

IMMERSION 2014

**MAINSTREAMING ACCESS TO
MULTILINGUAL COMMUNITIES**



FIFTH INTERNATIONAL CONFERENCE ON LANGUAGE IMMERSION EDUCATION

**SALT LAKE CITY, UTAH
OCTOBER 15-18, 2014**



You're Invited



Please join us for a reception in the garden

Friday October 17, 2014

from 5:00 to 6:30 pm

Garden Courtyard at the Grand America Hotel

made possible by

PEARSON

L2ReC WELCOME

Welcome to the Fifth International Conference on Language Immersion Education 2014: Mainstream Access to Multilingual Communities. We are delighted to be hosting this meeting with the Utah State Office of Education, and to welcome all of you to Salt Lake City. We have put together an exciting conference program with a broad range of workshops, plenary sessions, symposia and panel presentations. We look forward to seeing all of you over the next few days and hope that you will join us for a reception generously sponsored by PEARSON, on Friday evening from 5:00 to 6:30 pm in the Garden Courtyard.



The University of Utah's Second Language Teaching and Research Center (L2TReC) is housed in the College of Humanities under the joint direction of Professors Jane Hacking and Fernando Rubio. It is a hub for researchers from across campus and the larger community whose work shares a second language acquisition and/or L2 pedagogy focus. The Center hosts events and workshops on SLA research, curriculum development and assessment, and is a resource for the university and the community on foreign language education. It also plays a prominent role in supporting the state-wide, legislatively funded Dual Language Immersion programs in Utah, by promoting immersion research, educating pre- and in-service teachers, and assisting with immersion curriculum development.

L2TReC holds a Language Training Center grant, which provides federal funding to run intensive advanced language classes for military personnel along the Wasatch Front. L2TReC is also one of three awardees nationally of a Language Flagship Proficiency Initiative Grant designed to normalize and institutionalize sustainable language proficiency assessment practices.



UTAH DUAL LANGUAGE IMMERSION

Providing a world of opportunities for students.

UTAH'S STATEWIDE DUAL LANGUAGE IMMERSION INITIATIVE



Utah Governor Gary Herbert, visiting a Chinese DLI classroom.

In 2008, the Utah Senate passed the International Initiatives (Senate Bill 41) sponsored by State Senator Howard Stephenson, creating funding for Utah schools to begin Dual Language Immersion programs in Chinese, French, and Spanish. In addition, then-Governor Jon Huntsman Jr. initiated the Governor's Language Summit and the Governor's World Language Council, both with a goal to create a K-12 language roadmap for Utah. These groups aimed to address the needs for language skills in business, government, and education. In 2010, current Governor Gary Herbert issued a challenge to Utah educators to implement one hundred Dual Language Immersion programs throughout Utah by 2015, with a goal of enrolling 25,000 Utah students. Due to the early success of the program and public demand the goal was achieved in 2014. Governor Hebert and the State Legislature have now set the continuing goal of mainstream Dual Language Immersion

programs throughout the Utah public school system. Portuguese was added to the program in 2012, German was added to the program in 2014, and additional languages will be added in the future.

The Utah Dual Language Immersion Program uses a fifty-fifty model, in which students spend half of their school day in the target language and the other half-day in English. All state-sponsored schools with Dual Language Immersion programs are required to implement the fifty-fifty model and use two teachers, one who instructs exclusively in the target language for half of the day and a second who teaches in English for the remainder of the day.

From kindergarten through third grade, the target language curriculum includes literacy study and the majority of the content subjects (math, science, and social studies). The English curriculum focuses on English language arts and some collaborative reinforcement of the content. Teamwork is essential! The curriculum shifts in the fourth and fifth grades, as most conceptual instruction in math, social studies and science is taught in English. Practical application of these subjects remains in the target language. In the sixth grade, social studies shifts back to the target language and science shifts to English instruction. These curriculum changes in the upper grades purposefully allow for more instruction time in the target language, focusing on literacy study and increasing student proficiencies. Specific proficiency goals for every Dual Language Immersion language are set at each grade level in all areas: reading, writing, speaking, and listening.

The Utah Dual Language Immersion Program then offers one course in grades seven through nine, and additional outside the classroom opportunities. Participating students are expected to enroll in Advanced Placement language coursework and complete the AP exam in the ninth grade. In grades ten through twelve, students will be offered 3000 university-level coursework through blended learning with six major Utah universities. Students are also encouraged to begin study of a third language in high school. Through this articulated K-12 Utah language roadmap, the state's students will enter universities or the global workforce equipped with truly valuable language and cultural skills at the Advanced Level of proficiency in all four skill areas (reading, writing, speaking and listening).



Utah Dual Language Immersion classroom.

IMMERSION 2014

PLENARY SPEAKERS



Dr. Cristina Banfi holds Ph.D. in Linguistics, University College London and is currently Director of Foreign Languages at the Ministry of Education of the City of Buenos Aires and teacher trainer at various institutions. She has published papers in the *English Language Journal*, the *International Journal of Bilingualism and Bilingual Education* and in other refereed and non-refereed publications. She has published two books on language education and edited several conference proceedings. She has been a member of academic panels for conferences, teacher reviews and postgraduate dissertations. She is a member of the European Union COST Action "Unraveling the grammars of European sign languages: pathways to full citizenship of deaf signers and to the protection of their linguistic heritage."



