

Summer 2009 Workshops

CERCLL offers a series of professional development opportunities in June, 2009. Register for one or more by completing the online registration form.

Registration Deadline:

Early Bird registration: The special rates below apply for registrations received by May 2nd, 2009. See the website for later registration costs and refund deadlines.

Registration Costs:

- Single workshop day: \$50 regular/\$25 student
- Two or more workshop days: \$40 per day/\$20 per day

Proof of student status is required. Registration costs include resources and refreshments.

Credit:

A certificate for AZ Continuing Education hours is available: 6 hours per workshop day.

Lodging:

Costs represented here do not include accommodations, however information for educators visiting from outside Tucson will be available on our webpage.



SCHOLARSHIPS AVAILABLE! MORE INFORMATION ONLINE

For more information on these and other CERCLL events, see our Professional Development webpage at:

cercll.arizona.edu/events.php

Contact Information

Center for Educational Resources in Culture,
Language and Literacy
(CERCLL)

Beatrice Dupuy and Linda Waugh,
Co-Directors

The University of Arizona
1077 N. Highland Ave. Rm. 337
Tucson, AZ 85721-0073
Phone: (520) 626-8071
Fax: (520) 626-3313
E-mail: CERCLL@email.arizona.edu

<http://cercll.arizona.edu>

**For more information on these
workshops and all CERCLL
events, see CERCLL's webpage at:
cercll.arizona.edu/events.php**

CERCLL supports fourteen projects in

- Teacher Development
- Innovative Pedagogies
- Materials and Assessment

Workshops and institutes that relate to these projects and other topics are run throughout the year and are open to K-16 educators and students nationally. Events are frequently added to CERCLL's calendar, so check the website often for updates. You may also request to be added to CERCLL's listserv by sending an e-mail to: cercll@email.arizona.edu

CERCLL

CENTER FOR EDUCATIONAL RESOURCES
IN CULTURE, LANGUAGE AND LITERACY

*Summer
Workshops
2009*

**Professional Development
Opportunities for
K-16 Educators**

 THE UNIVERSITY
OF ARIZONA

<http://cercll.arizona.edu/>

Tuesday and Wednesday, June 2 - 3 Two-Day Workshop

Exploring Universals in the Reading Process

- Day 1: General Principles of Literacy
- Day 2: Development of L1 and L2 Literacy in Chinese, Japanese and Korean

Presenters:

David Yaden, Yetta Goodman & Ken Goodman
(University of Arizona)

Participants may register for the first day only, which applies to all language instructors, or for both days.

This Two-Day Institute will focus upon the reading process and comprehension of written texts in English, Chinese, Japanese, and Korean from a psycho-sociolinguistic, transactional point of view. Day One of the Institute will be focused upon drawing out general principles of literacy learning from a well-known theoretical model of reading developed initially for English speakers; it will benefit instructors of all languages. On Day Two, through keynote presentations, small group discussion and poster displays, Institute participants will engage with other K-16 language researchers/educators in exploring the development of L1 and L2 literacy in several major Asian language groups and the influence of differing linguistic structures, orthographies, rhetorical organization and culture upon the reading process. Institute products will include a manual of reading strategy lessons; and a bibliography of written materials, websites and other resources that can be used in the teaching of reading of Chinese, Japanese, and Korean.

Wednesday, June 3

Teaching Portuguese to Spanish-Speaking Learners (L1, L2 and Heritage): A Structured/Enhanced Input Approach

Presenter:

Ana Carvalho
(University of Arizona)

This workshop aims at familiarizing grade 9-16 teachers with web-based products for teaching

Thursday, June 4

Developing Foreign Language Courses Using a Multiple Literacies Approach

Presenter:

Heather Willis Allen
(University of Miami)

Foreign language curricula often separate courses focused on language, cultural studies, or literature; however, this practice has been called into question by scholars in recent years and was criticized in the 2007 MLA Report "Foreign Languages and Higher Education: Structures for a Changed World." This

workshop is designed for teachers faced with the challenge of developing integrated foreign language courses and features:

- An overview of key theoretical concepts related to New Literacy Studies and their relation to foreign language teaching and learning;
- An illustration of what a pedagogy of multiple literacies entails for designing classroom instruction and assessment of language-learning outcomes; and
- Hands-on activities to guide workshop participants in designing (or re-designing) a foreign language course using a multiple literacies approach.

Friday, June 5

Technology and Language Instruction

Presenters:

Garry Forger, Wayne Brent, & Justin Lebreck
(University of Arizona)

This workshop will address tools for using technology to teach languages. It will discuss choosing the right tool for each task, integrating curriculum requirements with technology use, and provide strategies for using technology to supplement the language learning experience. Two University of Arizona projects will be emphasized (COHChat and the Online Language Environment, OLÉ). The workshop will concentrate mostly on systems that are freely available over the internet.

Portuguese through the early introduction of reading authentic texts, and building on the language skills of Spanish speakers (native speakers, heritage speakers, FL/SL learners of Spanish). The workshop is based on a CERCLL project: the first part of the workshop will present the theoretical framework on which the project is based; the second will pilot resources and activities in small groups and follow up with discussions about their application to the Portuguese classroom.

Monday and Tuesday, June 15 - 16 Two-Day Workshop

Web 2.0 -- Interactive Technologies in the World Language Classroom

Presenter:

Karen Philabaum-Maginnis
(Tucson Unified School District)

Cosponsored by Partnership Across Languages

This workshop will survey the learning possibilities in current web trends during the morning sessions on each day. The afternoon development sessions provide participants the opportunity to explore and (co-)create a lesson using the most intriguing tools. Participants will survey: blogs, virtual storytelling, social networking for teachers and for students, personalized web portals, social bookmarking, YouTube, TeacherTube and SchoolTube, podcasting (audio and video), course (content) management software, plus some interesting extras if time allows. At the end of this workshop, participants will have co-created and published one or more pedagogical use for each of the tools, as well as a whole or partial real-world lesson which incorporates one or more of the elements learned each day. All sites and steps will be provided in reference materials which may be either printed or accessed online. This workshop provides an opportunity to create a learning community which will hopefully continue to collaborate and flourish after the workshop concludes.