva, Ó Duibhir, Walliser & Mård-Miettinen		
Lake Superior A/B	<i>Social-Semiotic and Functional Approaches to Language and Content Integration in Bilingual/Multilingual Education</i> Llinares, Morton, Lin, Lo, Somers, Evnitskaya, Dalton-Puffer, Ramirez, Nikula, de Oliveira, Sembiante, & Whittaker		
10:00 – 11:00 a.m.		11:15 a.m. – 12:15 p.m.	
Greenway Ballroom A	<i>Perspectives of High School Students in a Spanish Immersion Program</i> Johnson	<i>Parental Support for Monolingual Families in Dual Immersion</i> Sun	
Greenway Ballroom B	<i>At the Crossroads of Compliance and Conscience: Lessons from a Bilingual School Navigating National Standards</i> Stillman, Anderson, Struthers, & Beltramo	<i>Minority Language Medium Teachers' Perspectives on Translanguaging</i> McPake & O'Hanlon	
Greenway Ballroom C	<i>Professional Development and French Immersion: The Case of the WILDACT Project</i> Cammarata	<i>Training Dual Immersion Instructors to Teach Writing: The Utah Experience</i> Spicer-Escalante	
Greenway Ballroom F	<i>Adult Immersion in Indigenous Communities: The Role and Impact of Adult L2 Speakers in Kahnawà:ke</i> Stacey	<i>BASE: Empowering Subject Teachers and Diverse Language Learners</i> Burkart-Wiltrout	
Greenway Ballroom G	<i>Primary Motivations and Leadership Role for Dual Language Education</i> Rogers	<i>Motivating Immersion Teachers Towards Expertise Development: Relationships between School Culture, Internal Factors, and Flow</i> Haj-Broussard & Mayeaux	
Greenway Ballroom H	<i>The Role of Culture and Communication in Building and Sustaining Successful Mandarin Immersion Programs</i> Wieland	<i>Lessons from Mandarin Immersion Learner Language</i> Fortune & Ju	
Greenway Ballroom I	<i>The Development and Implementation of a Dual Language Program</i> Studwell, Lintner, Kettelkamp, & García	<i>Fun, Practical, and Effective Strategies To Teach Mandarin Literacy to Elementary School Students</i> Li	
Greenway Ballroom J	<i>When Children Start Translanguaging: Cases in a Dual Immersion Preschool</i> Perera	<i>Language Looping: A Scaffolding Technique for Immersion Planning</i> Mackey	
Lake Calhoun	<i>Dual Language Pathways: Paving the Way Towards Dual Language Development</i> Castro & Lundgren	<i>Language Learning and Pedagogy in One-Way Foreign Language Immersion: a Space for Translanguaging?</i> Rutgers	
Cedar Lake	<i>Language Immersion Startup 101: How to Start, Spread, Build, Grow, Sustain, and Nurture a New School</i> Kucinski & Moras	<i>Heritage Language Schools in Refugee Communities</i> Aberdeen	
Lake Harriet	<i>At-Risk Children in German-English Elementary School Immersion Programs</i> Steinlen & Piske	<i>Biliteracy Development in a 5th Grade Dual Language Immersion Classroom</i> Reynolds-Young & Aguilar	
Lake Minnetonka	<i>Immersion Improv: Integration of Language and Movement</i> Rice & Young	<i>Ideological and Social Challenges of Learning French in Canada</i> Roy	
Lake Nokomis	<i>Teacher SwapShop Lesson Sharing, Grades Pre-K – 2</i> Daniel & Galeano; Sun; Nui & Nelson; Sun; Ortiz; Shi & Yang; Gurgel; Northington	<i>Teacher SwapShop Lesson Sharing, Grades 3+</i> Simon; Owen-Lyons; Rubio; Li; Shi; Crawford & Yankowitz; Owen-Lyons & Mathieu; Lopez-Chaves; Wang	
Lake of the Isles	<i>Guided Reading Groups in a Kindergarten Dual Language Immersion Program</i> Santillan	<i>Developing a State-Wide Coalition: The Missouri Dual Language Network</i> Dorner	
12:30 – 1:30 p.m.			
Great Lakes & Northstar Ballrooms	Lunch		

## Friday Afternoon, October 21, 2016

Room	1:45 – 2:45 p.m.	
Great Lakes Ballroom	Plenary: <i>Indigenous Revitalization-Immersion and the Home-School-Community Connection—Research and Praxis Across Contexts</i> Teresa McCarty	
Afternoon Symposia and Sessions 3:00 – 5:15 p.m.		
Greenway Ballroom D/E	<i>Educational Innovations in Immersion Teacher Preparation and Development</i> Ó Ceallaigh, Alencastre, Tedick, Cammarata, Cavanagh, Blain, Björklund, & Mård-Miettinen	
Lake of the Isles	<i>Growing Pains and Opportunities: Assessment and Student Support at the TC German Immersion School (K-8)</i> Zinn, Mullins, & Newell	
Lake Superior A/B	<i>Biliteracy Development in Immersion Education: Interdisciplinary Perspectives and Intersections</i> Gort, Proctor, Genesee, Howard, Zhang-Wu, & Hunter	
3:00 – 4:00 p.m.		4:15 – 5:15 p.m.
Greenway Ballroom A	<i>Three Biliteracy Strategies to Improve L1 and L2 Output: A Brazilian Collaborative Case Study</i> French	<i>Secondary DLI Continuation with a K-16 Lens</i> Landes-Lee, Lair, & Rubio
Greenway Ballroom B	<i>Teaching to Their Potential: Strategies to Boost Academic and Oral Language Proficiency in Dual Immersion</i> García, Martin-Trinka, Formiconi, & Jantzi	<i>Online Immersion Curriculum Map: Empowering Teachers through Collaborative Planning, Effective Resource Organization, and Curricular Alignment</i> Nuss
Greenway Ballroom C	<i>The Intersection of Language Awareness and Ideology among In-Service Teachers of Emerging Bilinguals</i> Henderson & Lindahl	<i>French Immersion and Intercultural Competence: Perspectives of Teachers and Administrators</i> Marshall & Bokhorst-Heng
Greenway Ballroom F	<i>“A Bridge to Somewhere”: Metaphor in Two-Way Immersion Program and Bilingual Policy Reforms</i> Merritt	<i>Mills Teacher Scholars: Inquiry into Practice</i> Mitchell
Greenway Ballroom G	<i>Student Engagement and First Language Use in Immersion Education</i> Helgerson	<i>Communicating Proficiency in the Target Language to Parents</i> Stevenson
Greenway Ballroom H	<i>Skyping and Blogging with a Sister School in China</i> Knell, Chen, & Tsai	<i>Strengthening Literacy through Oral Language Development: Best Practices from a Chinese Immersion School</i> Harvey, You, Shen, & Li
Greenway Ballroom I	<i>Improving Dual Language Programs through the Development of a Master Plan: Escondido Elementary’s Journey</i> Barrera-Cruz, Molina, & Merritt	<i>Linguistic Bullying in Dual Language Education: The Emotional Impact of Separation of Languages among Recent Immigrants</i> Talamantes
Greenway Ballroom J	<i>Early Literacy and Comprehension through Technology in a Two-Way Immersion Program</i> Pantano, Perez, & Arroyo	<i>An Examination of Common Mainstream Literacy Assessment Practices for Early Childhood Two-Way Immersion Classrooms</i> Evans, Burgos, & Nass
Lake Calhoun	<i>Meeting Parent and District Expectations for Spanish Dual Language Immersion Programs: One School District’s Experience</i> Santibañez, Luschei, Navarro, & Soto-Peña	<i>Teachers’ Biliteracy Voices: Navigating Beyond Their Usual Borders</i> Cáceda & Garcia
Cedar Lake	<i>What Makes a University Immersion Language Program So Successful and Sustainable after 25 Years?</i> Nock	<i>40 Years of Immersion: Challenges, Changes, and Progress</i> Dickson & Thompson
Lake Harriet	<i>Dual Language Literacy Instruction: Scaffolding to Make Both Language and Content Accessible</i> Pratt	<i>Enhancing Writing in Immersion: Noticing-Awareness-Practice and the Literacy Loop</i> Mueller
Lake Minnetonka	<i>Aligning Writing Assessment Practices for Immersion Students</i> Ortiz, Moro, & Tacchini	<i>Defining a Quality Dual Language Immersion Program</i> Vanden Bosch & Ambrosi
Lake Nokomis	<i>In the Absence of Immersion: Creating Culturally Responsive Ecologies through Biography-Driven Instruction</i> Kavimandan & Leung	<i>Taking Dual Language to Scale: Navigating Growing Pains as a District Commits to Biliteracy for All</i> Koontz, Hoff, & Percy-Calaff
4:00 – 5:30 p.m.		
Greenway Promenade	<i>Laptop Poster Session for Graduate Students</i> Peltoniemi; Rosvall; Mathieu; Watson; Helgerson; An; Spracklin; Hirvonen; Peng; Pakarinen; McAdery-Kim; Owen-Lyons & Owen-Lyons	
6:30 – 11:00 p.m.		
Great Lakes Ballroom	Dinner/Dance (pre-registration required)	

## Saturday Morning, October 22, 2016

Room		8:00 – 9:30 a.m.	
Great Lakes Ballroom	Book Raffle and Announcements Plenary: <i>Beyond the Immersion Revolution: Meeting Ongoing Challenges</i> Tina Hickey		
Morning Symposia and Sessions 10:00 a.m. – 12:15 p.m.			
Greenway Ballroom A	<i>Staying True to the Spirit of our Languages and Cultures in Indigenous Language Immersion</i> McInnes, Huaman, Ammann, McKay, & Krug		
Lake Superior A/B	<i>The Role of Context in Translanguaging</i> Palmer, Ballinger, Hickey, Gort, Lyster, & Johnson		
10:00 – 11:00 a.m.		11:15 a.m. – 12:15 p.m.	
Greenway Ballroom B	<i>“Truly Working on Bridges Between our Courses!?”: Players’ Perspectives of Subject/Language Teachers’ Collaboration towards Integration</i> Chohey-Paquet	<i>Campus Principals’ Perceptions of How Mentorship Influenced Their Ability to Lead a Dual Language Campus</i> Medina	
Greenway Ballroom C	<i>North Carolina Teacher Preparation: Transformations for Dual Language</i> Lachance	<i>Attitudes of French Immersion Teachers in Louisiana Schools</i> Barnett & Rottet	
Greenway Ballroom D	<i>English Learner Achievement in ELA in Utah’s Dual Language Immersion Programs</i> Leite & Watzinger-Tharp	<i>The State of French Bilingual Education in the United States</i> Cogard & Jaumont	
Greenway Ballroom E	<i>Black and Hispanic Racial Integration in a Dual Language Program</i> Hadi-Tabassum	<i>Look-Fors and Ah-Has: A Discussion on Observations in the Immersion Classroom</i> Henninger, Fortune, Ness, Kristy, & Costea	
Greenway Ballroom F	<i>Integrating Science and Common Core Literacy Standards</i> Curran-Dorsano	<i>Comprehensive Mathematical Instruction in Dual Language Immersion: Facilitating Deep Mathematical Thinking</i> Gallagher & Rocha	
Greenway Ballroom G	<i>Academic Conversations in a Dual Language Program: Improving Instruction Through Collaborative Professional Development</i> Rand Bridges	<i>Making the Perfect Hire: A Tool for Maximizing Bilingual Teacher Candidate-Program Fit</i> Kennedy	
Greenway Ballroom H	<i>Findings of Two Studies on Learner Performance in Mandarin Two-Way Immersion Programs</i> Xu, Padilla, Silva, & Fan	<i>Curricular Tools for Chinese Language and Immersion Programs</i> Wang & Peyton	
Greenway Ballroom I	<i>The Double-Edged Sword of Growth in Dual Immersion Programs: Addressing the Shortage of Biliterate/Bicultural Teachers</i> Nicholls & Rodriguez-Valls	<i>How Successful Is Instructed Language Learning in the Teaching of the Māori Language and the Hawaiian Language?</i> Nock	
Greenway Ballroom J	<i>Middle School Methods: Successful Strategies and Techniques Across Content Areas for DL Students</i> Stackhouse	<i>From Sponges to Explorers: Dual Language in Action with Project-Based Lessons</i> Van Voorhis	
Lake Calhoun	<i>Summary Writing in Secondary and University Students: A Multi-Variable Comparative Analysis</i> Rivard & Gueye	<i>Facing Challenges on Implementing an Immersion Program in a Public High School</i> Lopez-Chaves, Aoki, & Zeichner	
Lake Harriet	<i>From Oracy to Literacy in Biliteracy Units</i> Wharton, Karwoski, & Pryor	<i>Written Corrective Feedback and Student Revision: The Case of French Immersion</i> Ammar, Bouhlal, & St-Georges	
Lake Minnetonka	<i>Giving Immersion Performance Assessments a Make-Over: Jr. PALS 2.0</i> Preusse-Burr		
Lake Nokomis	<i>The Language of Professional Development</i> McBride & Borruano	<i>Shaping Positive Cultural Identities through Spanish Literacy and Cultural Competence: A Case Study of ISLA</i> Amortegui, Ramirez, Benavides, & Phillips	
Lake of the Isles	<i>Attrition and Continuity in Immersion Education: Implications for Policy</i> Ó Duibhir & Thuairisg	<i>The Current State of Portuguese Biliteracy in the U.S.</i> Boruchowski	
12:30 – 1:30 p.m.			
Great Lakes & Northstar Ballrooms	Lunch		