Siv Björklund is Professor in Swedish immersion at the Centre for Immersion and Multilingualism at the University of Vaasa, Finland. She was a member of the pioneer research team evaluating the first two Swedish immersion classes in Finland in the late 1980s and has been involved in teacher preparation and professional development for immersion since the 1990s. For over 25 years, she has worked with second and multiple language acquisition and immersion teaching focused on successful integration of content and language learning. Currently, her main research interest includes multiple language acquisition and dynamics of identity construction among immersion students. She has published extensively on both national and international level and is founding co-editor of *Journal of Immersion and Content-Based Language Education* (first issue published in spring 2013).

Immersion and Content-Based Language Education (first issue published in spring 2013).



Mike Bostwick serves as Director of the English Immersion / Bilingual Program (K-12) at Katoh Gakuen, Japan and has directed the development of the program from its beginning in 1992. The school was the first English immersion school in Japan and in 2000 it became the first Japanese school to receive authorization from the International Baccalaureate Organization. Mike has taught at almost every level (K - college) in both the USA and Japan and is also currently an adjunct professor in the TESOL masters & doctorate programs at Temple University, Japan.



Tara Fortune earned her Ph.D. at the University of Minnesota in Curriculum and Instruction with a focus on dual language immersion education. Since 2002, she has served as director of the Immersion Research and Professional Development Projects at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota. In partnership with practitioners and leading immersion researchers, Tara devotes most of her professional time to the preparation and continuing education of language immersion educators throughout the U.S. and abroad. Dr. Fortune's publications include; "What the Research Says about Immersion," a chapter in *Chinese Language Learning in the Early Grades* (2012, Asia Society), a co-edited volume on immersion research, *Immersion Education: Practices, Policies, Possibilities* (2011, Multilingual Matters), and *Struggling Learners & Language Immersion Education* (2010, University of Minnesota). Tara also serves on the editorial board of the *Journal of Immersion and Content-Based Language Education* (John Benjamins) and as a graduate faculty in Curriculum and Instruction the College of Education and Human Development at the University of Minnesota.



Fred Genesee is Professor Emeritus in the Psychology Department, McGill University, Montreal. He has conducted extensive research on alternative forms of bilingual and immersion education for language minority and language majority students. His current research interests include language acquisition in pre-school bilingual children, internationally-adopted children, second language reading acquisition, and the language and academic development of students at-risk in bilingual programs. He is the recipient of the *Canadian Psychological Associate Award for Distinguished Contributions to Community or Public Service*, *Canadian Psychology Association Gold Medal Lifetime Achievement Award* for 2014, and the *2-Way CAFE Award of Promoting Bilingualism*.



Kathryn Lindholm-Leary is professor emerita of Child and Adolescent Development at San Jose State University, where she has taught for 25 years. At San Jose State, Kathryn received a Teacher-Scholar award, was a finalist for the President's Scholar award, and was a San Jose State nominee for the prestigious Wang Family Excellence award. She has worked with over 75 two-way and developmental bilingual programs over the past 30 years and has written books and journal articles, and given presentations to researchers, educators, and parents on the topics of dual language education and child bilingualism.



Roy Lyster is Professor of Second Language Education in the Department of Integrated Studies Education at McGill University in Canada. He has a PhD in Applied Linguistics as well as a B.Ed. and M.Ed. from the University of Toronto, and an MA from the Université de Paris VII. His research examines content-based second language instruction and the effects of instructional interventions—such as teacher scaffolding and corrective feedback—designed to counterbalance form-focused and content-based approaches. His research interests also include professional development and teacher collaboration among language teachers for integrated language learning and biliteracy development. He is author of *Learning and Teaching Languages Through Content: A Counterbalanced*

Approach, published by Benjamins in 2007.



Dr. Peeter Mehisto has worked internationally with a wide variety of stakeholders to develop and manage bilingual and trilingual programmes. Generating planning documents, building teacher-training programmes, managing public relations and creating learning materials have been integral to these initiatives. He also has extensive experience working with teachers in the classroom to support the implementation of best practice in bilingual programmes. He has won several awards for his work. He has taught at the primary, secondary and university levels. He is the lead author of the awarding-winning book *Uncovering CLIL* (Macmillan). More recently he has written *Excellence is Bilingual Education: A guide for school principals* (Cambridge University Press). His latest book, which is under

development for Cambridge, is called *Building Bilingual Education Systems*.



In her career as an educator, **Myriam (Mimi) Met** has been a foreign language teacher, district supervisor, and acting director of the National Foreign Language Center at the University of Maryland. She is currently an independent consultant, working with schools, districts, state offices, universities and private agencies on strategic planning and support for immersion programs. She has worked with over 100 immersion programs in and beyond the US, in addition to over those in the state of Utah.



