The California Foreign Language Project
and
The California Language Teachers' Association
Present

The 21st Annual Summer Seminar for Language Teachers

Meeting the NCLB Challenge: Improving Student Academic Performance Through Quality Language Teaching

University of California
Santa Barbara
July 31-August 6, 2004

For further information, please contact:
Arianna Harris, Seminar Registrar
California Foreign Language Project
Phone: (650) 849-7956
Email: artemis@stanford.edu

Lorraine D'Ambruoso, Executive Director
California Language Teachers' Association
Phone: (408) 264-6996
Email: lorda@ix.netcom.com

Duarte M. Silva, Executive Director
California Foreign Language Project
Phone: (650) 849-7955
Email: duarte.silva@stanford.edu

Registration Deadline: Postmarked by June 30, 2004
Check-in for the Seminar:
Saturday, July 31st from 1:00 PM to 4:00 PM
A registration form for the Seminar can be downloaded as a PDF file from http://csmp.ucop.edu/cflp
Participants in this Seminar will:

- Develop a better understanding of the impact of current initiatives and the NCLB legislation on language programs and its intent regarding the relationship between highly qualified teachers and improved student performance.

- Explore a range of relevant topics in content-specific strands as well as in special general sessions devoted to addressing issues related to literacy, assessment, research on second language acquisition and best practices for teaching language and culture.

- Gain knowledge of subject matter content and methods for organizing curriculum to support student understanding.

- Demonstrate student understanding through instructional strategies that are appropriate to foreign language education and use of materials, resources and technologies to make the subject matter more accessible to students.

- Practice assessing student learning that demonstrates subject matter competence and communicating student learning goals and outcomes to students and their families.

**Overarching Goals for Seminar 2004**

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**Content-Specific Strands**

(These strands will be conducted in English.)

**Early Language Education: Program Models and Best Practices for Immersion, Dual Immersion and FLES Programs**

*Facilitators: Terry Caccavale and Mimi Met*

This strand will focus on exploring the different program models, instructional practices, and assessment strategies that are most effective for implementing immersion, dual immersion and general Foreign Language in the Elementary Schools (FLES) programs. Participants will have the opportunity to either initiate a new or strengthen an existing elementary language program in their school community. In addition, the program will highlight how the elementary foreign language program can reinforce school-wide literacy initiatives for all students, including English Learners (ELs). Participants who are currently involved in implementing a language program are encouraged to bring samples of their curriculum to the Seminar to share and to receive feedback from the other participants and the strand’s facilitators for continuous program improvement.
Literacy Development in the Foreign/Heritage Language Classroom
Facilitator: Darrel Nickolaisen

Studies show that the development of literacy skills transfers from one language to another. This strand will focus on increasing student literacy in both the target language and in English by helping participants design and implement language lessons that enhance acquisition of reading and writing skills. Special emphasis will be placed on designing language and culture lessons for students with low literacy skills in English, including English Learners (ELs). In addition, the strand will address the development of literacy skills within the context of heritage language programs, demonstrating how these skills contribute to students' acquiring language strategies and linguistic learning patterns that will benefit them not only in the language classroom, but also across the curriculum.

Making Communication Come Alive in Your Language Classroom
Facilitators: Judith Snyder and Jim Torrance

This strand will focus on introducing participants to proficiency-oriented instruction and the organizing principles of the new Foreign Language Framework. Participants will observe demonstrations and practice activities and processes which can be used in the classroom, including 1) planning a highly communicative instructional sequence; 2) increasing the number of communication practice activities for students; 3) presenting new content in a communicative way; and 4) utilizing the textbook effectively to increase the amount of communication practice; 5) assessing communication activities, and 6) setting up an effective classroom management system to support proficiency-oriented instructional practices.

Pursuing Accomplished Teaching: Preparing for National Board Certification
Facilitators: Liz Matchett and a Team of National Board Certified Colleagues

If you wish to pursue National Board Certification and you don't want to do it alone, this strand is for you. On their journey to certification, past candidates involved in support groups have not only attained better certification rates, but they also reported more rewarding professional growth experiences as a result of participating in these support groups. Designed to prepare you for the candidacy year, this strand will analyze in-depth the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS) and the World Languages Other Than English Standards. Participants will learn writing strategies for successful portfolio entries, as well as classroom videotaping techniques and personal organization for preparation of your portfolio. Participants will do daily journaling exercises to prepare for the immense quantity of writing and self-reflection that is required of a National Board Candidate. Opportunities for follow-up participation in local support groups and personalized support will be disseminated. Enrollment in this strand is limited. Please register early to ensure your participation.

Language-Specific Strands
(These strands will be conducted in the target language.)