## Saturday Afternoon, October 22, 2016

<b>Room</b>		<b>Afternoon Symposia and Sessions</b>	
		<b>1:45 – 4:00 p.m.</b>	
Greenway Ballroom A	<i>University-Level French Immersion in Canada: Policies, Pedagogy and Practices</i> Knoerr, Buchanan, & Weinberg		
Lake Superior A/B	<i>Immersion for ALL: The Suitability of Immersion for ALL Students</i> Genesee, Lindholm-Leary, Myers, & Fortune		
		<b>1:45 – 2:45 p.m.</b>	<b>3:00 – 4:00 p.m.</b>
Greenway Ballroom B	<i>Jumping onto the See-Saw: Counterbalancing Content and Language from K to 12</i> Owen-Lyons, Mathieu, Burkart-Wiltrout, Giraldo, & Hernandez	<i>Dual Language Immersion Administrators: Are You Prepared to Lead Your Program?</i> Ringler	
Greenway Ballroom C	<i>Build it Better: Three Critical Strategies for Building a Quality Dual Language Immersion Program</i> Ambrosi & Marlink	<i>Dual Language Immersion: A Journey of Words and Cultures, Lessons Learned</i> Clarke, Bulla, VonCannon, & Smith	
Greenway Ballroom D	<i>Immersion Students' Visualizations of Their Language Environment and Language Behavior</i> Björklund & Mård-Miettinen	<i>Latina/o Parent Perceptions of the Value of Two-Way Immersion Schooling for their Children</i> Lucero & Olivos	
Greenway Ballroom E	<i>The Design of Parent Engagement at a One-Way Spanish Immersion School: Unintended Consequences for Spanish-Speaking Families</i> Dorner & Aguayo	<i>The Effects and Implementation of Dual Language Immersion in a Public School District</i> Li, Slater & Bacon	
Greenway Ballroom F	<i>Situating Utah Dual Immersion Math Achievement Data in Curricular and Instructional Contexts</i> Watzinger-Tharp & Mau	<i>Learning a Second Language through Content Instruction: Pedagogical Implications for the Mathematics Class</i> LeBouthillier, Bourgoin, & Kristmanson	
Greenway Ballroom G	<i>Empowering Parents as Pivotal Stakeholders</i> Wade, Leite, & Lovell	<i>Building &amp; Dismantling Scaffolds to Improve L2 Output in Preschool &amp; Elementary Immersion Programs</i> French & Doria	
Greenway Ballroom H	<i>Peer Assisted Learning Strategies (PALS) and Chinese Character Fluency for Immersion Students</i> Knell & Kao	<i>The Development of Linguistic Complexity in DLI Learners of Chinese, French and Spanish</i> Rubio & Hacking	
Greenway Ballroom I	<i>Experiences of a First-Year Teacher in a Middle School Dual Language Immersion Program</i> Hood & Mellgren	<i>Leading Dual Language Program Evaluation in Schools</i> Deno & LaMare	
Greenway Ballroom J	<i>Visible Thinking in Immersion Education</i> Devers & Centeno	<i>Transition of Curriculum Development in a Dual Language Elementary School</i> Bivins	
Lake Calhoun	<i>Examining Equity and Social Justice in Two-Way Bilingual Immersion</i> Hernandez & Molina	<i>Engagement Strategies to Maximize Opportunities for Language Production</i> Johnson	
Lake Harriet	<i>The Impact of a Spanish-English Immersion Program on Participants' National and Cultural Identity</i> Bettney	<i>Blackness &amp; Bilingualism: Language Ideologies towards Spanish in the African American Community</i> Greer	
Lake Minnetonka	<i>'A'ohē hana nui ke alu 'ia. No Task is Too Great When Accomplished by All</i> Iwane, Pa'akaula, Kaitoku Wright, & Kekua	<i>Developing English and French Language and Literacy Skills of Multilingual Children in French Immersion Programs</i> Krenca	
Lake Nokomis	<i>Bilingual Seals: Powerful Tools to Recognize Students' Language Assets</i> Fjelstad & Stockman	<i>Long-Term Impacts of a Twenty-Year-Old Dual Language Program on its Students</i> Nguyen, Meyer, & Hernandez	
Lake of the Isles	<i>Going Beyond the Successful Model: Issues Around the Launch of Two-Way Immersion in Estonia</i> Golubeva & Piirsalu	<i>Creative Pedagogy and Effective Leadership in Minority Language Immersion: Evidence from Ireland's Gaeltacht Areas</i> Ó Brolcháin	
		<b>4:15 – 5:30 p.m.</b>	
Great Lakes Ballroom	Plenary: "All Politics Is Local"...and So Is Language Teaching Patsy Lightbown  Final Words & Farewell Diane J. Tedick & Roy Lyster		

## Wednesday School Visits

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Nine immersion and dual language programs in the Twin Cities metropolitan area have opened their doors to conference participants. School visitors have the opportunity to see first-hand a few of Minnesota's growing number (90+) of immersion/dual language programs.

**Adams Spanish Immersion Magnet** in Saint Paul Public Schools is an urban immersion program that has a large number of Latino students with heritage language background. The program is designed for students who are primarily proficient in English by kindergarten. Kindergarten and first grade are taught entirely in Spanish and English language arts is introduced in second grade. Students can continue their immersion experience in the district through Grade 12 at Highland Park Middle School and Highland Park Senior High.

**Highland Park Middle School and Highland Park Senior High** offer secondary-level continuation Spanish immersion programming for students in the Saint Paul Public Schools. Adams Spanish Immersion Magnet and the district's other dual language programs are feeder schools for these programs. Highland Park Middle School offers four year-long content area courses in Spanish (Social Studies, Science, Math, Language Arts). Highland Park Senior High currently offers Spanish Language Arts classes for their immersion students and has plans to expand their course offerings in Spanish.

**Jackson Preparatory School** was the first school to offer a Hmong/English Dual Language (two-way immersion) Program strand in the Saint Paul Public Schools and Minnesota. Jackson proudly serves approximately 500 students, with one-third of the students enrolled in the dual language program. Since 2006, Jackson has offered the program for students in Pre-K to Grade 5. The Hmong Dual Language Program is designed to enroll and support all students, both native and non-native Hmong speakers. The program implements the 90/10 model where the Hmong language is used to teach the core subjects: Math and Reading. Community partnerships and specialists in science, music, physical education, and Hmong culture and literacy enhance our core academic program.

**La Academia** is a K-5 two-way immersion program located in the Eastern Carver County School district that combines students from two language groups for instruction. Each class includes at least one-third Spanish-speaking students and at least one-third English-speaking students. In a two-way dual language program, all students have the opportunity to be both first language models and second-language learners. La Academia's instruction begins with 90% of the core academic instruction in Spanish and 10% in English in Kindergarten and first grade. The percentage of English increases over the course of the elementary school grades until it reaches 50% at 5th grade.

**Normandale** is a K-5 French immersion elementary school and one of the choice programs in the Edina Public School system. Approximately 645 students are enrolled at Normandale. Every year we accept 108 kindergarteners. Normandale follows the same curriculum as that of the other elementary schools in Edina. However, all curricular content is in French, and English Language Arts instruction begins in Grade 3.



**Park Spanish Immersion** is a K–5 one-way world language immersion school in St. Louis Park Public Schools. During kindergarten and Grade 1, literacy and all subject matter classroom instruction is delivered in Spanish. English language arts instruction is introduced in Grade 2. Immersion students can continue with Spanish immersion programming in the district at the middle school, and the high school offers through Spanish Level 10 for immersion students.

**Scenic Heights Elementary School** is one of two early total one-way Mandarin immersion programs located in the Minnetonka Public School District. All core content is taught in Mandarin Chinese in K–2; English language arts is introduced in Grade 3 for 60 minutes per day, and Grades 4–5 receive 70 minutes of English instruction. There is an immersion continuation program at both Minnetonka Middle School East and Minnetonka Middle School West. Students are now entering the sophomore year at the high school, and there are plans for the program through Grade 12.

**The Twin Cities German Immersion School** is a tuition-free public K–8 charter school which provides an academically challenging education that prepares our students to think critically, be culturally aware, and thrive in a diverse, global society. TCGIS features small class sizes, full-day immersion Kindergarten, a progressive art, music, gym and science program, responsive classroom strategies, and Spanish as a third language in middle school. English instruction starts in Grade 3.

**XinXing Academy** is an early total one-way Mandarin immersion program located in Eisenhower Elementary School in the Hopkins Public Schools. All core content is taught in Mandarin Chinese in K–2; English language arts is introduced in Grades 3–4 for one hour per day, and Grades 5–6 are 50-50 Mandarin and English. There is an immersion continuation program at West Junior High with plans to articulate the program through Grade 12.

## Thursday, October 20

Room	Thursday Morning Pre-Conference Workshops · 9:00 – 11:30 a.m.
<b>Greenway A</b>	<p><b>A Framework for Content-Language-Literacy Integration</b></p> <p><i>Laurent Cammarata, University of Alberta</i></p> <p>This workshop introduces participants to a content-based curricular framework designed to help immersion teachers concurrently target the teaching of content, advanced literacy skills, and academic language. The framework acts as a scaffold to facilitate the identification of key linguistic and literary demands within the context of varied subject matter instruction.</p>
<b>Greenway C</b>	<p><b>Preparing and Working with Assistant Language Teachers from Abroad</b></p> <p><i>Lisa M. Dorner, University of Missouri-Columbia</i></p> <p>This workshop will prepare your program to work with assistant teachers from other countries, like those from Amity.org. Through interactive activities, educators will develop their own “tool-kit” for: (1) supporting/training host families; (2) orienting assistants to the U.S. education system; and (3) providing mentorship plans for full-time teachers and their assistants.</p> <p>Workshop attendees should bring their own computer/tablet to develop their tool-kit.</p>
<b>Greenway D</b>	<p><b>IPAs and Immersion: Assessing Student Language Use in Academic Contexts</b></p> <p><i>Stephanie Irizarry, add.a.lingua</i> <i>Mandy Menke, University of Minnesota - Twin Cities</i></p> <p>Integrated Performance Assessments (IPA) hold great potential for assessing immersion students’ ability to use the L2 to engage with academic content. In this workshop, presenters will overview the IPA and how it can be adapted to the immersion context; participants will develop themes and tasks for use in their own programs.</p>
<b>Greenway E</b>	<p><b>Increasing Character-Based Word Knowledge: A 5-Step Process</b></p> <p><i>Tara W. Fortune, Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota</i> <i>Ping Peng, Scenic Heights Elementary School, Minnetonka Public Schools, University of Minnesota</i></p> <p>This interactive workshop will introduce participants to research-supported practices that expand character/word knowledge in Mandarin immersion classrooms. Participants will work together to develop an articulated series of activities for a text of their choosing. They will then be prepared to carry out similar activities and plans in their respective classrooms.</p>

**Room Thursday Morning Pre-Conference Workshops · 9:00 – 11:30 a.m.**

<p><b>Greenway F</b></p>	<p><b>Time for Formative Assessment</b>  <i>Lynn Thompson, Center for Applied Linguistics, World Languages and International Programs</i>                  This workshop will familiarize participants with a new K–5 formative assessment tool: the Classroom Observation Checklist Kit, and provide guidance on how to integrate assessment and instruction in the classroom. Participants will experience sample CLOCK assessment activities and checklists through interactive discussions and simulations including hands-on practice with the CLOCK.</p>
<p><b>Greenway G</b></p>	<p><b>Immersion in the Middle Years: Keeping Language on Par with Content</b>  <i>Nathan Lee, Anwatin Middle School</i>  <i>Robyn Eliason, Anwatin Middle School</i>                  How do we support language learners so they can access rigorous content in middle school and beyond? How can we structure engaging activities to support critical thinking and advanced language use? These questions and more will be addressed. Attendees will experience proven strategies first-hand, see example units, and access additional resources online.</p>
<p><b>Greenway H</b></p>	<p><b>Motivating Students to Write Through Digital Writing</b>  <i>Isabelle Punchard, Edina Public Schools</i>                  Leverage the power of digital tools to improve students’ writing! Through digital writing, immersion and dual language students can reach an authentic worldwide audience, motivating them to become better writers. Learn how to structure an immersion-friendly digital writer’s workshop and see examples of students’ digital writing using various tools.</p>
<p><b>Greenway I</b></p>	<p><b>Immersion Program Leadership: Five Strategies for Success</b>  <i>Teresa Carranza, Madison Metropolitan School District</i>  <i>Chris Holden, Normandale Elementary French Immersion School</i>                  In this workshop, presenters will discuss five key strategies for leading immersion programs: know your program and the research that supports it; keep the focus on student learning; invest in developing and supporting teachers; strategically leverage time and resources; and use multiple measures to inform improvement and communicate growth. Participants will engage in facilitated discussion to learn from each other.</p>
<p><b>Greenway J</b></p>	<p><b>Before, During, and After: Optimizing Peer Interaction Activities in the Immersion Classroom</b>  <i>Susan Ballinger, McGill University</i>                  This workshop examines the pitfalls and potential that peer interaction holds as a pedagogically effective means of developing students’ oral proficiency. It particularly explores the teacher’s role in designing peer interaction tasks, modeling and teaching reciprocal learning strategies, scaffolding student interactions, and promoting students’ self-evaluation of their learning.</p>

**Lake  
Calhoun**

**The Face of the Future: Recruiting and Serving Diverse Learners in an Immersion Setting**

*Cheryl G. Miller, Baton Rouge Foreign Language Academic Immersion Magnet (FLAIM)*

This workshop will be an exploration of what “recruiting diverse learners” means in various environments. Identifying which diverse learners you target when recruiting for an immersion program is of utmost importance. Our essential question for this exploration: “Now that you have them, how do you keep them?”

**Lake Harriet**

**Aprendizaje Cooperativo: Estrategias para el Trabajo en Equipo Eficaz**

*Vicent Sánchez Grande, Anwatin Middle School*

*Elizabeth Dwight, Anwatin Middle School*

Taller introductorio en el aprendizaje cooperativo. Se trata de una sesión práctica para aprender recursos y estrategias que permiten estructurar los contextos orales para el desarrollo lingüístico y académico. Estas técnicas garantizan la responsabilidad individual y el compromiso grupal en el trabajo en equipo de los estudiantes, así como la interacción equitativa.

**Lake  
Minnetonka**

**Modern Terms and Ancient Resonance: Creating a Dynamic Future through Indigenous Language**

*Maajiigwaneyaash Jourdain, Misaabekong Ojibwe Language Immersion Program*

*Wilhelm Meya, The Language Conservancy*

Community-based preservation, educational, and advocacy groups are at the forefront of creating a sustainable future for endangered Indigenous languages. Presenters will discuss their process for synthesizing new vocabulary and curriculum for contemporary programming needs, adapting traditional cultures to classroom settings, and keeping teaching and learning authentically Indigenous in changed contexts of delivery and use.