Rosa G. Molina is her fourth year as the Executive Director of the Association of Two-Way & Dual Language Education (ATDLE). She took this role upon her retirement as a 35 years K-12 educator who has had extensive experience as a teacher, school and district administration, professional developer, and nationally known speaker and author. After extensive experience in leading one of the first Two-Way Bilingual Immersion programs in California, Molina and the River Glen School team was awarded a National Academic Excellence grant to disseminate the program model throughout the United States. In this role, she helped co-found the first technical support organization in the U.S. for Two Way teachers. Rosa has also been the lead organizer of the annual National Two-Way Bilingual Immersion Conference which is now in its 23rd year. In her current role as executive director of a new non-profit, ATDLE, she

is working with schools, districts and programs throughout the United States providing technical assistance and professional training for Two-Way and Dual Language teachers, administrators and programs and advocating for the continued development of new programs!



Howard Stephenson was first elected to the Utah State Senate in 1992. He represents Senate District 11, which covers portions of Salt Lake and Utah counties. Senator Stephenson currently serves as Senate Chair of the Public Education Appropriations Subcommittee and Senate Chair of the Administrative Rules Review Committee. He also serves on the Senate Education Standing Committee, Higher Education Appropriations Subcommittee, Senate Revenue and Taxation Standing Committee, the Education Task Force, and the Governor's Excellence in Education Commission. Nationally, he chairs the Digital Learning Subcommittee of the American Legislative Exchange Council, and serves as a Commissioner on Education Commission of the States. Senator Stephenson's legislation have resulted in Utah leading the nation in the number and percentage of students involved in Dual Language Immersion including Chinese language

and culture, and the percentage of students involved in daily personalized learning through adaptive computer assisted instruction. He leads the way in removing taxes on capital equipment purchases by Utah manufacturers and mining operations, making Utah more competitive internationally.

CONFERENCE AT A GLANCE

Thursday, October 16

Morning Workshops

9:00-11:45 a.m.

WORKSHOP 1

Cultural Pedagogy and the Heritage Learner

Madeline K. Spring,
University of Hawaii

[Hermitage](#)

WORKSHOP 2

Preparing Immersion Teachers for the Secondary Context

Stella Kong,
Hong Kong Institute of Education

[Sussex](#)

WORKSHOP 3

Integrating Cultural Proficiency Practice Into the Dual Language Classroom and Curriculum

María Luisa Spicer-Escalante,
Utah State University;
Ana M. Hernández, California
State University San Marcos

[Vienna](#)

WORKSHOP 4

Moving Immersion Students From Intermediate to Advanced Proficiency: Targets, Planning and Assessment

Greg Duncan, InterPrep;
Chantal Thompson,
Brigham Young University

[Audubon](#)

WORKSHOP 5

Advocating for, Marketing, and Sustaining K-12 Immersion Programs

Terri Hammatt, Louisiana
Department of Education;

Carolyn Schubach, Granite
School District, UT;
Ann Tollefson, Independent
Consultant to Delaware and
Utah DLI Programs

[Riviera](#)

WORKSHOP 6

Implementing the Common Core in Dual Language Immersion

Lynn Fulton-Archer, Delaware
Department of Education;
Dawn Samples, Lexington
County School District;
Elizabeth Lawrence-Baez,
Lexington County School District

[Provence](#)

Afternoon Workshops

1:15 -4:00 p.m.

WORKSHOP 7

Effective Formative Assessment in the Immersion Classroom

Michael Bacon, and
Chiung-Chen Yu, Portland
Public Schools, OR

[Hermitage](#)

WORKSHOP 8

Conducting Immersion Research and Evaluation on a Local Level

Elizabeth Howard, University of
Connecticut; Julie Sugarman,
Center for Applied Linguistics

[Riviera](#)

WORKSHOP 9

Dual Language Immersion Responses to Current Policy Mandates

Edward Tabet-Cubero, Dual
Language Education of New
Mexico; Jamie Leite, Utah State
Office of Education

[Sussex](#)

WORKSHOP 10

Practical Approaches for Special Populations

Veronika Lopez-Mendez, San
Diego Unified School District;
Nenette Rodriguez, San Diego
County Office of Education

[Audubon](#)

WORKSHOP 11

Designing Effective Immersion Teacher Preparation & Professional Development Programs

Diane J. Tedick, University of
Minnesota; Ana Hernández,
California State University – San
Marcos; Blair Bateman, Brigham
Young University

[Provence](#)

Special Workshops

EMBASSY OF SPAIN

Invitation only
9:00 a.m.- 4:00 p.m.

[Fontainebleau](#)

EMBASSY OF FRANCE

Invitation only
1:15 - 4:00 p.m.

[Vienna](#)

Friday, October 17

7:30-8:20 a.m.

Breakfast

Exhibit Hall (Imperial Ballroom)

8:30-8:45 a.m.

Official Welcome: Utah Senator Howard Stephenson

Introduction: Jason Perry, Vice President Government Relations University of Utah

Grand Ballroom B & C

8:45-9:45 a.m.

PLENARY

What Does it Mean to Be an Immersion Teacher?

Roy Lyster

Introduction: Jane Hacking, Co-Director L2TReC

Grand Ballroom B & C

15 minute break

10:00-11:50 a.m.

SYMPOSIUM 1

Border Crossing:

Immersion Teacher Educators Share Successes & Challenges

Grand Ballroom A

10:00-10:50 a.m.

Embassy of Spain (9:45am)

María José Fabre González, María Pedrosa, and Sonia Cabrerizo

Grand Ballroom D

Is Interculturality Relevant in Immersion Programs?