Advanced Placement in Spanish Literature
Co-sponsored by the College Board
Facilitators: Ramón López and Martha Escobedo (This is an official College Board AP institute.)

This strand is designed for high school teachers of Spanish who are teaching the new curriculum for the Advanced Placement (AP) Spanish and Spanish American Literature course for the 2004-2005 exam. It will focus on addressing the changes that the AP Spanish Test Development Committee has made to the literature course: 1) teaching methodologies for the new curriculum, 2) the new reading list, and 3) the new exam format. The resources and materials available will be discussed in depth. Participants will engage in a variety of interactive activities specifically designed to assist them in developing lesson plans and acquiring new teaching strategies for preparing students to succeed in reading, analyzing, and critiquing the works selected for the new exam.

Enhancing Korean Language Instruction
Co-sponsored by the Intercultural Institute of California, the Kyunghee University and the Korean Education Center of the Korean Consulate General in Los Angeles
Facilitators: Eun-Hee Koo and Hyekyung Sung

This strand will introduce multiple ways of enhancing Korean language instruction by increasing teachers' content knowledge and pedagogical skills in accordance with the No Child Left Behind (NCLB) guidelines. Participants will review the characteristics of highly qualified teachers and methods to improve their teaching. Facilitators will explore the main concepts of the Language Learning Continuum, Foreign Language Framework for Grades K-12, National Standards for Foreign Language Learning. Participants will learn how to improve their teaching by understanding the principles of language development, exploring effective classroom activities, implementing technology, and learning to manage both Korean-heritage and non-heritage students in one classroom.
Language-Specific Strands
(These strands will be conducted in the target language.)

Maximizing Student Performance in the Japanese Language Classroom
Co-sponsored by the Japan Foundation
Facilitators: Yo Azama and Yoshiko Saito-Abbott

This strand will focus on the creation of instructional sequences aligned with the California Foreign Language Framework and the Japanese Language Content Standards. Special emphasis will be placed on performance-based outcomes for the various levels of instruction with the development of curriculum units that enable students to achieve the identified levels of desirable performance. Additionally, the strand leaders will offer strategies for maximizing instruction and integrating new and emerging technologies in the area of Japanese language teaching and learning.

The Motivational Classroom: Learning German Language and Culture Through Authentic Literary/Cultural Texts and Musical Selections
Co-Sponsored by the Goethe Institute of San Francisco
Facilitator: Ernst Endt

This strand will take into account the five stages of the Language Learning Continuum featured in the California Foreign Language Framework, and will anchor its activities in the Content and Context dimensions of the continuum. It will focus on content and methodology to enhance the participants’ knowledge and skills essential to increasing student linguistic and cultural competency. Participants will develop lessons and instructional strategies that can be used with students of various ages and language proficiency levels. Additionally, a plethora of input materials will be provided, as well as references for accessing content that is designed to motivate students and engage them in relevant German language and culture projects and activities.

Spanish for Spanish Speakers: Effective Strategies for Teaching Native and Heritage Speakers of Spanish
Co-sponsored by the Education Office of the Consulate General of Spain, Los Angeles
Facilitators: Toni Leinenweber, Anabel Sánchez, and Mariano Zaro

This strand is designed to assist teachers in implementing effective language programs for native/heritage students. Presenters will focus on language as the essence of cultural heritage which can be used to tap both the students' prior knowledge and their creativity. The presenters will place special emphasis on using cultural texts and artifacts to further academic growth in both native/heritage language skills and in English. The primary goal of proposed activities will be to motivate native/heritage students to further develop their language skills while at the same time making them aware of the relevance of their linguistic and cultural heritage in their overall educational experience. Using culturally relevant materials and varied instructional practices, participants will learn how to (1) diagnose the special needs of Spanish speaking students, (2) create cultural products that lead to increased language and cultural competency in the Spanish class, (3) develop instructional activities and materials that provide for effective instruction of native heritage language students, and (4) monitor and assess student progress in linguistic and literacy skills.

TV5 and Music: Tapping the Power of French Media to Motivate Your Students
Co-sponsored by the Cultural Services of the French Consulate in San Francisco and Los Angeles, TV5 USA and CAVLAM
Facilitators: Frédérique Gella and Hélène Chan

Participants in this strand will discover how to bring modern-day France into their classrooms employing the variety of programs offered on the TV5 television channel and its corresponding website. This strand will enable teachers to effectively use broadcast media such as documentaries, newscasts, advertisements, weather reports, music and entertainment programs to motivate students and to give them an authentic and living visual image of the French language. Participants will also acquire innovative pedagogical knowledge to support them in integrating contemporary music into the French language curriculum.