**Lake  
Nokomis**

**Book Floods and Clubs: Promoting Reading in a Heritage Language**

*Tina Hickey, University College Dublin*

*Claire Dunne, Marino Institute of Education*

This workshop will present strategies and resources for promoting L2 heritage language reading and cross-cultural learning, based on our research on Irish reading. We will offer hands-on exploration of a range of bilingual/multilingual books and digital texts, and offer opportunities to reflect on adapting them for use in other languages.

<b>Greenway A</b>	<p><b>Integrating Language and Content Across the Immersion Curriculum</b></p> <p><i>Roy Lyster, McGill University</i></p> <p>This workshop presents an instructional sequence that integrates language and content across the immersion curriculum. The sequence begins with a primary focus on content during the noticing phase then zooms in on language during the awareness and guided practice phases before returning to a primary focus on content during the independent practice phase.</p>
<b>Greenway B</b>	<p><b>Teaching for Biliteracy: Strengthening Bridges Between Languages</b></p> <p><i>Karen Beeman, The Center for Teaching for Biliteracy</i>  <i>Cheryl Urow, The Center for Teaching for Biliteracy</i></p> <p>Using a biliteracy framework and the three premises for planning and implementing biliteracy, participants will experience biliteracy in action. Videos, photos, and samples will illustrate what Spanish (or another non-English language), the Bridge, and English look like in a biliteracy program. Online resources and tools will be shared.</p>
<b>Greenway C</b>	<p><b>Creating Effective Systems of Support for International Guest Partner Teachers</b></p> <p><i>Ofelia Wade, Utah State Office of Education</i>  <i>Katherine Abuchaibe, Utah State Office of Education</i></p> <p>The shortage of highly qualified teachers seriously threatens the sustainability of DLI programs. Many state and district administrators have resorted to international collaborative initiatives to meet this challenge. This workshop explores effective systems of support that facilitate the successful integration of international guest teachers into our local and academic DLI communities.</p>
<b>Greenway D</b>	<p><b>What Happens After Assessment?: The Impact of Assessment on Instruction</b></p> <p><i>Mandy Menke, University of Minnesota</i>  <i>Stephanie Irizarry, add.a.lingua</i></p> <p>In this workshop, participants will explore how Integrated Performance Assessment (IPA) can inform instruction and program articulation. Participants will assess sample student performance, from which student instructional needs will be identified. Participants will hear reflections from lead learners on using adapted IPAs to inform instruction and student ownership of learning.</p>

Room	Thursday Afternoon Pre-Conference Workshops • 1:30 – 4:00 p.m.
<b>Greenway E</b>	<p><b>Developing Instructional Frameworks for Early Total Mandarin Chinese Immersion Contexts</b></p> <p><i>Stacey Vanden Bosch, add.a.lingua</i>  <i>Yan Chen, add.a.lingua</i></p> <p>This dialogic workshop describes a partnership with a local school that allows for the development and implementation of Mandarin Chinese instructional frameworks. This workshop explores: 1) immersion teacher collaboration; 2) literacy-based mini lessons with clear language objectives; and 3) linguistic feature form-focused activities based on an emerging Mandarin Chinese structural scope and sequence.</p>
<b>Greenway F</b>	<p><b>Listening and Oral Proficiency Assessment for Young Learners</b></p> <p><i>Lynn Thompson, Center for Applied Linguistics, World Languages and International Programs</i></p> <p>This workshop will familiarize participants with the Early Language Listening and Oral Proficiency Assessment (ELLOPA) used with language learners in preK–Grade 2 through assessment samples and hands-on practice. The presenter will also provide guidance on how to conduct effective summative oral proficiency and listening comprehension assessments with young learners.</p>
<b>Greenway G</b>	<p><b>Secondary Immersion Programming: Challenges, Successes, and Opportunities!</b></p> <p><i>Liz Hathaway-Castelán, Saint Paul Public Schools</i>  <i>Elizabeth Dwight, Anwatin Middle School</i>  <i>Martha J. Johnson, Secondary Immersion and Solutions in Education</i></p> <p>Secondary immersion programs face special challenges as well as unique opportunities for immense student growth in language mastery and community building. In this workshop, key issues such as articulation, course selection, materials, curriculum development, staffing, and late entry will be discussed while presenting a few successful models. There will be time for questions and sharing by participants.</p>
<b>Greenway H</b>	<p><b>Self-Regulation and Learner’s Autonomy: Writing Strategies in Immersion</b></p> <p><i>Josée LeBouthillier, University of New Brunswick</i></p> <p>This workshop focuses on writing strategy instruction that fosters self-regulation and learner’s autonomy. I will discuss the findings and classroom implications of a research project on writing development in an immersion context that focused on typically developing writers and at-risk writers.</p>

<b>Greenway I</b>	<p><b>All in Good Time: Making Classroom Minutes Count</b></p> <p><i>Patsy Lightbown, Concordia University</i></p> <p>One advantage of immersion and other content-based instruction is that students have more hours of contact with the new language. Even so, the importance of making good use of classroom time cannot be overstated. In this workshop, we will look at ways to make sure that every minute counts.</p>
<b>Greenway J</b>	<p><b>Cultivating Complexity: Differentiated Instruction for Linguistic Diversity</b></p> <p><i>Amy I. Young, Owatonna Public Schools</i> <i>Pamela D'Andrea Montalbano, New York University</i></p> <p>Immersion classrooms increasingly include students with a large range of linguistic proficiency levels. This workshop will assist teachers in identifying how and when to implement strategies that expand all students' access to and use of academic language during content instruction. Participants will leave ready to implement language-focused differentiated instruction in their own classrooms.</p>
<b>Lake Calhoun</b>	<p><b>Strategies for Keeping Primary and Secondary Students in the Target Language</b></p> <p><i>Betsy Koop, add.a.lingua</i></p> <p>This workshop connects belief about minority language status to pedagogy by sharing practitioner-designed strategies that keep students in the target language throughout instruction. By exploring a proven L2 only policy and timeline, model lessons, and incentive plans, participants are equipped to promote target language development for primary and secondary students.</p>
<b>Lake Harriet</b>	<p><b>Learning Centers for the Primary Grades</b></p> <p><i>Rosa Sala-Healey, Park Spanish Immersion School</i> <i>Kim Wieber du Saire, Park Spanish Immersion School</i></p> <p>What are learning centers? How can you use them to reinforce language and to differentiate instruction? Where to begin? These questions and more will be addressed in this dynamic hands-on workshop. Participants will create learning centers activities, and leave with ideas, materials, and the knowledge to implement learning centers in their own classrooms.</p>

Lake  
Minnetonka

### **Cultivating Cultural Identity within Hawaiian Medium Education**

*Makalapua Alencastre, University of Hawai'i at Hilo*

*Kalehua Krug, Hawaii Department of Education, Office of Hawaiian Education, Hawaiian Language Immersion Education*

This workshop will focus on the integration of Hawaiian language and culture into distinct practices and protocols within Hawaiian medium education. Experiential learning through culture-based pedagogy will be highlighted as a means to foster a strong sense of cultural identity. Participants will consider the relevancy of concepts and practices to their particular immersion contexts as well as engage in hands-on cultural activities.

Lake  
Nokomis

### **Supporting At-Risk Second Language Readers**

*Renée Bourgoin, University of New Brunswick*

This session focuses on supporting second language learners at risk for reading difficulties. We explore factors that impact the identification of at-risk readers and ways to better identify them. We also examine the reading development of at-risk and typically developing L2 readers and differentiated reading instruction practices that help support a wide range of readers.

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**Thursday Evening, October 20**

**Keynote: *Bilingualism in Education:  
Implications for Bilingual Education  
and Minority Language Students***

**Ellen Bialystok**

**5:00 p.m. • Great Lakes Ballroom**

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**Reception/Cash Bar**

**6:30 p.m. • Great Lakes Promenade**

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# Friday, October 21

## Presentation of Awards

Plenary: *Is there Really a Labor Market Advantage to Bilingualism in the US?*

Patricia C. Gándara

8:00 a.m. • Great Lakes Ballroom

Room	Friday Morning Symposia • 10:00 a.m. – 12:15 p.m.
<p><b>Greenway D/E</b></p>	<p><b>Perspectives on the Global Landscape of Immersion Education</b>  <i>Ofelia Wade, Utah State Office of Education</i>  <i>Siv Björklund, University of Vaasa</i>  <i>Lyle French, Avenues - The World School</i>  <i>Joseph Dicks, University of New Brunswick</i>  <i>Myriam Met, Independent Consultant</i>  <i>Anna Golubeva, Innove Foundation</i>  <i>Pádraig Ó Duibhir, Dublin City University, Institute of Education</i>  <i>Marta Walliser, University of Alcalá, Franklin Institute</i>  <i>Karita Mård-Miettinen, University of Vaasa</i></p> <p>The panelists in this symposium will discuss how educational and political context, public policy, and availability of resources have impacted program designs, as well as implementation and sustainability efforts to shape the landscape of language immersion education in their countries.</p>
<p><b>Lake Superior A/B</b></p>	<p><b>Social-Semiotic and Functional Approaches to Language and Content Integration in Bilingual/Multilingual Education</b>  <i>Ana Llinares, Universidad Autónoma de Madrid</i>  <i>Tom Morton, University of London - Birkbeck</i>  <i>Angel Lin, University of Hong Kong</i>  <i>Yuen Yi Lo, University of Hong Kong</i>  <i>Thomas Somers, Universidad Autónoma de Madrid</i>  <i>Natalia Evnitskaya, Universidad Autónoma de Madrid</i>  <i>Christiane Dalton-Puffer, University of Vienna</i>  <i>Andrés Ramirez, Florida Atlantic University</i>  <i>Tarja Nikula, University of Jyväskylä</i>  <i>Luciana de Oliveira, University of Miami</i>  <i>Sabrina Sembiente, Florida Atlantic University</i>  <i>Rachel Whittaker, Universidad Autónoma de Madrid</i></p> <p>This symposium brings together researchers from across the world who use Systemic Functional Linguistics (SFL) to examine pedagogic practices and drive forward theoretical understanding of the integration of content and language in educational contexts where teaching academic content through a second/foreign language forms a substantial part of the curriculum.</p>

Room	Friday Morning Sessions • 10:00 – 11:00 a.m.
Greenway A	<p><b>Perspectives of High School Students in a Spanish Immersion Program</b>  <i>Lucy Welbourn Johnson</i></p> <p>This session reviews findings from a qualitative study related to changing cultural perspectives of native English-speaking and heritage Spanish-speaking high school students in a Spanish immersion program. Supportive relationships within the immersion family and the cross-cultural environment contributed importantly to students' experiences. Attendees are invited to share/explore high school immersion.</p>
Greenway B	<p><b>At the Crossroads of Compliance and Conscience: Lessons from a Bilingual School Navigating National Standards</b>  <i>Jamy Stillman, University of Colorado, Boulder</i>  <i>Lauren Anderson, Connecticut College</i>  <i>Kathryn Struthers, Barnard College</i>  <i>John Beltramo, University of Southern California</i></p> <p>This paper shares insights from a two-year ethnographic study that explores how teachers at one high-performing, bilingual K-8 school make sense of and navigate the Common Core. The paper offers a counternarrative to more conventional accounts of policy implementation in schools serving ELs; findings have implications for policymakers and practitioners.</p>
Greenway C	<p><b>Professional Development and French Immersion: The Case of the WILDACT Project</b>  <i>Laurent Cammarata, University of Alberta</i></p> <p>This presentation reports on the findings of a qualitative study exploring the influence of a two-year long episodic professional development intervention on fifteen Grade 6-12 French immersion teachers' ability to design and implement well integrated content and language lessons. Implications for professional development and future research will be discussed.</p>
Greenway F	<p><b>Adult Immersion in Indigenous Communities: The Role and Impact of Adult L2 Speakers in Kahnawà:ke</b>  <i>Kabtebrón:ni Iris Stacey, Kahnawà:ke Education Center</i></p> <p>This paper highlights the role and impact of adult immersion programming in Kahnawà:ke: Mohawk Territory. Sharing community efforts to revitalize Kanien'kéha though primarily school-based initiatives, the presenter describes how consideration for preparing teachers with skills to implement programming has led to a whole community approach in Kanien'kéha language revitalization.</p>

Room	Friday Morning Sessions · 10:00 – 11:00 a.m.
Greenway G	<p><b>Primary Motivations and Leadership Role for Dual Language Education</b>  <i>David Rogers, Dual Language Education of New Mexico</i></p> <p>In this session we will explore the primary motivations and essential leadership skills that lay the foundation for a successful DLE implementation, within a school community. Whether new to DLE, or a veteran, let us explore and commit to a shared leadership and capacity building that ensures our programs' longevity and success.</p>
Greenway H	<p><b>The Role of Culture and Communication in Building and Sustaining Successful Mandarin Immersion Programs</b>  <i>Molly Wieland, XinXing Academy</i></p> <p>In this presentation, we will explore the role of culture and communication in building and sustaining successful Mandarin immersion programs. Strategies for facilitating effective communication among all involved will be shared and implications for developing strong staff development programs will be discussed.</p>
Greenway I	<p><b>The Development and Implementation of a Dual Language Program</b>  <i>Patti Studwell, W.H. Keister Elementary School</i>  <i>Anne Lintner, W.H. Keister Elementary School</i>  <i>Jen Kettelkamp, W.H. Keister Elementary School</i>  <i>Kimberly Boronat García, W.H. Keister Elementary School</i></p> <p>This session will highlight the design, implementation, and assessment of a growing dual language program. This program began with a shared vision of dedicated educators, including teachers and administrators. This session is both for those starting a program and those reflecting on best practice for continuous improvement of their program.</p>
Greenway J	<p><b>When Children Start Translanguaging: Cases in a Dual Immersion Preschool</b>  <i>Natsuko Shibata Perera, International Christian University</i></p> <p>How do children start translanguaging to become bilingual? The paper investigates the onset of translanguaging abilities of two Japanese children in an American dual immersion preschool. Through translanguaging, the children gradually expanded their capabilities to use the new language as resources, alongside their translanguaging space from exclusion to inclusion.</p>