Ruta Couet, South Carolina Department of Education; Jacque Van Houten, Jefferson County Schools

Murano Garden Salon

Making the Legislative Process Work for Immersion Learning

Terri Hammatt, Louisiana Dept. of Education; Charles Larroque, CODOFIL; Nicole Boudreaux, Lafayette Parish School System

Imperial Ballroom D

Mandarin Language and Literacy Development in Early Total Immersion

Tara Fortune, CARLA; Molly Wieland, Hopkins XinXing Chinese Immersion Program; Ping Peng, University of Minnesota

Envoy

The Formula for Successful Language Immersion at Home and Abroad

Hélène Vincent, EF Education First

Tuscany

Tailor-Made Immersion: Foreign Language Learning and Immersion/CLIL in the Three Official Language Communities of Belgium

Philippe Hiligsmann, Université catholique de Louvain

Sussex

Assessing the Academic Learning of Utah Students in Dual Language Immersion Programs

Johanna Watzinger-Tharp and Zach Mayne, University of Utah; Kristin Lee Swenson, Utah Education Policy Center

Grand Salon

Utah French Dual Language Immersion: Bridging Academics and French/Francophone Communities

Anne Lair, University of Utah; Kaye Murdock, Utah State Office of Education

Venezia Garden Salon

Immersion + STEM + Career and Technical Education = Advocacy with New Audiences

Jon Valentine, Gwinnett County Public School, GA

Imperial Ballroom C

“Reading-3D” Tests in German and French Translations – Challenges and Insights Into a Trilingual Research Study and Applied Performance Analysis

Bernd Nuss, E.E. Waddell Language Academy

Hermitage

Flipping the Script in Immersion

Sarah Thomas and Lysianne Essama, Prince Georges County Public Schools

Vienna

Supporting Struggling Learners in a Dual Language Program

Veronika Lopez-Mendez, San Diego Unified and ATDLE

Audubon

The Smart Board in the Immersion Class

Consuelo Ibanez, EME

Audubon

10 minute break

Friday, October 17, 2014

11:00-11:50 a.m.

A Superior Chinese Language Teacher Education Model—1+2+X Model of Minzu University of China

Professor Wu Yinghui, Minzu University, Beijing China

Grand Ballroom D

Bridging Academic Traditions to Build Multilingual Communities

Julie Sugarman, Center for Applied Linguistics

Audubon

Chinese Immersion Programs in the U.S. Educational Landscape: Emergence, Vitality, and Challenges

Shuhan C. Wang, Chinese Early Language Immersion Network; Joy Peyton, Chinese Early Language Immersion Network

Murano Garden Salon

Key Features of Successful Dual Language Programs:

From Research & Practice to Implementation

Nenette Adelson-Rodriguez, San Diego County Office of Education

Venezia Garden Salon

Ho'oulu 'Ia Nā Kumu Maui Ola Hawai'i Hou:

Preparing New Hawaiian Culturally-Proficient Teachers

Makalapua Alencastre, University of Hawai'i at Hilo
AND

Making Instructional Language Comprehensible in a Language Immersive Environment

Ai-Chu Ding, Indiana University

Tuscany

The Other Half of the Equation: L1 English Preservice Teachers' Language Awareness

Kristen Lindahl, University of Texas at San Antonio

Hermitage

Overview of Performance Assessment Results in the Utah Dual Language Immersion Programs

Fernando Rubio, University of Utah

Grand Salon

Adapting the IPA Instructional Cycle to Inform Program Articulation Across Grade Levels

Stacey VandenBosch, add.a. lingua; Mandy R. Menke, Grand Valley State University

Sussex

Promote Your Program! Privilege Your Language!

Lynn Fulton-Archer and Angie Toth, Delaware Department of Education

Imperial Ballroom C

Embracing and Encouraging Cross-Cultural Competence Through School Partnering Projects

Ofelia Wade, Utah State Office of Education; Raúl Martín, Lidia Ordaz and Nathan McCleery, Canyons School District, UT; José Manuel Caballero, Programa Bilingüe Ucetam PBU

Imperial Ballroom D

Early Immersion in Germany: A European Perspective

Henning Wode, Kiel University
AND

Bringing a Program to Life

Diana Marie Torres and Benedicta Guzman, South Dover Elementary

Vienna

The Best of Both Worlds: Scaffolding an Authentic Literacy Program for Dual Language Immersion

Jamie Leite, Utah State Office of Education; Lili Bueno, Provo School District; Silvia Juhas, Aymarã Educação e Tecnologia

Envoy

12:00-1:30 p.m.

LUNCHEON AND PLENARY International Perspectives on Immersion Education

Cristina Banfi, Siv Björklund, Mike Bostwick, & Myriam Met Introduction: Sydnee Dickson, Utah Deputy Superintendent

Grand Ballroom

1:40-3:30 p.m.

SYMPOSIUM 2

Immersion Education: What Works? Why? And for Whom?

Grand Ballroom A

SYMPOSIUM 3

Establishing Accountability Through Language Assessment

Grand Ballroom D

1:40-2:30 p.m.

The North Carolina Dual Language Story: Ongoing Research Findings and Future Impact

Helga Fasciano, NC Department of Public Instruction; Leslie Baldwin, Winston-Salem/Forsyth County Schools

Imperial Ballroom C

1:40-2:30 p.m.