Room	Friday Morning Sessions · 10:00 – 11:00 a.m.
<b>Lake Calhoun</b>	<p><b>Dual Language Pathways: Paving the Way Towards Dual Language Development</b></p> <p><i>Mariana Castro, Wisconsin Center for Education Research</i>  <i>Cynthia Lundgren, Wisconsin Center for Education Research</i></p> <p>This session presents an instructional framework for bilingual development in Spanish and English informed by genre-based theory and practice that promotes an equitable focus to language development, increases coherence and correspondence across languages in TWI and DLI programs, and enhances emergent bilinguals’ access to academic content knowledge and skills.</p>
<b>Cedar Lake</b>	<p><b>Language Immersion Startup 101: How to Start, Spread, Build, Grow, Sustain, and Nurture a New School</b></p> <p><i>Richie Kucinski, La Ola del Lago Spanish Immersion</i>  <i>Katie Moras, El Bosque Encantado Spanish Immersion Preschool</i></p> <p>Participants will learn all the programmatic logistics required to successfully launch a new immersion school from an initial concept to a reality where students and teachers are learning in the target language. This presentation will share the successful story of La Ola Del Lago Spanish Immersion in Prior Lake, MN.</p>
<b>Lake Harriet</b>	<p><b>At-Risk Children in German-English Elementary School Immersion Programs</b></p> <p><i>Anja Steinlen, University of Erlangen-Nuremberg</i>  <i>Thorsten Piske, University of Erlangen-Nuremberg</i></p> <p>This pilot study examines the linguistic and academic outcomes of children with reading-related problems, low intellectual ability, and concentration deficits who attended German-English immersion in German elementary schools. Although the childrens’ performance was affected by their cognitive or linguistic deficits, intensive exposure to the target language positively affected their L2 development.</p>
<b>Lake Minnetonka</b>	<p><b>Immersion Improv: Integration of Language and Movement</b></p> <p><i>Brian J. Rice, Adams Spanish Immersion</i>  <i>Amy I. Young, Owatonna Public Schools</i></p> <p>In this session, we explore how movement can mediate language acquisition with students from varying linguistic backgrounds. Facilitated by a researcher and experienced immersion teacher, the session will share best practices for integrating improv activities that target content-based language skills for a range of home languages and proficiency levels.</p>

Room	Friday Morning Sessions • 10:00 – 11:00 a.m.
<b>Lake of the Isles</b>	<p><b>Guided Reading Groups in a Kindergarten Dual Language Immersion Program</b></p> <p><i>Nora E. Santillan, Mount Airy City Schools</i></p> <p>Guided reading is the heart of a balanced literacy program. Planning guided reading time right from the start of the year is crucial for language acquisition. In a small group setting, students start by building up oral language development, phonological and phonemic awareness to become independent readers.</p>

## **PreK - Grade 2 Teacher SwapShop • 10:00 – 11:00 a.m.**

**Lake Nokomis Room**

### **Book Clubs in a Dual Language Classroom**

*Sandra Daniel, The Globe Academy*

*Rebecca Galeano, Florida State University*

### **Chinese Radicals Review Lesson**

*Cui Sun, Minnetonka Public Schools*

### **Cognitive Guided Instruction in a Chinese Immersion Math Classroom**

*Lin Niu, XinXing Academy*

*Meilin Jia Nelson, XinXing Academy*

### **Describe a Farm Animal!**

*Valerie Sun, Franklin Magnet School*

### **Learning Centers that Promote Biliteracy**

*Angela Ortiz, Chapel International School*

### **Teaching Mandarin Language Through Science: Good Vibrations - Length and Pitch**

*Dilu Shi, XinXing Academy*

*Jingyi Yang, XinXing Academy*

### **The Object Fair**

*Ana Maria Gurgel, Colégio Contemporâneo*

### **The Real World of Letters**

*Tresa M. Northington, International School of Louisiana*

Room	Friday Morning Sessions • 11:15 a.m. – 12:15 p.m.
Greenway A	<p><b>Parental Support for Monolingual Families in Dual Immersion</b>  <i>Valerie Sun, California State University, Los Angeles</i></p> <p>This study explores parent engagement in a 90/10 French dual immersion program in an urban public school in Southern California. Parents who do not speak the instructional language struggled with providing academic support for their students at home. Results of the parent survey will be presented.</p>
Greenway B	<p><b>Minority Language Medium Teachers’ Perspectives on Translanguaging</b>  <i>Joanna McPake, University of Strathclyde, School of Education,</i>  <i>Fiona O’Hanlon, University of Edinburgh, Moray House School of Education</i></p> <p>This paper reports on research with prospective and practicing teachers working in Gaelic-medium education in Scotland, concerning perspectives on translanguaging. Some see this as a transformative pedagogical practice where bilingual learners strengthen competence in both languages, while others remain committed to classroom practices exclusively in the target language.</p>
Greenway C	<p><b>Training Dual Immersion Instructors to Teach Writing: The Utah Experience</b>  <i>Maria Luisa Spicer-Escalante, Utah State University</i></p> <p>This session will address the main pedagogical strategies for training teachers in Spanish and French Dual Immersion Programs. Special attention will be dedicated to the teaching of writing and the strategies that DLI teachers can implement in their classroom such as scaffolding, graphic organizers, mentor texts, and modeling.</p>
Greenway F	<p><b>BASE: Empowering Subject Teachers and Diverse Language Learners</b>  <i>Verena Burkart-Wiltrout, International Schools</i></p> <p>An account of how DL/I schools can use a BASE-like approach to maximize untapped resources and leverage the content knowledge of secondary teachers to create an empowered academic school culture of learning about and through language across subject disciplines, with mutual benefit for both minority and majority language groups.</p>
Greenway G	<p><b>Motivating Immersion Teachers Towards Expertise Development: Relationships between School Culture, Internal Factors, and Flow</b>  <i>Michelle Haj-Broussard, University of Louisiana at Lafayette</i>  <i>Amanda S. Mayeaux, University of Louisiana at Lafayette</i></p> <p>This mixed-methods study explores the impact elements of school culture, internal factors, and the state of flow have upon motivating French immersion teachers in Louisiana in the constant development of expertise. Surveys, interviews, and observations will be used to analyze the motivational factors causing French immersion teachers to pursue expertise.</p>

Room	Friday Morning Sessions · 11:15 a.m. – 12:15 p.m.
Greenway H	<p><b>Lessons from Mandarin Immersion Learner Language</b></p> <p><i>Tara W. Fortune, CARLA - University of Minnesota</i>  <i>Zhongkui Ju, University of Minnesota</i></p> <p>This session briefly examines research findings on the median oral proficiency levels attained by 277 Mandarin immersion students in three early total programs. Presenters will also share their analysis of three students' learner language in terms of complexity, accuracy, and fluency and discuss implications for program design and implementation.</p>
Greenway I	<p><b>Fun, Practical, and Effective Strategies To Teach Mandarin Literacy to Elementary School Students</b></p> <p><i>Shelly Li, Calgary Board of Education</i></p> <p>The session focuses on introducing Chinese Bilingual (Immersion) Program teachers to many fun, practical, and ready-to-use games, ideas, and technology tools to increase student productivity, engagement, motivation, and language acquisition.</p>
Greenway J	<p><b>Language Looping: A Scaffolding Technique for Immersion Planning</b></p> <p><i>Ryan (Wahde) Mackey, Cherokee Nation</i></p> <p>This session showcases, with demonstrations in Cherokee, an immersion planning approach we call "Language Looping." Through "looping" planning, meaningful practice is structured sequentially so that learners are able to activate their short-term memory for immediate classroom practice and then, eventually, move newly learned material into their long-term memory.</p>
Lake Calhoun	<p><b>Language Learning and Pedagogy in One-Way Foreign Language Immersion: A Space for Translanguaging?</b></p> <p><i>Dienwerke Rutgers, University of Florida</i></p> <p>This paper presents data from a case study investigating the effects of Dutch-English bilingual education on the learning of German as a third language at secondary level. Specifically, it will highlight the impact on pupils' linguistic repertoires and discuss its implications for language pedagogy with reference to literature on translanguaging.</p>
Cedar Lake	<p><b>Heritage Language Schools in Refugee Communities</b></p> <p><i>Trudie Aberdeen, University of Alberta</i></p> <p>Refugee families, many of whom have parental illiteracy, familial poverty, lack of community infrastructure, and lack of linguistic and pedagogical resources, are uniquely disadvantaged when creating a heritage language school. This paper outlines how heritage language schools may require additional and special supports in refugee communities.</p>

Room	Friday Morning Sessions • 11:15 a.m. – 12:15 p.m.
Lake Harriet	<p><b>Biliteracy Development in a 5th Grade Dual Language Immersion Classroom</b>  <i>Danielle Reynolds-Young, Canby School District</i>  <i>Vicky Aguilar, Canby School District</i></p> <p>This session will showcase how a backwards-planning model and curriculum maps allow teachers to collaborate across languages to promote biliteracy development. Presenters will illustrate best practices in implementing explicit language instruction in a content-based classroom and provide examples of assessment practices that were effective with their population.</p>
Lake Minnetonka	<p><b>Ideological and Social Challenges of Learning French in Canada</b>  <i>Sylvie Roy, University of Calgary, Alberta, Canada</i></p> <p>This presentation looks at how ideological and social assumptions related to learning and teaching French bring challenges to students in French immersion. From a sociolinguistic lens and using discourse analysis, I will talk about what it means to be bilingual and to learn one of the official languages in Canada.</p>
Lake of the Isles	<p><b>Developing a State-Wide Coalition: The Missouri Dual Language Network</b>  <i>Lisa M. Dorner, University of Missouri - Columbia</i></p> <p>In areas of new immigration, school and community leaders want to develop immersion and dual language education, but they lack resources and a knowledge-base. This presentation will describe one state-wide effort to connect advocates and educators across diverse contexts. Discussion will address: How can we sustain such efforts?</p>



## **Grade 3-Secondary Teacher SwapShop · 11:15 a.m. – 12:15 p.m.**

Lake Nokomis Room

### **Causal Sub-Clauses in German/School Life**

*Beate Simon, Twin Cities German Immersion School*

### **Critical Media Analysis, Literary Devices, and Conjunctions + Subjunctive/Indicative**

*Stephanie J. Owen-Lyons, University of Minnesota*

### **Culture and Media (Human Rights)**

*Lucia Rubio, University of Utah*

### **Engaging Upper Elementary Students in Reading Chinese**

*Yuqi Li, XinXing Academy*

### **Helping Students Develop Social Language in the Chinese Immersion Classroom**

*Lixia Shi, Xinxing Academy*

### **Let's Debate! / ¡Vamos a debatir!**

*Raina Crawford, Avenues: The World School*

*Julie Yankowitz, Avenues: The World School*

### **Rights and Responsibilities of US Citizenship with Focus on Subjunctive**

*Stephanie J. Owen-Lyons, University of Minnesota*

*Corinne Mathieu, University of Minnesota*

### **Scaffolded Workshop**

*Pedro Lopez-Chaves, Chief Sealth IHS @ Seattle Public Schools*

### **Who Am I?**

*Meng Wang, Minnesota Hopkins West Junior High*

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### **Lunch**

**12:30 p.m. • Great Lakes Ballroom & Northstar Ballroom**

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### **Plenary: *Indigenous Revitalization-Immersion and the Home-School-Community Connection—Research and Praxis Across Contexts***

**Teresa L. McCarty**

**1:45 p.m. • Great Lakes Ballroom**

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Room	Friday Afternoon Symposia • 3:00 p.m. – 5:15 p.m.
<b>Greenway D/E</b>	<p><b>Educational Innovations in Immersion Teacher Preparation and Development</b></p> <p><i>T.J. Ó Ceallaigh, University of Limerick</i>  <i>Makalapua Alencastre, University of Hawai'i at Hilo</i>  <i>Diane J. Tedick, University of Minnesota</i>  <i>Laurent Cammarata, University of Alberta</i>  <i>Martine Cavanagh, University of Alberta, Campus Saint-Jean</i>  <i>Sylvie Blain, Université de Moncton, Campus de Moncton</i>  <i>Siv Björklund, University of Vaasa</i>  <i>Karita Mård-Miettinen, University of Vaasa</i></p> <p>Despite the diverse and dynamic nature of immersion programs worldwide, the formulation of a coherent pedagogy of integrated language and content instruction remains a common challenge. Through a variety of perspectives from around the globe, this symposium explores how immersion teacher preparation and development addresses this issue.</p>
<b>Lake of the Isles</b>	<p><b>Growing Pains and Opportunities: Assessment and Student Support at the TC German Immersion School (K-8)</b></p> <p><i>Gesa Zinn, Twin Cities German Immersion School</i>  <i>Michael Mullins, Twin Cities German Immersion School</i>  <i>Kirsten Newell, Twin Cities German Immersion School</i></p> <p>Our presentation includes three components: curriculum planning, assessment, and student support. We will address our vertical-horizontal curriculum alignment and the development and implementation of screeners and data-based decision making for one-way German immersion students in a public Minnesota charter school (K-8), involving our School-Wide Support Team, teachers, staff, and parents.</p>
<b>Lake Superior A/B</b>	<p><b>Biliteracy Development in Immersion Education: Interdisciplinary Perspectives and Intersections</b></p> <p><i>Mileidis Gort, University of Colorado - Boulder</i>  <i>C. Patrick Proctor, Boston College</i>  <i>Fred Genesee, McGill University</i>  <i>Elizabeth Howard, University of Connecticut</i>  <i>Qianqian Zhang-Wu, Boston College</i>  <i>Cristina Hunter, Boston College</i></p> <p>This symposium brings together notable immersion researchers from the U.S. and Canada to examine the topic of biliteracy development from a variety of perspectives and contexts, including cross-linguistic associations, predictors of risk for L2 reading difficulty, and program model differences in bilingual writing development.</p>