Integrating Dual Language Immersion and Multi-Tiered System of Supports to Ensure Student Outcomes

Ofelia Wade, Jamie Leite, and Devin Healey, Utah State Office of Education

Murano Garden Salon

Incomplete Acquisition in Child Bilingualism: Can it Be Prevented?

Silvina Montrul, University of Illinois at Urbana-Champaign

Venezia Garden Salon

Teacher Identity Construction Across the Curriculum

John Trent, The Hong Kong Institute of Education

AND

Student Language Strategies for Mathematical Exploration in French Immersion

Karla Culligan, Joseph Dicks and Paula Kristmanson, University of New Brunswick

Audubon

The Bilingual Revolution

Fabrice Jaumont, Embassy of France & New York University

Imperial Ballroom D

Integrating Visiting Teachers into Immersion Programs: Lessons from the Chinese Guest Teacher Program

Selena Cantor, Chinese Language and Culture Initiatives; Stacy Lyon, Utah State Office of Education; Carolyn Schubach, Granite School District, UT; He De, Confucius Institute

Grand Salon

Content-Based Language Instruction in Indigenous Immersion: Paradoxes and Potentialities

Lizette Peter and Tracy Hirata-Edds, University of Kansas

Hermitage

Alternatives to Traditional Standardized Assessment Through Authentic Student Performance and Corpus Linguistics

Laura Adelman-Cannon, International School of Louisiana

Vienna

Online Immersion Curriculum Map – Empowering Teachers Through Collaborative Planning, Effective Organization of Teaching Resources, and Alignment of Content and Language

Bernd Nuss, E.E. Waddell Language Academy

Envoy

Collaborative Planning and Instruction

Maria Martinez, Wlip; Elise Franchino, William C. Lewis Elementary

Sussex

Balancing Form and Meaning in a Chinese Early English Immersion Context

Ellen Knell, Brigham Young University; Maryann Christison, University of Utah

AND

Learning a Second Language Through Content Instruction

Renée Christine Bourgoïn, Josée LeBouthillier and Allan Roy, University of New Brunswick

Tuscany

2:40-3:30 p.m.

Authentic Assessment Through Corpus Linguistics

Laura Adelman-Cannon, International School of Louisiana

Vienna

From Global Jobs to Safe Spaces: The Diverse Discourses that Sell Multilingual Schools in Monolingual Spaces

Lisa M. Dorner, University of Missouri

AND

Pedagogical Dilemmas in Immersion Education: Voices from the Inside

T.J. O'Ceallaigh, University of Limerick

Venezia Garden Salon

Relationships Between Multiple Language Use, Subject Teaching in a Second Language and Identity Construction in Immersion Contexts in Finland

Siv Björklund, Pia Hirvonen and Annika Peltoniemi, University of Vaasa

Venezia Garden Salon

How to Grow Dual Immersion Programs by 214% in Two Years. A Case Study of Dual Immersion Programs in Georgia

Michaela B. Claus-Nix and Greg Barfield, Georgia Department of Education; Petra Reuter, Central Agency for Schools Abroad

Murano Garden Salon

10 minute break

Friday, October 17

2:40-3:30 p.m.

Estrellita: Building a Reading Foundation in Spanish for ELL and SLL Students

Maria Comparini

Imperial Ballroom D

Perspectives of High School Students in a Spanish Immersion Program

Lucy Welbourn, Johnson University of Virginia

AND

Dual Language Immersion: Truly Bilingual Education and What's in it for Us

Aliza M. A. Kroek, Utah State University

Hermitage

The Interaction of Code and Language Variables in Predicting English Literacy Development in Immersion and Non-Immersion Chinese Children

Ellen Knell,

Brigham Young University

AND

Assessing Dutch and English Immersion in French-Speaking Belgium: Linguistic, Cognitive and Educational Perspectives

Fanny Meunier and Kristel Van Goethem, Université Catholique de Louvain

Audubon

Developing Writing Skills Through Reading to Learn Pedagogy in Multilingual Classes: An Experience in a Sheltered Class

Ana Podadera,

San Luís Gonzaga School

Envoy

ACTFL Assessments for Immersion Programs

Paul Sandrock, ACTFL

Imperial Ballroom C

Promoting Authentic Dialogue

Fabienne Biasiolo, Lafayette

Parish School System

Tuscany

Empowering Dual Language Immersion Teachers Through Collaboration

Lois Lovell and Stacy Lyon,

Utah State Office of Education

Grand Salon

3:40-4:30 p.m.

**VENDOR PRESENTATION 1
PEARSON**

Grand Ballroom A

VENDOR PRESENTATION 2

Introduction and User Experience Report of the Immersion Chinese Teaching Material

Beijing Language & Culture University

Grand Ballroom D

Effective Strategies for Promoting Socioemotional Development and Cross-Cultural Competence Through Immersion Education

Abel McClennen, La Paz

Community School; Elizabeth

R. Howard, University of

Connecticut

Grand Salon

English-Medium Instruction: What Do Korean Professors Know?