Room	Friday Afternoon Sessions · 3:00 – 4:00 p.m.
Greenway A	<p><b>Three Biliteracy Strategies to Improve L1 and L2 Output: A Brazilian Collaborative Case Study</b></p> <p><i>Lyle French, Avenues - The World School</i></p> <p>In this session we will explore three research-based biliteracy tools used in a Brazilian immersion school to improve L2 output while strengthening L1: cross-language connections in a bilingual read-aloud project, strategies to foster better vocabulary development, and a “side-by-side” writing assessment tool.</p>
Greenway B	<p><b>Teaching to Their Potential: Strategies to Boost Academic and Oral Language Proficiency in Dual Immersion</b></p> <p><i>Kimberly Boronat García, W.H. Keister Elementary School</i>  <i>Jenna Martin-Trinka, W.H. Keister Elementary School</i>  <i>Mariela Formiconi, W.H. Keister Elementary School</i>  <i>Rose Jantzi, W.H. Keister Elementary School</i></p> <p>Looking for ways to boost students’ oral language proficiency and effective ways to assess it? Come learn about oral language production strategies to promote student-to-student conversation using academic language with integrated grammar, measured by various formative and summative language assessments. Examples given mostly in Spanish.</p>
Greenway C	<p><b>The Intersection of Language Awareness and Ideology among In-Service Teachers of Emerging Bilinguals</b></p> <p><i>Kathryn Henderson, The University of Texas at San Antonio</i>  <i>Kristen Lindahl, The University of Texas at San Antonio</i></p> <p>In this session we will present findings from a mixed-methods study exploring language awareness, language ideologies, and the relationship between the two amongst dual language immersion (DLI) educators in Utah, a state creating over 100 DLI schools. We will discuss how to apply our findings to create integrated professional development.</p>
Greenway F	<p><b>“A Bridge to Somewhere”: Metaphor in Two-Way Immersion Program and Bilingual Policy Reforms</b></p> <p><i>Sharon Merritt, Fresno Pacific University</i></p> <p>As California voters consider dismantling Proposition 227 in November 2016, bilingual educators, parents, and students must become aware of how language ideologies and metaphorical framing affect political decision-making processes and program reforms. I will present findings from a TWI program review revealing the importance of language ideology and metaphor in reform efforts.</p>

Room	Friday Afternoon Sessions • 3:00 – 4:00 p.m.
Greenway G	<p><b>Student Engagement and First Language Use in Immersion Education</b>  <i>Emily Helgerson, McGill University</i></p> <p>What role should students' first language play in the immersion classroom? Is there a way to support immersion students as emerging bilinguals while getting them to use the target language more? A collaborative discussion will be based on original research on students' motivation and ability to use the target language.</p>
Greenway H	<p><b>Skyping and Blogging with a Sister School in China</b>  <i>Ellen Knell, Brigham Young University</i>  <i>Rocky Wenrui Chen, Draper Park Middle School</i>  <i>Bob Pingcheng Tsai, Centennial Middle School</i></p> <p>At the end of each unit of study in a DLI Culture and Media class, 7th grade Chinese immersion students in America communicate with 7th grade English immersion students in Xi'an, China. Students Skype and blog in order to exchange and compare cultural experiences.</p>
Greenway I	<p><b>Improving Dual Language Programs through the Development of a Master Plan: Escondido Elementary's Journey</b>  <i>Aleyda Barrera-Cruz, Palo Alto Unified School District</i>  <i>Rosa Molina, Association of Two-Way &amp; Dual Language Education (ATDLE)</i>  <i>Chuck Merritt, Palo Alto Unified School District, Escondido Elementary School</i></p> <p>This discussion will share how Escondido Elementary in California created a master plan for its TWBI program after 20 years of existence, and how the plan is being implemented as a living document that outlines the program's history, benefits, guiding principles, program pathways, instructional design, enrollment policies, and professional development.</p>
Greenway J	<p><b>Early Literacy and Comprehension through Technology in a Two-Way Immersion Program</b>  <i>Katherine Perron Pantano, Riverview Elementary School</i>  <i>Ada Kristel Perez, Riverview Elementary School</i>  <i>Yomarie Arroyo, Riverview Elementary School</i></p> <p>This session focuses on the use of iPads as a tool for authentic language production in the elementary classroom and how this technology can be used to support early Spanish literacy as well as comprehension. We will show how apps, such as SEESAW and iMovie, enrich student language experiences.</p>

Room	Friday Afternoon Sessions · 3:00 – 4:00 p.m.
<p><b>Lake Calhoun</b></p>	<p><b>Meeting Parent and District Expectations for Spanish Dual Language Immersion Programs: One School District’s Experience</b></p> <p><i>Lucrecia Santibañez, Claremont Graduate University</i>  <i>Thomas Luschei, Claremont Graduate University</i>  <i>Melissa Navarro, San Diego State University, Claremont Graduate University</i>  <i>Michelle Soto-Peña, Claremont Graduate University</i></p> <p>Using a mixed-methods approach, this study focuses on the efforts of one medium-sized school district in Southern California as it tries to improve its elementary and middle school Spanish dual language immersion program and expand into high school.</p>
<p><b>Cedar Lake</b></p>	<p><b>What Makes a University Immersion Language Program So Successful and Sustainable after 25 Years?</b></p> <p><i>Sophie Nock, University of Waikato</i></p> <p>At the University of Waikato, New Zealand, we are celebrating the 25th anniversary of Te Tohu Paetahi (First Bachelor’s Degree) program, a Māori language immersion program within a mainstream university. Some of the important aspects of a successful program involve having a sustainable curriculum, quality teachers, and a supportive institution.</p>
<p><b>Lake Harriet</b></p>	<p><b>Dual Language Literacy Instruction: Scaffolding to Make Both Language and Content Accessible</b></p> <p><i>Kristen L. Pratt, Washington State University</i></p> <p>This study explores the multilayered processes of language and literacy education in a dual language context. Here the author illuminates intentional instructional scaffolds implemented in a single 3rd grade Spanish-English classroom throughout daily literacy events, which positively impacted students’ assessment outcomes by consistently enhancing access to both content and language.</p>
<p><b>Lake Minnetonka</b></p>	<p><b>Aligning Writing Assessment Practices for Immersion Students</b></p> <p><i>Angela Ortiz, Chapel International School</i>  <i>Paula Moro, Chapel International School</i>  <i>Flavia Tacchini, Chapel International School</i></p> <p>This presentation summarizes our journey from a parallel monolingual to a holistic bilingual writing assessment model, from an initial classroom-based pilot to the creation of an action plan for implementation in other grade levels. We will discuss lessons learned and a phased approach for our schoolwide implementation.</p>

Room	Friday Afternoon Sessions · 3:00 – 4:00 p.m.
Lake Nokomis	<p data-bbox="370 247 1409 323"><b>In the Absence of Immersion: Creating Culturally Responsive Ecologies through Biography-Driven Instruction</b></p> <p data-bbox="370 340 951 373"><i>Shabina Kavimandan, Kansas State University</i></p> <p data-bbox="370 380 846 413"><i>Glenda Leung, Kansas State University</i></p> <p data-bbox="370 430 1463 611">Since few Kansan schools have immersion options, we propose biography-driven instruction—a culturally responsive method that promotes differentiated instruction and student-teacher reciprocity—to create a classroom ecology in which code-switching and code-meshing are privileged. Ultimately, we aim to discuss ways to prepare for bilingual immersion in contexts similar to Kansas.</p>

### ***Laptop Poster Sessions · 4:00 – 5:30 p.m.***

#### **Greenway Promenade**

**Native English Speaking Science Teachers' Beliefs and Interaction with Chinese Students: An Interdisciplinary Exploration**

*Jiangshan An, University of Oxford, UK*

**Student Engagement and Motivation for Target Language Use in the Immersion Classroom**

*Emily Helgerson, McGill University*

**Family Language Policy in a Swedish Language Immersion Context in Finland**

*Pia Hirvonen, University of Vaasa*

**Native Language Transfer in the Spanish L2 of a Sixth-Grade One-Way Immersion Student**

*Corinne Mathieu, University of Minnesota*

**Immersion Education in the South Korean Context: An Inside Look at Design and Practice**

*Sara McAdory-Kim, Korea University*

**Engaging a 6th C: Critical Media Analysis, Literary Devices, and Counterbalanced Focus on Meaning and Form**

*Stephanie J. Owen-Lyons, University of Minnesota*

*Tim H. Owen-Lyons, Hopkins High School*

**Exploring the Interfaces Between Identity Construction and Linguistic Landscapes in Swedish and Irish Immersion**

*Sanna Pakarinen, University of Vaasa*

**Exploring Teachership in Immersion**

*Annika Peltoniemi, University of Vaasa*

## **Laptop Poster Sessions · 4:00 – 5:30 p.m.**

### **Greenway Promenade**

#### **Developing Morphological Awareness through Biliteracy Instruction in Grade 5 Chinese Immersion Classes**

*Ping Peng, Minnetonka Public Schools, University of Minnesota*

#### **Former Swedish Immersion Students' Second Language Writing**

*Camilla Rosvall, University of Vaasa*

#### **Lexical Innovation in the French Immersion Classroom?**

*Karen Spracklin, Université de Moncton*

#### **Mandarin Immersion: Social and Cultural Attitudes Toward Bilingual Benefits**

*Edward Watson, University of California, Irvine*

<b>Room</b>	<b>Friday Afternoon Sessions · 4:15 – 5:15 p.m.</b>
<b>Greenway A</b>	<p><b>Secondary DLI Continuation with a K-16 Lens</b></p> <p><i>Jill Landes-Lee, University of Utah, L2TReC</i> <i>Anne Lair, University of Utah</i> <i>Lucia Rubio, University of Utah</i></p> <p>Utah's K-12 DLI framework addresses the impending "gap" between completion of the AP Exam in 9th grade and students' post-secondary education. Our team will share the middle school DLI framework, as well as details about the University Bridge Course program model offered in our high schools.</p>
<b>Greenway B</b>	<p><b>Online Immersion Curriculum Map: Empowering Teachers through Collaborative Planning, Effective Resource Organization, and Curricular Alignment</b></p> <p><i>Bernd Nuss, Charlotte-Mecklenburg Schools</i></p> <p>The Online Immersion Curriculum Map is a powerful tool for individual schools or districts to collect and organize immersion relevant resources, but also to facilitate collaborative planning and to enable curricular and language-specific alignments. It can be cloned for free through the North Carolina DPI.</p>

## Room

## Friday Afternoon Sessions • 4:15 – 5:15 p.m.

Greenway C	<p><b>French Immersion and Intercultural Competence: Perspectives of Teachers and Administrators</b></p> <p><i>Kelle Keating Marshall, Pepperdine University</i>  <i>Wendy Bokhorst-Heng, Crandall University</i></p> <p>This presentation, based on interviews with 12 administrators and 17 French immersion (FI) teachers from New Brunswick (NB), examines the cultural outcomes for NB's FI program and participants' perspectives on cultural instruction. Though the program could mediate between Canada's two official linguistic groups, this is not how they describe its role.</p>
Greenway F	<p><b>Mills Teacher Scholars: Inquiry into Practice</b></p> <p><i>Kathleen Mitchell, University of Minnesota, Oakland Unified School District</i></p> <p>This session highlights a professional development program, Mills Teacher Scholars' Newcomer Inquiry Group. Data include participant reflection on the power of collegial engagement, practice-based models of inquiry, and careful, thoughtful establishment of a professional learning community that simultaneously engages multilingual and monolingual teachers in dual language and "English-only" settings.</p>
Greenway G	<p><b>Communicating Proficiency in the Target Language to Parents</b></p> <p><i>Rita Stevenson, Davis School District</i></p> <p>Learn how elementary students can take ownership in showcasing oral and written language proficiency to parents and others. Techniques for sharing proficiency for all levels of elementary immersion students will be discussed. Examples appropriate to varying age groups will be demonstrated and handouts will be available.</p>
Greenway H	<p><b>Strengthening Literacy through Oral Language Development: Best Practices from a Chinese Immersion School</b></p> <p><i>Robin Harvey, New York University</i>  <i>Pearl Zao He You, Washington Yu Ying Public Charter School</i>  <i>Teng Shen, Washington Yu Ying Public Charter School</i>  <i>Shuo Li, Washington Yu Ying Public Charter School</i></p> <p>Literacy development in immersion programs is strengthened when teachers guide students through intentional oral language experiences around texts, including read-aloud, work-work, and text-talk. This session examines one Chinese immersion school's successful approach to rich oral practices that grow students' vocabulary, oral language, and literacy skills.</p>



Room	Friday Afternoon Sessions • 4:15 – 5:15 p.m.
Greenway I	<p><b>Linguistic Bullying in Dual Language Education: The Emotional Impact of Separation of Languages among Recent Immigrants</b></p> <p><i>Maria Del Rosario Talamantes, The University of Texas at El Paso</i></p> <p>This research contributes to a growing body of literature on the impact of language policies and the affective experiences of recent immigrants attending dual language immersion classes in the USA. This study reveals recent immigrants’ “testimonios” when attending these classes where the rigid or flexible separation of language took place.</p>
Greenway J	<p><b>An Examination of Common Mainstream Literacy Assessment Practices for Early Childhood Two-Way Immersion Classrooms</b></p> <p><i>Leanne M. Evans, University of Wisconsin, Milwaukee</i>  <i>Laurie Burgos, Verona Area School District</i>  <i>Alexis Nass, Verona Area School District</i></p> <p>This presentation explores common mainstream assessment practices from a two-way immersion perspective. We will engage in conversation about how these assessments can be most effectively understood, implemented, and transformed so that the literacy progress of bilingual learners can be accurately measured based on culturally and linguistically responsive pedagogy.</p>
Lake Calhoun	<p><b>Teachers’ Biliteracy Voices: Navigating Beyond Their Usual Borders</b></p> <p><i>Carmen Cáceda, Western Oregon University</i>  <i>Rosario Garcia, Sequoyah Middle School</i></p> <p>We will share findings from teachers’ voices about their biliteracy trajectories illustrated with excerpts from their bilingually written pre/post essays. A conclusion drawn from the data is teachers’ recognition that being biliterate depends on where they are on a continuum. Implications for teacher preparation will be discussed.</p>
Cedar Lake	<p><b>40 Years of Immersion: Challenges, Changes, and Progress</b></p> <p><i>Cecilia Dickson, Montgomery County Public Schools</i>  <i>Nellie Thompson, Montgomery County Public Schools</i></p> <p>During the past 40 years, our immersion program has experienced challenges such as recruiting teachers, developing teachers’ professional skills, finding resources, and adapting to new curricula and testing. We have addressed these issues in various ways, utilizing the immersion professional learning community to strengthen our program and help with our progress.</p>

Room	Friday Afternoon Sessions • 4:15 – 5:15 p.m.
Lake Harriet	<p><b>Enhancing Writing in Immersion: Noticing-Awareness-Practice and the Literacy Loop</b></p> <p><i>Katherine Mueller, University of Calgary</i></p> <p>We will explore how to enhance the written production of immersion students by implementing Lyster’s Noticing-Awareness-Practice model in tandem with the Neurolinguistic Approach’s Literacy Loop. By focusing on developing writing skills as the culminating step of literacy development, we can contribute to immersion students’ overall language skills.</p>
Lake Minnetonka	<p><b>Defining a Quality Dual Language Immersion Program</b></p> <p><i>Stacey Vanden Bosch, add.a.lingua</i>  <i>Lilah Ambrosi, add.a.lingua</i></p> <p>This session will explore research-informed program structure, implementation, and articulation of a quality dual language immersion program aligned to success indicators embedded within four areas: DLI model, immersion language development, biliteracy and counterbalanced instruction, and progress monitoring. Consider how focusing on key success indicators within each area might positively impact student outcomes.</p>
Lake Nokomis	<p><b>Taking Dual Language to Scale: Navigating Growing Pains as a District Commits to Biliteracy for All</b></p> <p><i>Bernard Koontz, Highline Public Schools</i>  <i>Rachel Hoff, Highline Public Schools</i>  <i>Kristin Percy-Calaff, Highline Public Schools</i></p> <p>A DL program is launched with strong local support—nine years later, how does it continue to grow and lead for equitable educational outcomes? Participants will engage with leaders from Highline Public Schools (Seattle, WA) about system-wide commitment to biliteracy, and tackling challenges of expanding programs.</p> <hr/> <p style="text-align: center;"><b>Dinner/Dance</b>  <b>Featuring <i>Power of 10</i></b>  <b>(pre-registration required)</b>  <b>6:30 - 11:00 p.m. • Great Lakes Ballroom</b></p> <hr/>

# Saturday, October 22

## Book Raffle and Announcements

Plenary: *Beyond the Immersion Revolution: Meeting Ongoing Challenges*

Tina Hickey

8:00 a.m. • Great Lakes Ballroom

Room	Saturday Morning Symposia • 10:00 a.m. – 12:15 p.m.
Greenway A	<p><b>Staying True to the Spirit of our Languages and Cultures in Indigenous Language Immersion</b></p> <p><i>Brian D. McInnes, University of Minnesota - Duluth</i> <i>Elizabeth Sumida Huaman, Arizona State University</i> <i>Brooke Mosay Ammann, Waadookodaading Ojibwe Immersion School</i> <i>Neil McKay, Dakota Language Program, University of Minnesota</i> <i>Kalehua Krug, Hawaii Department of Education, Office of Hawaiian Education, Hawaiian Language Immersion Education</i></p> <p>Indigenous language immersion is a unique strand of immersion and dual language programs. Despite different sociocultural and geopolitical contexts of operation, unique commonalities unite Native peoples in sustainably revitalizing their traditional cultures and languages. Topics surrounding the cultural foundation of the Indigenous language immersion model continuum are explored and discussed.</p>
Lake Superior A/B	<p><b>The Role of Context in Translanguaging</b></p> <p><i>Deborah Palmer, University of Colorado - Boulder</i> <i>Susan Ballinger, McGill University</i> <i>Tina Hickey, University College Dublin</i> <i>Mileidis Gort, University of Colorado - Boulder</i> <i>Roy Lyster, McGill University</i> <i>Susana Ibarra Johnson, University of New Mexico</i></p> <p>In this symposium, four speakers from different language immersion contexts will explore translanguaging pedagogies. Each will explain their conceptualization of translanguaging, whether/how it translates into pedagogical practice, and potential benefits and pitfalls that may attend translanguaging practices in the classroom contexts that they represent.</p>

Room	Saturday Morning Sessions • 10:00 – 11:00 a.m.
Greenway B	<p><b>“Truly Working on Bridges Between our Courses!”: Players’ Perspectives of Subject/Language Teachers’ Collaboration towards Integration</b></p> <p><i>Mary Chohey-Paquet, Université de Namur</i></p> <p>Supported by a theoretical model, we: (1) examine subject teacher and language teacher pedagogic collaboration towards integration through teacher, headteacher, and learner perspectives from a Belgian francophone secondary school; and (2) report on tools development with and for “dual-teams” of teachers from several schools for co-constructing effective content and language integration.</p>
Greenway C	<p><b>North Carolina Teacher Preparation: Transformations for Dual Language</b></p> <p><i>Joan Lachance, University of North Carolina, Charlotte</i></p> <p>This presentation showcases the results of a three-year study regarding best practices for teacher preparation courses, specifically targeting K-12 dual language teachers. The qualitative findings provide rich and informative recommendations related to the uniqueness of dual language pedagogy, assessment, and ultimately the transformation of UNC Charlotte teacher preparation programs.</p>
Greenway D	<p><b>English Learner Achievement in ELA in Utah’s Dual Language Immersion Programs</b></p> <p><i>Jamie Leite, Utah State Office of Education</i>  <i>Johanna Watzinger-Tharp, University of Utah</i></p> <p>A number of studies have asserted the effectiveness of dual language/immersion education for closing the academic achievement gap for English Learners. In this session, we will report on a Utah study that compares ELA performance of ELs in DLI programs to statewide EL data.</p>
Greenway E	<p><b>Black and Hispanic Racial Integration in a Dual Language Program</b></p> <p><i>Samina Hadi-Tabassum, Northern Illinois University</i></p> <p>This paper examines a school district that created a dual language program to increase racial integration between its Black and Hispanic students. An ethnographic study over five years describes the challenges that the district overcame and the challenges it still faces in relation to racial, linguistic, and cultural dynamics.</p>
Greenway F	<p><b>Integrating Science and Common Core Literacy Standards</b></p> <p><i>Maureen Curran-Dorsano, Edina Public Schools</i></p> <p>Integrating content and language has been the cornerstone of immersion education since its inception. Today, with so many more standards and other curriculum demands, that integration is as much a necessity as it is an ideal. This unit brings together Science, Common Core Language Arts, and World Language standards.</p>

Room	Saturday Morning Sessions • 10:00 – 11:00 a.m.
Greenway G	<p><b>Academic Conversations in a Dual Language Program: Improving Instruction Through Collaborative Professional Development</b></p> <p><i>Terese Rand Bridges, Albuquerque Public Schools, Coronado Elementary</i></p> <p>Teachers at Coronado Elementary used a collaborative process to develop their students' ability to have academic conversations in Spanish. This process is called VISITAS, Viewing Interactive Sheltered Instruction, Teachers and Students. We found that the VISITAS process gave us a schoolwide focus for improving instruction.</p>
Greenway H	<p><b>Findings of Two Studies on Learner Performance in Mandarin Two-Way Immersion Programs</b></p> <p><i>Xiaoqiu Xu, Stanford University</i>  <i>Amado M. Padilla, Stanford University</i>  <i>Duarte Silva, Stanford University</i>  <i>Lorraine Fan, Stanford University</i></p> <p>This session will provide findings from two studies: (1) a cross-sectional study of a K-5 Mandarin/English two-way program that assessed students' dual language proficiency and content knowledge across the curriculum, and (2) a comparison of the Mandarin performance of immersion program elementary students and those enrolled in a high school world language program.</p>
Greenway I	<p><b>The Double-Edged Sword of Growth in Dual Immersion Programs: Addressing the Shortage of Biliterate/Bicultural Teachers</b></p> <p><i>Kris Nicholls, California Association for Bilingual Education</i>  <i>Fernando Rodriguez-Valls, California State University, Fullerton</i></p> <p>Come learn the characteristics of a highly qualified biliterate/bicultural teacher, and join the discussion on how teacher education programs can increase the recruitment and development of highly qualified biliterate/bicultural teachers, both pre-service and in-service, to address the current shortage of teachers for dual immersion programs.</p>
Greenway J	<p><b>Middle School Methods: Successful Strategies and Techniques Across Content Areas for DL Students</b></p> <p><i>Kate Stackhouse, Chatham Middle School</i></p> <p>Discover middle school DL techniques and strategies. Topics include how to develop academic language and incorporate syllabication across content areas, bridging Spanish and English within the DL classroom, activities to motivate struggling writers, merging literacy into content areas, and how to transfer academic content between languages.</p>

Room	Saturday Morning Sessions • 10:00 – 11:00 a.m.
<p><b>Lake Calhoun</b></p>	<p><b>Summary Writing in Secondary and University Students: A Multi-Variable Comparative Analysis</b></p> <p><i>Léonard P. Rivard, Université de Saint-Boniface</i>  <i>Ndeye R Gueye, Université de Saint-Boniface</i></p> <p>A summary should be a coherent, accurate, and succinct representation of a source text. Our analysis of summary writing by Canadian students in both minority Francophone (FL1) and French-immersion (FL2) programs from Grade 9 to university level will focus on variables related to grammatical proficiency, syntactic complexity, and connector use.</p>
<p><b>Lake Harriet</b></p>	<p><b>From Oracy to Literacy in Biliteracy Units</b></p> <p><i>Melody Wharton, Center for Teaching for Biliteracy</i>  <i>Olga Karwoski, Center for Teaching for Biliteracy</i>  <i>Susan Pryor, Center for Teaching for Biliteracy</i></p> <p>This presentation describes the development of bilingual units using Beeman &amp; Urow’s Biliteracy Unit Framework (BUF). The BUF intentionally plans for oracy, literacy, and the development of metalinguistic awareness through the Bridge. Participants will learn how oracy both supports and enhances literacy development in two languages throughout a biliteracy unit.</p>
<p><b>Lake Minnetonka</b></p>	<p><b>Giving Immersion Performance Assessments a Make-Over: Jr. PALS 2.0</b></p> <p><i>Beatrix Preusse-Burr, Fairfax County Public Schools</i></p> <p>Ever wondered how to reconcile immersion content instruction and language assessment with authentic communication? In this session, participants will learn to develop immersion assessments based on the ACTFL guidelines and practice effective teacher interview models using reliable rubrics, which focus classroom instruction on communicative competence and move students towards proficiency.</p>
<p><b>Lake Nokomis</b></p>	<p><b>The Language of Professional Development</b></p> <p><i>Patricia McBride, Baton Rouge FLAIM</i>  <i>Cayla Borruano, Baton Rouge FLAIM</i></p> <p>Now that you’ve hired your teachers, what are the steps necessary to acclimate them to their new environment and develop plans for professional development specific to the strategies of immersion instruction? Through discussion we will determine what this process will look like for your school.</p>

Room	Saturday Morning Sessions • 10:00 – 11:00 a.m.
<b>Lake of the Isles</b>	<p><b>Attrition and Continuity in Immersion Education: Implications for Policy</b></p> <p><i>Pádraig Ó Duibhir, Dublin City University, Institute of Education</i>  <i>Laoise Ní Thuairisg, Ollscoil na hÉireann, Gaillimh</i></p> <p>The number of students entering an early language immersion program and continuing to the end of high school appears to be quite small. Students leave for a wide variety of reasons. We report here on the challenges and best practice from a sample of 25 immersion schools in Ireland.</p>

Room	Saturday Morning Sessions • 11:15 a.m. – 12:15 p.m.
<b>Greenway B</b>	<p><b>Campus Principals' Perceptions of How Mentorship Influenced Their Ability to Lead a Dual Language Campus</b></p> <p><i>José L. Medina, Center for Applied Linguistics</i></p> <p>Bilingual and dual language campus leaders who are not provided professional development regarding best practices, programming, and second language acquisition negatively impact students' academic success. Findings resulting from a phenomenological bound case study will drive the interactive session and include suggestions for present and aspiring bilingual and dual language administrators.</p>
<b>Greenway C</b>	<p><b>Attitudes of French Immersion Teachers in Louisiana Schools</b></p> <p><i>C. Brian Barnett, University of Minnesota</i>  <i>Kevin Rottet, Indiana University – Bloomington</i></p> <p>A study on the attitudes of French immersion teachers toward local Louisiana French varieties was conducted using a Matched Guise study. Results suggest slightly negative views but an important lack of knowledge about Louisiana French and Creole among teachers. Discussion and recommendations about possible ways forward will close the paper.</p>
<b>Greenway D</b>	<p><b>The State of French Bilingual Education in the United States</b></p> <p><i>Karl Cogard, Embassy of France</i>  <i>Fabrice Jaumont, Embassy of France, New York University</i></p> <p>French dual language and immersion programs in the US take on many shapes and forms to answer the needs of the community. The two dominant trends in program creation are state-led initiatives and grassroots initiatives. This presentation features recent initiatives undertaken in French immersion and bilingual programs across the nation.</p>

Room	Saturday Morning Sessions • 11:15 a.m. – 12:15 p.m.
Greenway E	<p><b>Look-Fors and Ah-Has: A Discussion on Observations in the Immersion Classroom</b></p> <p><i>Carmen Henninger, Prince George’s County Public Schools</i>  <i>Tara W. Fortune, CARLA, University of Minnesota</i>  <i>Jane M. Ness, Prince George’s County Public Schools</i>  <i>Martha Kristy, Prince George’s County Public Schools</i>  <i>Shu Ruby Costea, Prince George’s County Public Schools</i></p> <p>Many school leaders use Charlotte Danielson’s Framework for Teaching as a professional tool to improve teaching and learning. In this session we will discuss one district’s initiative to embed an immersion-specific lens into three domains of the “Look Fors” document to enhance observation in the immersion classroom.</p>
Greenway F	<p><b>Comprehensive Mathematical Instruction in Dual Language Immersion: Facilitating Deep Mathematical Thinking</b></p> <p><i>Ellie Gallagher, Wasatch County School District</i>  <i>Misty Rocha, Wasatch County School District</i></p> <p>An explanation of how two school districts in Utah applied the Comprehensive Mathematics Instruction Framework in their Dual language Immersion (DLI) programs to facilitate deep mathematical thinking. A brief description of the context will be followed by an explanation of the DLI adapted framework including video examples.</p>
Greenway G	<p><b>Making the Perfect Hire: A Tool for Maximizing Bilingual Teacher Candidate-Program Fit</b></p> <p><i>Barbara H. Kennedy, Center for Applied Linguistics</i></p> <p>Guidelines for effective program implementation are helpful, but campus leaders need access to hands-on tools to turn research-validated principles into practice. Session participants will receive a screening/interviewing tool that is aligned to current research, customizable to individual program features, and designed to maximize program-candidate fit to increase bilingual teacher retention.</p>
Greenway H	<p><b>Curricular Tools for Chinese Language and Immersion Programs</b></p> <p><i>Shuhan C. Wang, Chinese Early Language and Immersion Network</i>  <i>Joy Peyton, Chinese Early Language and Immersion Network</i></p> <p>Chinese language and immersion programs need Chinese-specific guides to help them better design and implement curriculum while also providing resources for teacher development and parent engagement. Presenters describe three published briefs and other resources that meet this need. Participants and presenters generate a list of other topics for briefs.</p>