Jaehan Park, Indiana University

Hermitage

Advocacy and French Immersion Policy in New Brunswick, Canada

Paula Kristmanson and Joseph

Dicks, University of New Brunswick

AND

Telecollaboration:

A Rising Star in Dual Language Elementary Education

Lidia Lemus, University of Pennsylvania

Vienna

Towards Integration Through Collaboration and Collaboration Through Integration:

A Conceptual Framework for

Immersion-CLIL Teacher

Collaborative Partnership

Co-Construction

Mary Chohey-Paquet,

University of Aberdeen

Imperial Ballroom D

The Bilingual Program of the Region of Madrid (Spain). Experience and Results of the Implementation of Effective Policies Which Improve Education

Carmen Aguilera, Regional

Government of Madrid

Envoy

Dipping Our Toes Into The Integrated Performance Assessment

Alexander Giraldo Poveda, Robert

Frost Elementary; Stephanie J.

Owen-Lyons, University of Minnesota

Tuscany

Leave the Politics: Bring on the Engagement: Engaging Parents to Advocate for Your Mandarin Language Program

Luyi Lien, Yinghua Academy;

Michelle Medved, Deer Valley

Unified School District; Helen

Yung, Better Chinese LLC

Sussex

3:40-4:30 p.m.

The Unique Role of Dual Immersion Principals: Ramifications for Principal Professional Development

Ryan Rocque, Brigham Young University

Audubon

Assessing Language Proficiency and Content Knowledge in Mandarin Two-Way Programs

Amado Padilla, Lorraine Fan, and Duarte Silva, Stanford University; Xiaoqiu Xu, Pearson Knowledge Technologies

Venezia Garden Salon

Around the Word Wall

Angie Toth and Lynn Fulton-Archer, Delaware Department of Education

Imperial Ballroom C

Advocacy Swap Shop

Ruta Couet, South Carolina Department of Education

Murano Garden Salon

5:00-6:30 p.m.

Reception

Garden Courtyard

Saturday, October 18

7:30-8:20 a.m.

Breakfast

Exhibit Hall (Imperial Ballroom)

8:30-8:45 a.m.

Welcome: Ruth Watkins, Senior Vice President for Academic Affairs, University of Utah

8:45-9:45 a.m.

PLENARY

Building Bilingual Education

Saturday, October 18

Systems: Forces, Mechanisms and Counterweights

Peeter Mehisto

Introduction: Johanna

Watzinger-Tharp, Associate Dean College of Humanities, University of Utah

10:00-11:50 a.m.

SYMPOSIUM 4

Literacy Development in Dual Language/Immersion Programs

Grand Ballroom A

SYMPOSIUM 5

State of the States

Grand Ballroom D

Integrating Language, Content, and Culture With a Framework For Thematic Units in Immersion Programs

Helena Curtain, University of Wisconsin-Milwaukee

Murano Garden Salon

Progress Made in Writing by a Student with Autism Spectrum Disorder: Pedagogical Implications

Josée Marie Lucille LeBouthillier and Paula Kristmanson, University of New Brunswick

AND

French Heritage Language Communities in the United States

Fabrice Jaumont, Embassy of France & New York University

Savoy

Learning to Read in L1 and L2: Success Indicators, the Role of Transfer and Use of Strategies

Renée Christine Bourgoïn, University of New Brunswick

AND

Achievement Gap? Understanding Current Dual Immersion Programs

Rui Niu-Cooper and Cari Hough, Aquinas College

Envoy

Teaching to Teach vs. Teaching: A Reflection on Preparation, Experiences and Practices

Diane Tedick, University of Minnesota; Danielle Reynolds, Trost Elementary; Pádraig Ó Duibhir and Aisling Ní Dhiorbháin, Dublin City University; Makalapua Alencastre, University of Hawai'i

Imperial Ballroom D

From Theory to Practice: Form Focused Instruction in Action; A Look Into a Brazilian Immersion School

Lyle Gordon, French Escola Beit Yaacov

Venezia Garden Salon

Dual Language K-5 Science

Brian Jerome, Visual Learning Systems

Imperial Ballroom C

10 minute break

11:00-11:50 a.m.

Where are They? Spanish Immersion Learners' Skills Across Three Modes of Communication

Mandy R. Menke, Grand Valley State University; Stacey Vanden-Bosch, add.a.lingua

Imperial Ballroom C

Writing Your First Integrated Bilingual Unit

Larisa Cortes, Melody Wharton, and Michelle McNaughton, Chapel Hill-Carrboro City Schools

Imperial Ballroom D

Harmonizing Language, Literacy, and Academic Content in a Dual Language Immersion Program Through Collaborative Practitioner Inquiry

Sally J. Hood, University of Portland; Elise Megale and Danielle Reynolds, Trost Elementary School

[Envoy](#)

Creating Your Own AAPPL Tasks

Daniel Jonathan Conrad, ACTFL
[Murano Garden Salon](#)

The Dual Language Immersion Class as a Third Space in the Co-Construction of Global Awareness

Marialuisa Di Stefano, Utah State University
AND

Pedagogical Guide for Content-Language Integrated Teaching at Middle School Level

Stella Kong, Hong Kong Institute of Education

[Savoy](#)

**“I am Learning While the Children are Learning”:
A CPD Initiative for Grammar Teaching in Grades 5 and 6 Immersion**

Aisling Ní Dhiorbháin and Pádraig Ó Duibhir, Dublin City University

[Venezia Garden Salon](#)

12:00-1:30 p.m.