Room	Saturday Morning Sessions • 11:15 a.m. – 12:15 p.m.
Greenway I	<p><b>How Successful Is Instructed Language Learning in the Teaching of the Māori Language and the Hawaiian Language?</b></p> <p><i>Sophie Nock, University of Waikato</i></p> <p>This presentation will report on a comparative study of the teaching of the Māori and the Hawaiian languages in English-medium secondary schools. Analysis and extracts of a sample of Māori and Hawaiian language lessons will be discussed, as will some of the issues and critical aspects of the lessons observed.</p>
Greenway J	<p><b>From Sponges to Explorers: Dual Language in Action with Project-Based Lessons</b></p> <p><i>Meg Van Voorhis, VIF International Education</i></p> <p>How does the inquiry model support language learning? Project-based learning (PBL) that follows the inquiry model integrates language, culture, and personal experiences through active participation and investigation in the target language. This session will explore sample K-5 dual language units that are inquiry-based and support PBL.</p>
Lake Calhoun	<p><b>Facing Challenges on Implementing an Immersion Program in a Public High School</b></p> <p><i>Pedro Lopez-Chaves, Chief Sealth International High School, Seattle Public Schools</i>  <i>Michele Anciaux Aoki, Seattle Public Schools</i>  <i>Noah Zeichner, International Schools Leadership Team</i></p> <p>Seattle's Chief Sealth International High School has been running a Spanish immersion continuation program with advanced language and social studies classes since 2013. Teacher leaders and administrators who co-designed the program share the many challenges of developing a high school immersion model and how they can be overcome.</p>
Lake Harriet	<p><b>Written Corrective Feedback and Student Revision: The Case of French Immersion</b></p> <p><i>Ahlem Ammar, University of Montreal</i>  <i>Fatma Bouhlal, University of Montreal</i>  <i>Myriam St-Georges, University of Montreal</i></p> <p>This study, designed to investigate teachers' written corrective feedback (WCF) in French immersion classes, both elementary and secondary, indicates that WCF practices vary across educational level, learner proficiency, and error type. Students' ability to revise following the provided WCF depends on the WCF technique and on learner proficiency level.</p>

**Room****Saturday Morning Sessions • 11:15 a.m. – 12:15 p.m.****Lake  
Nokomis****Shaping Positive Cultural Identities through Spanish Literacy and Cultural Competence: A Case Study of ISLA***Daniela Amortegui, Immersion for Spanish Language Acquisition**Jenice Ramirez, Immersion for Spanish Language Acquisition**Aerin Benavides, Immersion for Spanish Language Acquisition**Lauren Phillips, University of North Carolina at Greensboro*

This is an interactive discussion exploring a grassroots Spanish heritage language program, Immersion for Spanish Language Acquisition (ISLA), and its influence in shaping cultural identity and literacy development of the Hispanic families it serves through cultural socialization and familism. This research takes an in-depth look at the processes of promoting cultural competence and pride in Hispanic youth.

**Lake of the  
Isles****The Current State of Portuguese Biliteracy in the U.S.***Ivian Destro Boruchowski, Florida International University*

What are the current programs dedicated to developing Portuguese biliteracy in the U.S.? What are some of the common challenges and aims of these programs? What are the main principles and content for Portuguese dual-immersion curriculum? This presentation aims to offer an overview of teaching Portuguese from Grades K-8.

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**Lunch**
**12:30 – 1:30 p.m. • Great Lakes Ballroom & Northstar Ballroom**


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Greenway A

**University-Level French Immersion in Canada: Policies, Pedagogy and Practices***Helene Knoerr, University of Ottawa**Catherine Elena Buchanan, University of Ottawa**Alysse Weinberg, University of Ottawa*

Based on our book *University-Level French Immersion in Canada: Policies, Pedagogy and Practices*, we will present our findings regarding the successful implementation of an adjunct-model French immersion program as evidenced through the voices of its various stakeholders: decision-makers, administrators, educators, and students.

Lake Superior A/B

**Immersion for ALL: The Suitability of Immersion for ALL Students***Fred Genesee, McGill University**Kathryn Lindholm-Leary, San Jose State University**Marjorie L. Myers, Key School/Escuela Key**Tara W. Fortune, University of Minnesota*

The presentations in this symposium will discuss the learning outcomes of young dual language learners who are at risk for low language, reading and academic achievement owing to low socio-economic status, specific language impairment, learning disabilities, and others. Educational implications of this research will also be considered.

Greenway B	<p><b>Jumping onto the See-Saw: Counterbalancing Content and Language from K to 12</b></p> <p><i>Stephanie Owen-Lyons, University of Minnesota</i>  <i>Corinne Mathieu, University of Minnesota</i>  <i>Verena Burkart-Wiltrout, International Schools, University of Minnesota</i>  <i>Alex Giraldo, University of Minnesota</i>  <i>Angela Hernández, Chapel International School</i></p> <p>Advanced proficiency requires attention to form across the curriculum, yet this can be overwhelming for Dual Language/Immersion teachers. Framed by an introduction and summary of research underlying the “counterbalanced approach,” teachers will share their experiences with corrective feedback and integrating noticing, awareness, and practice tasks focused on form.</p>
Greenway C	<p><b>Build it Better: Three Critical Strategies for Building a Quality Dual Language Immersion Program</b></p> <p><i>Lilah Ambrosi, add.a.lingua</i>  <i>Chris Marlink, add.a.lingua</i></p> <p>Why do some immersion programs flourish while others flounder? Where should administrators invest their limited time and energy? How should school context influence program model decisions? Answer these questions and more as we explore three strategic considerations for building and sustaining a quality dual language program.</p>
Greenway D	<p><b>Immersion Students’ Visualizations of Their Language Environment and Language Behavior</b></p> <p><i>Siv Björklund, University of Vaasa</i>  <i>Karita Mård-Miettinen, University of Vaasa</i></p> <p>This presentation aims to deepen our understanding of the language repertoire of immersion students and their linguistic behavior. This presentation is based on ethnographic case studies in Grades 5 and 8. Data consist of students’ self-reported visualizations of their linguistic environment of personal visual language inventories and photo-elicitation interviews.</p>
Greenway E	<p><b>The Design of Parent Engagement at a One-Way Spanish Immersion School: Unintended Consequences for Spanish-Speaking Families</b></p> <p><i>Lisa M. Dorner, University of Missouri</i>  <i>David Aguayo, University of Missouri</i></p> <p>This paper examines parent engagement efforts of a one-way Spanish immersion school by critiquing the development and results of a school climate survey and the school’s “charter.” Analyses focus on the perceptions and the portrayals of Spanish-speaking families. Discussion will explore: How can language immersion schools engage all families equally?</p>

Greenway F	<p><b>Situating Utah Dual Immersion Math Achievement Data in Curricular and Instructional Contexts</b></p> <p><i>Johanna Watzinger-Tharp, University of Utah</i>  <i>Brandee Mau, Utah State Office of Education, Tooele School District</i></p> <p>This paper session will analyze and contextualize math achievement data for Utah dual immersion students. After presenting research findings, we will discuss key features and challenges of the dual immersion math curriculum and its instructions to better understand and situate the data.</p>
Greenway G	<p><b>Empowering Parents as Pivotal Stakeholders</b></p> <p><i>Ofelia Wade, Utah State Office of Education</i>  <i>Jamie Leite, Utah State Office of Education</i>  <i>Lois Lovell, Utah State Office of Education</i></p> <p>Dual language immersion leaders in Utah recognize the collective power and expertise that parents have to offer. To become successful partners, leaders have empowered parents with a knowledge of immersion's objectives and outcomes, resulting in a united mission to mainstream immersion with access and benefits available to all students.</p>
Greenway H	<p><b>Peer Assisted Learning Strategies (PALS) and Chinese Character Fluency for Immersion Students</b></p> <p><i>Ellen Knell, Brigham Young University</i>  <i>Shin Chi Fame Kao, University of Utah</i></p> <p>Chinese immersion teachers have begun implementing a PALS (peer assisted learning strategies) approach to improve character reading fluency. Students regularly tracked the accuracy and rate of their oral reading. Assessments revealed students doubled reading rates and also improved character identification. Participants will receive training to implement PALS for reading fluency.</p>
Greenway I	<p><b>Experiences of a First-Year Teacher in a Middle School Dual Language Immersion Program</b></p> <p><i>Sally Hood, University of Portland</i>  <i>Erik Mellgren, Baker Prairie Middle School</i></p> <p>This session illustrates a collaborative inquiry that explores how a first-year science teacher balances teaching content and language in a middle school dual language immersion (DLI) program (Spanish/English). Presenters overview the inquiry and engage the audience in what they learned through video-clips, curriculum documents, and through participation in interpreting data.</p>

Greenway J	<p><b>Visible Thinking in Immersion Education</b>  <i>Sarah Devers, International Spanish Language Academy</i>  <i>Carmen Centeno, International Spanish Language Academy</i></p> <p>The use of engaging thinking routines can nurture students to achieve metacognition, increase vocabulary, and improve oral and written proficiency in the target language. This presentation offers practices that will make students' thinking visible, and demonstrates rich and empowering tools to assess and reflect students' proficiency while honoring their work.</p>
Lake Calhoun	<p><b>Examining Equity and Social Justice in Two-Way Bilingual Immersion</b>  <i>Ana M. Hernández, California State University, San Marcos</i>  <i>Rosa Molina, Association of Two-Way &amp; Dual Language (ATDLE)</i></p> <p>This paper will examine cross-cultural competence through the lens of equity and social justice for linguistically and culturally diverse students and majority language peers in TWI. Implications of interculturality, student dispositions, language status, and strong bilingual identities will be shared. Participants will discuss cultural proficiency frameworks for self reflection and developing action plans.</p>
Lake Harriet	<p><b>The Impact of a Spanish-English Immersion Program on Participants' National and Cultural Identity</b>  <i>Esther Bettney, Comunidad Educativa Evangélica</i></p> <p>This paper considers the impact of a Spanish-English immersion program in Honduras on its participants' identity. To address this question, qualitative data were gathered from students and graduates through online questionnaires and interviews. Participants indicate a positive influence of the program on the development of their cultural and national identity.</p>
Lake Minnetonka	<p><b>'A'ōhe hana nui ke alu 'ia. No Task is Too Great When Accomplished by All</b>  <i>Ānela Iwane, Nā Kula Kaiapuni o Hau'ula and Pū'ōhala</i>  <i>Shawna Makala Pa'akaula, Ke Kula Kaiapuni o Pū'ōhala</i>  <i>U'ilani Kaitoku, Ke Kula Kaiapuni o Hau'ula</i>  <i>Veronica Abulani Wright, Ke Kula Kaiapuni o Hau'ula</i>  <i>Kaikaina Kekua, Ke Kula Kaiapuni o Pū'ōhala</i></p> <p>Nā kula kaiapuni o Hau'ula and Pū'ōhala, two Hawaiian immersion schools on the island of O'ahu, began working together for the betterment of their students and schools by participating in Professional Learning Communities, to share best practices and experiences, and to discuss and plan for student growth and achievement.</p>

Room		Saturday Afternoon Sessions • 1:45 – 2:45 p.m.
Lake Nokomis	<p><b>Bilingual Seals: Powerful Tools to Recognize Students' Language Assets</b></p> <p><i>Annika Fjelstad, Minneapolis Public Schools</i>  <i>Ayumi Stockman, Minneapolis Public Schools</i></p> <p>Minneapolis Public Schools (MPS) strategically used Minnesota's new state Bilingual Seal to identify and recognize heritage language students' college credit eligible linguistic skills. The MPS journey, success story, and challenges will inspire attendees to envision systematic support and recognition of heritage language learners in their own contexts.</p>	
Lake of the Isles	<p><b>Going Beyond the Successful Model: Issues Around the Launch of Two-Way Immersion in Estonia</b></p> <p><i>Anna Golubeva, Innove Foundation</i>  <i>Karin Piirsalu, Innove Foundation</i></p> <p>This session provides the audience with an overview of the preparation for the launch of the two-way immersion program in Estonia. Presenters will invite the participants to discuss the main concerns of the three target groups: the teachers, the parents, and the community.</p>	

Room		Saturday Afternoon Sessions • 3:00 – 4:00 p.m.
Greenway B	<p><b>Dual Language Immersion Administrators: Are You Prepared to Lead Your Program?</b></p> <p><i>Marjorie Ringler, East Carolina University</i></p> <p>How can we ensure principals are prepared to effectively lead DLI programs? This session shares how faculty at a university collaborated with DLI administrators and DLI experts to develop an online Dual Language Immersion Administration Certificate. The session will discuss the certificate program, the process of development and evaluation plans.</p>	
Greenway C	<p><b>Dual Language Immersion: A Journey of Words and Cultures, Lessons Learned</b></p> <p><i>David C. Clarke, Union County Public Schools</i>  <i>Tom Bulla, Union County Public Schools</i>  <i>Sharyn G. VonCannon, Union County Public Schools, Unionville Elementary School</i>  <i>Kevin Smith, Visiting International Faculty</i></p> <p>Representatives from a suburban school system share their journey of beginning language immersion programs. A representative from Visiting International Faculty, the sister organization for programming, will discuss the level of support needed for the program's success. Results from a program evaluation will be shared including academic impact and program perceptions.</p>	

Greenway D	<p><b>Latina/o Parent Perceptions of the Value of Two-Way Immersion Schooling for their Children</b></p> <p><i>Audrey Lucero, University of Oregon</i>  <i>Edward M. Olivos, University of Oregon</i></p> <p>We will report findings from a study investigating the perceptions and experiences of Latina/o parents whose children were enrolled in elementary Spanish-English two-way immersion elementary schools in Oregon. Data from parent surveys and focus groups will be presented, and implications of the findings will be discussed.</p>
Greenway E	<p><b>The Effects and Implementation of Dual Language Immersion in a Public School District</b></p> <p><i>Jennifer Li, RAND Corporation</i>  <i>Robert Slater, American Councils for International Education</i>  <i>Michael Bacon, Portland Public Schools, Department of Dual Language</i></p> <p>This paper reports final findings from a groundbreaking three-year study of the effects and implementation of dual language immersion across a large public school district. Data was analyzed from over 3,000 students; student achievement among students in immersion was examined. More than 150 observations were conducted in order to understand classroom practices.</p>
Greenway F	<p><b>Learning a Second Language through Content Instruction: Pedagogical Implications for the Mathematics Class</b></p> <p><i>Josée LeBouthillier, University of New Brunswick</i>  <i>Renée Bourgoin, University of New Brunswick</i>  <i>Paula Lee Kristmanson, University of New Brunswick</i></p> <p>This session focuses on how to integrate language in content areas such as mathematics. Our study examined how immersion students use their L2 to explain mathematical concepts and ways that this can be improved. Pedagogical implications that further integrate language in content areas will be presented through several examples.</p>
Greenway G	<p><b>Building and Dismantling Scaffolds to Improve L2 Output in Preschool and Elementary Immersion Programs</b></p> <p><i>Lyle French, Avenues - The World School</i>  <i>Marcelle Doria, Escola Beit Yaacov</i></p> <p>We will explore the collaboration in two immersion classrooms (Pre-K and Grade 3) to examine how noticing and awareness were used to improve output. We will take a close look at what scaffolds were constructed and how they were removed to improve students' accuracy and fluency.</p>



Room	Saturday Afternoon Sessions • 3:00 – 4:00 p.m.
Greenway H	<p><b>The Development of Linguistic Complexity in DLI Learners of Chinese, French and Spanish</b></p> <p><i>Fernando Rubio, University of Utah</i>  <i>Jane Hacking, University of Utah</i></p> <p>We describe a study that investigates development of L2 oral skills among third grade native English speakers learning Chinese, French and Spanish in one-way DLI programs. Using samples produced during annual testing (AAPPL), we measure the development of linguistic complexity via two measures: mean length of T-units and lexical diversity.</p>
Greenway I	<p><b>Leading Dual Language Program Evaluation in Schools</b></p> <p><i>Allison Deno, Kent School District</i>  <i>Heidi LaMare, Bellevue School District</i></p> <p>Developing a plan and carrying out program evaluation at the school level requires deep understanding of best practices in Dual Language Education and managing change efforts. Through this interactive session, participants will be provided with tools for program evaluations that support the identification of successes and areas for growth.</p>
Greenway J	<p><b>Transition of Curriculum Development in a Dual Language Elementary School</b></p> <p><i>Emily B. Bivins, Frank Porter Graham Bilingüe</i></p> <p>An elementary school will share its transition in curriculum development from a monolingual approach taught in two languages to a fully integrated biliteracy curriculum. The school will share mistakes it made, celebration of successes and the processes used that may be helpful for other schools developing DL curriculum.</p>
Lake Calhoun	<p><b>Engagement Strategies to Maximize Opportunities for Language Production</b></p> <p><i>Martha J. Johnson, Secondary Immersion &amp; Solutions in Education</i></p> <p>In secondary immersion programs, units and class activities must be organized to create spaces where students communicate their ideas with each other and the larger community. Student engagement demands a focus on youth voice that captivates student imagination and sense of creativity. Numerous examples and discussion time will be included.</p>
Lake Harriet	<p><b>Blackness and Bilingualism: Language Ideologies towards Spanish in the African American Community</b></p> <p><i>Elizabeth Greer, University of Texas at Austin</i></p> <p>This project contributes to the scant but growing body of research on African American involvement in dual language education by examining existing language ideologies in the African American community towards multilingualism, particularly Spanish-English bilingualism, that might inhibit or facilitate participation in the district's dual language program.</p>

Lake  
Minnetonka

**Developing English and French Language and Literacy Skills of Multilingual Children in French Immersion Programs**

*Klaudia Krenca, University of Toronto*

This study compares the performance of multilingual children (children who speak neither English nor French as their first language) and English first language children on language and literacy measures in French immersion programs. It focuses on the effects of socioeconomic status (low vs. high), English language status, and grade.

Lake  
Nokomis

**Long-Term Impacts of a Twenty-Year-Old Dual Language Program on its Students**

*Ngoc Diep Thi Nguyen, Northeastern Illinois University*

*Danette Meyer, Schaumburg School District 54*

*Rocio Hernandez, Schaumburg School District 54*

This presentation discusses a qualitative case study conducted with alumni of a two-way immersion program, aiming to explore the long-term impacts of the program on its participants. Results show that the program not only positively impacts students' academic and linguistic development but significantly affects individuals' identity formation and career trajectory.

Lake of the  
Isles

**Creative Pedagogy and Effective Leadership in Minority Language Immersion: Evidence from Ireland's Gaeltacht Areas**

*Conchúr Ó Brolcháin, Mary Immaculate College of Education, University of Limerick*

This presentation explores examples of innovative pedagogy and leadership within complex, highly nuanced heritage language areas in Ireland's Gaeltacht. Evidence is presented from four case studies, highlighting these schools' attempts to balance the linguistic and educational needs of L1 and L2 pupils within a variety of minoritized language education models.

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**Plenary: "All Politics Is Local"...and So Is Language Teaching**

**Patsy Lightbown**

**4:15 p.m. • Great Lakes Ballroom**

**Final Words and Farewell**

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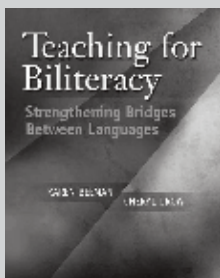
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- An M.A. in TESOL for those interested in teaching ESL in higher education settings
- Research-oriented M.A. and Ph.D. programs for experienced professionals who want to develop advanced knowledge and leadership in language education

Visit <http://www.cehd.umn.edu/ci/Academic-Programs/default.html> to find out more about the programs.

**C&I** | Department of  
Curriculum and Instruction

## Program Faculty

**Martha Bigelow** | Language and literacy among multilinguals, newcomer refugee/immigrant education, anti-oppressive education, in-service & pre-service language teacher education

**Blanca Caldas** | bilingual education, preservice bilingual/language teacher education, minoritized language practices and pedagogies, critical pedagogy, Spanish for bilingual teachers

**Sam David** | Language/literacy development of emergent bilinguals, teacher learning about translanguaging & culturally responsive pedagogy, educational equity for linguistically & culturally diverse students

**Mary (Fong) Hermes** | Ojibwe language revitalization & documentation, teaching & learning Indigenous languages as a second language, queer & feminist theory into practice

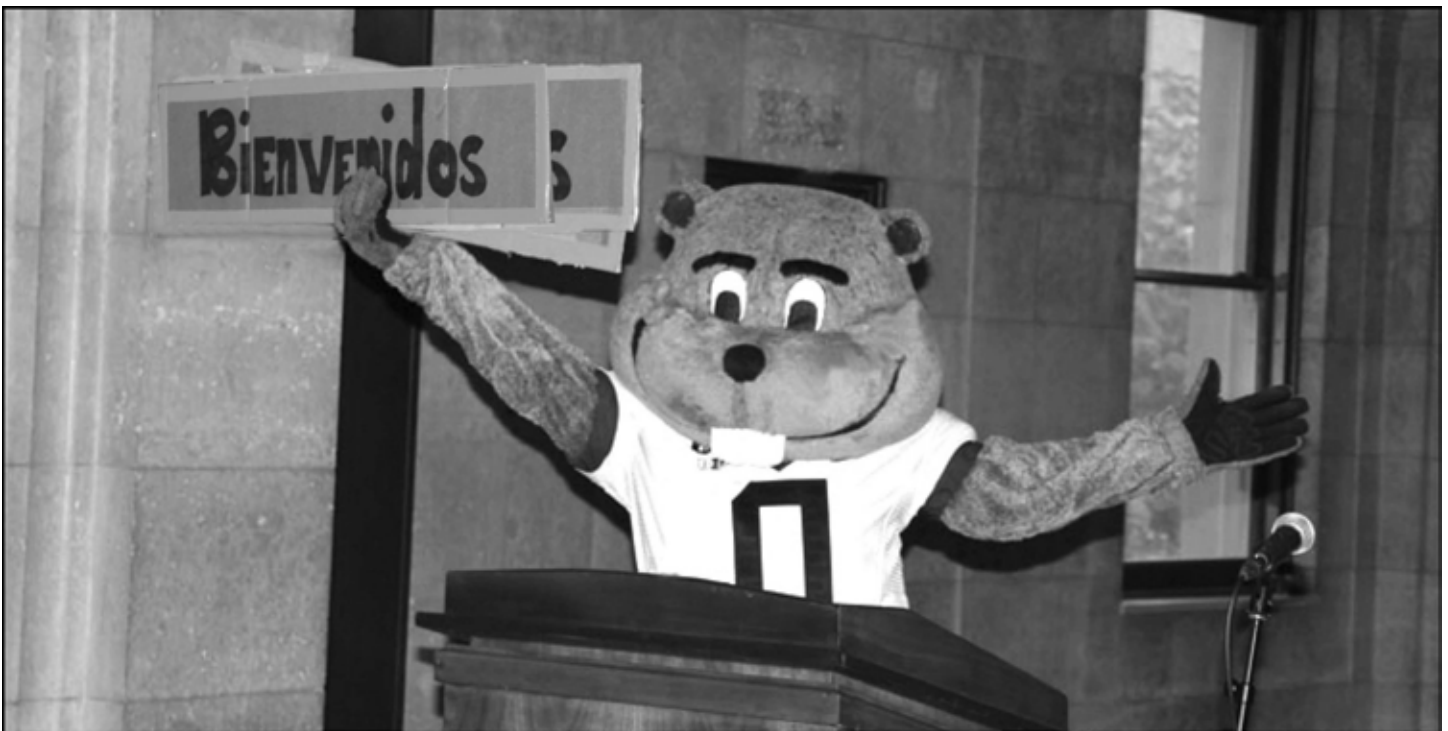
**Kendall King** | Second language learning & bilingualism, ethnography & language policy, immigrant & refugee education

**Susan Ranney** | academic language, language through content, pedagogical grammar

**Diane J. Tedick** | Immersion/dual language teacher & program development, immersion student language development, content & language integration

## Affiliate Faculty

**Tara Fortune** | Immersion/dual language teacher & program development, struggling immersion learners, immersion student language use, development, & assessment



## ***Welcome to Minnesota!***

The GPS Alliance and the University of Minnesota are proud to serve as the home of CARLA and to support its important mission to improve the nation's capacity to teach and learn foreign languages.

# GPS Alliance

UNIVERSITY OF MINNESOTA

**global.umn.edu**

*The Global Programs and Strategy Alliance is the central international office for the University of Minnesota system and the driving force in globalizing teaching, learning, research, and engagement.*





## SECOND LANGUAGE TEACHING & RESEARCH CENTER

- Provides a hub for researchers and teachers interested in how second languages are learned
- Sponsors lectures, workshops and student research
- Works with the Utah State Board of Education to support the Utah Dual Language Immersion (DLI) Program



THE UNIVERSITY OF UTAH

## SECOND LANGUAGE TEACHING & RESEARCH CENTER

FOR MORE INFORMATION ABOUT OUR ACTIVITIES, VISIT [L2TReC.utah.edu](http://L2TReC.utah.edu)

### RESEARCH

Tracking Utah Dual Language Immersion Proficiency Data



#### Multilingual Corpus of Second Language Speech

The corpus includes speech samples from children in Utah's DLI programs, from adult classroom learners, and from adult immersion learners. Languages included in the corpus: Chinese, French, German, Portuguese, and Russian

Documenting and analyzing the development of second language proficiency in children and adults

### LANGUAGE INSTRUCTION SUPPORT

Training workshops for:

- K-12 teachers
- College instructors
- Graduate teaching assistants

Utah DLI Bridge Program
Developing and supervising upper division college language and culture classes for post-AP high school students

### GRANTS

Language Flagship Proficiency Initiative: Year 3



#### Institute of International Education Language Training Center

3-week intensive courses in eight languages for linguistically advanced military linguists.

Flagship Teacher Training Workshop for Arabic, Chinese, Persian Russian and Turkish Flagship and Project Go instructors.

# PRESERVING LANGUAGE FOR FUTURE GENERATIONS

The Shakopee Mdewakanton Sioux Community is a proud sponsor of the Center for Advanced Research on Language Acquisition (CARLA) and its continuing role to improve the nation's capacity to teach and learn foreign languages.

The Shakopee Mdewakanton Sioux Community is a federally recognized, sovereign Indian tribe located southwest of Minneapolis/St. Paul, Minnesota. With a focus on being a good neighbor, good steward of the earth, and good employer, the SMSC is committed to charitable donations, community partnerships, a healthy environment, and a strong economy.



#SMSCGIVES

2330 Sioux Trail NW, Prior Lake, MN

For more on the SMSC, visit [shakopedakota.org](http://shakopedakota.org)






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[face-foundation.org/french-dual-language-immersion-program-usa](http://face-foundation.org/french-dual-language-immersion-program-usa)

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The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota is the main sponsor of the 6th International Conference on Immersion and Dual Language Education.

CARLA 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. One of CARLA's priorities is to support immersion and dual language educators through ongoing research, professional development opportunities, materials development, and the sharing of resources.

For more information about CARLA see: [www.carla.umn.edu](http://www.carla.umn.edu)

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