**PLENARY LUNCHEON
Dual Language/Immersion in North America: Past, Present and Future**

Tara Fortune, Fred Genesee, Kathryn Lindholm-Leary, Rosa Molina

Introduction: Fernando Rubio, Co-Director L2TReC

[Grand Ballroom B & C](#)

1:40-3:30 p.m.

SYMPOSIUM 6

Cross-Cultural Competence: Intercultural Identity & Community
[Grand Ballroom A](#)

**Sailing the 5 C's:
Navigating the National Standards in Immersion**

Brandee Mau, Utah State Office of Education

[Venezia Garden Salon](#)

The Power of Montessori in Immersion

Kateri Carver-Akers, International Montessori School

[Envoy](#)

A Journey to Bilingualism in Portuguese and English: Putting the Puzzle Together

Karen Fraser Colby-DeMattos, Beacon School; Paula Teixeira, Castro Escola do Futuro

[Savoy](#)

Louisiana French Immersion Alumni: After Over 30 years of immersion

Michelle Georgette Haj-Broussard, McNeese State University; Nicole S. Boudreaux, Lafayette Parish School System

[Murano Garden Salon](#)

Dual Language Bilingual Education Program Implementation, Teacher Language Ideologies and Local Language Policy

Kathryn Isabel Henderson, University of Texas at Austin

[Imperial Ballroom D](#)

**Mandarin Matrix:
An Internationalist Perspective on Chinese Second Language Learning**

David Tate, Mandrin Matrix Limited, Hong Kong

[Imperial Ballroom C](#)

2:40-3:30 p.m.

**Teachers as Treasures:
The Role of Teacher Education in Indigenous Language Immersion**

Lizette Peter and Tracy Hirata-Edds, University of Kansas

[Envoy](#)

Supporting and Developing International Guest Teachers in Dual Language/Immersion Programs

Ofelia Wade, Jamie Leite, Kaye Murdock and Stacy Lyon, Utah State Office of Education

[Venezia Garden Salon](#)

How do Fifth Grade TWI Students Respond to Form-Focused Instruction?

Diane Tedick and Amy Youn, University of Minnesota

[Murano Garden Salon](#)

Assessment to Inform Instruction

Paul Sandrock, American Council on the Teaching of Foreign Languages

[Imperial Ballroom C](#)

Using Authentic Texts to Teach Anchor Standards in K-8 Mandarin Language Classrooms

Luyi Lien, Yinghua Academy; Jennifer Eddy, Queens College; Helen Yung, Better Chinese LLC

[Imperial Ballroom D](#)

Divide & Conquer: Sharing the Responsibility of the Common Core Across Languages

Marie Bouteillon, Creative Bilingual Solutions

[Savoy](#)

SYMPOSIUM DETAILS

SYMPOSIUM 1

Border Crossing: Immersion Teacher Educators Share Successes and Challenges

This symposium showcases an international roster of immersion teacher educators representing a range of immersion models – one-way French immersion (Canada), one-way Swedish immersion (Finland), two-way immersion (U.S.), and immersion for language and culture revitalization of a minority autochthonous language (Welsh) and an indigenous language (Hawaiian). Presenters will share examples of immersion-specific preservice teacher preparation and/or inservice professional development practices in their respective contexts and identify successes as well as persistent challenges.

SPEAKERS:

Diane Tedick, lead
Siv Björklund
Joseph Dicks
Alohalani Housman
Paula Kristmanson
Magalay Lavadenz
Gwyn Lewis

[Grand Ballroom A](#)

SYMPOSIUM 2

Immersion Education: What Works? Why? And for Whom?

Considerable world-wide research has focused on various models, populations, and assessment outcomes of immersion education. This symposium explores research on topics such as: bilingualism and the development of two languages in immersion education; the development of literacy skills in two languages; outcomes in different programs and outcomes with different and special populations.

SPEAKERS:

Kathryn Lindholm-Leary, lead
Tara Fortune
Fred Genesee
Elizabeth Howard
Diane Tedick

[Grand Ballroom A](#)

SYMPOSIUM 3

Establishing Accountability Through Language Assessment

This symposium explores the role of assessment in establishing accountability for language proficiency outcomes in an immersion context from national, state, district and school level perspectives. Issues to be discussed include: student and parent education about language growth and measurement; teacher and administrator evaluation; the role of report cards; program evaluation, etc.

SPEAKERS:

Fernando Rubio, lead
Ruta Couet
Greg Duncan
Olympia Kyriakidis
Kerrie Neu
Chiung-Chen Yu

[Grand Ballroom D](#)

SYMPOSIUM DETAILS, CONT.

SYMPOSIUM 4

Literacy Development in Dual Language/Immersion Programs

This symposium examines issues related to the development of literacy (both reading and writing) in the non-English language that lead toward the high literacy levels required for advanced academic work and the global workforce. The symposium will highlight effective practices as well as promising trends for new directions, including setting literacy goals in the immersion language, high-yield strategies for various types of orthographic systems, and simultaneous vs. sequential literacy instruction options.

SPEAKERS:

Myriam Met, lead
Michael Everson
Lyle French
Elizabeth Howard
Thorsten Piske
Ofelia Wade

[Grand Ballroom A](#)

SYMPOSIUM 5

State of the States

This symposium brings together state-level leaders from the U.S. to report on the growth of dual language immersion education in their respective states and describe the policy and advocacy initiatives that have supported this growth. Presenters will consider state-level policies, as well as those at local and national levels that support or discourage a positive policy climate for immersion education. Attendees will be invited to discuss their experiences with policy and advocacy environments with the panel members.

SPEAKERS:

Donna Christian, lead
Lynn Fulton-Archer-DE
Ruta Couet-SC
Ann Marie Gunter-NC
Terri Hammatt-LA
Ursula Lentz-MN
Rosa Molina-CA
Edward Tabet-NM
Ann Tollefson-WY

[Grand Ballroom D](#)

SYMPOSIUM 6

Cross-Cultural Competence: Intercultural Identity and Community

This symposium examines the use of cross-cultural pedagogy and intercultural perspectives in the dual immersion classroom. The symposium will address strategies for teaching and assessing cross-cultural competence in K-12 settings. Specific topics will include curricular innovations for teaching culture through language; teaching strategies that place the cultures of the students and teacher in dialogue with the culture of the target language; using the dual immersion classroom as a resource for promoting cross cultural dialogue in the community; and measuring the effectiveness of cultural curriculum.

SPEAKERS:

Janet Theiss, lead
Maria Spicer-Escalante
Erika Feinauer
Ana Hernandez
Fabrice Jaumont
Gwyn Lewis

[Grand Ballroom A](#)

CONFERENCE FACILITIES

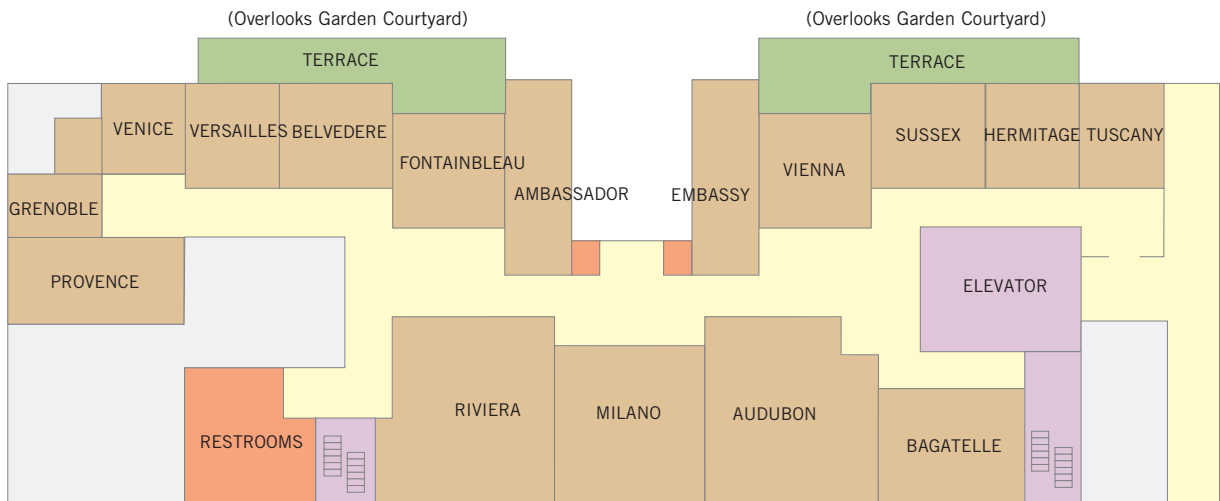
HOTEL MAP

FIRST FLOOR



- Meeting Rooms
- Dining Areas
- Spa Areas
- Retail Shops
- Lobby Areas
- Restrooms & Phones
- Terrace & Gardens
- Elevators & Stairs
- Hotel Offices

THIRD FLOOR



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Adelaide Ryder
University of Utah

SAVE THE DATES!

Sixth International Conference on Language Immersion Education

October 20–22, 2016
Minneapolis, MN



Language immersion education continues to evolve as a highly effective program model for launching students on the road to bi- and multilingualism and intercultural competence. School-based immersion programs commit to a minimum of 50% subject-matter schooling through a second, world, heritage, or indigenous language at the preschool and elementary levels with varying amounts of subject-based language learning support throughout secondary and post-secondary education. Program models include:

- *One-way world language immersion*
- *Two-way bilingual immersion*
- *Indigenous/heritage immersion for language and culture revitalization*

While each model targets distinct sociocultural contexts and educational needs, all embrace language, literacy and culture development through subject matter learning.

Under the leadership of co-chairs Diane Tedick and Roy Lyster, and the Center for Advanced Research on Language Acquisition, University of Minnesota (CARLA), the sixth international conference on immersion education will bring these models together to engage in research-informed dialogue and professional exchange across languages, levels, learner audiences, and sociopolitical contexts.

More Information

- Get on the Immersion Conference mailing list:
www.carla.umn.edu/about/mlist.php
- Bookmark the CARLA conference website for regular updates:
www.carla.umn.edu/conferences/
- Check out past Immersion Conferences sponsored by CARLA at:
www.carla.umn.edu/conferences/past/