



How can four weeks be the equivalent of a school year?

Each four-week session offers a minimum of 180 hours of instruction. This number meets or exceeds the minimum criterion for one unit of credit as determined by State Boards of Education across the United States. Instruction is conducted in the target language. Students are immersed in language and culture 18 hours a day for four weeks, and much learning occurs outside of the official 180 hours of instruction. The instructional hours may include, but are not limited to, formal classroom instruction; cultural presentations; historical re-enactments; Village-wide simulations; authentic arts and crafts, music, dance, theater and sports activities; games; student-developed projects; peer teaching; and reflective activities.

What does the high school receive after the student participates?

An official transcript with a letter grade, a percentage grade, a written evaluation of the student's proficiency, and a course framework/syllabus are mailed to schools, at the request of families. Students themselves have a portfolio and CLVisa (see section on assessment) to document their abilities and progress.

What do high schools do with the credit?

Most schools accept the transfer of full credit for work done at Concordia Language Villages. Some schools offer advancement in language studies, notation of the work on a transcript, or partial credit.



What are the curriculum, materials, and methods?

Guided by the National Standards for Foreign Language Learning and the ACTFL Proficiency Guidelines, Concordia Language Villages creates an intensive, experiential, hands-on, immersion language-learning experience. Instruction is thematic and content-based. Students develop interpersonal, interpretive, and presentational skills. Classes are small (typically fewer than 10 students), so instruction can be individualized. Curriculum and materials have been carefully developed and revised to suit the Village setting. Authentic materials, including cultural realia, audio and video tapes, readers, newspapers, magazines, literature, games, and Web sites, are used. Concordia Language Villages' guiding principles and experiential, learner-centered, Standards-based approach to learning are documented in a book based on research in the Villages by Dr. Heidi Hamilton, research coordinator at Concordia Language Villages and professor of applied linguistics at Georgetown University. Published by Prentice Hall in 2005, the book's title is *Doing Foreign Language: Bringing Concordia Language Villages into Language Classrooms*.



How are students assessed?

Concordia Language Villages is committed to authentic and performance assessment, and assessment occurs on a regular basis. Students document their progress in a student-created portfolio that includes materials such as written work, a journal, reflections, artifacts, and audiotapes, videotapes, and/or computer disks. Students also document and reflect on their learning in CLVisa, a Villages-specific adaptation of LinguaFolio and the European Language Portfolio.

Who are the teachers?

The carefully selected teachers have strong backgrounds in teaching and language and culture education. They include both American and native speakers of the target language. Most are primary or secondary school teachers, practicing teachers in their own country, or have an M.A. or Ph.D. All have a wealth of experience from living abroad. In addition to these "formal teachers," all Villages have an abundance of staff (ratio of five participants to one staff member) who are native and fluent speakers of the language. Furthermore, credit programs are directed and supervised by a cadre of in-Village and cross-Village leaders with years of teaching experience, advanced degrees, and Villages experience.



What is Concordia Language Villages?

Concordia Language Villages is a nationally and internationally recognized language and cultural immersion program. Since 1961, Concordia Language Villages has boldly and optimistically pursued a vision of peace and understanding by educating young people in the languages and cultures of our world. The mission is to prepare young people for responsible citizenship in our global community. Each summer, 6,000 young people from all 50 states and 30 other countries attend Concordia Language Villages. Concordia Language Villages is a program of Concordia College, Moorhead, Minn., a private four-year liberal arts college of the Evangelical Lutheran Church in America.



What are the high school credit programs?

High school students (grades 9-12) can earn one year of high school world language credit in four weeks at Concordia Language Villages. The credit programs are designed for students at any level of proficiency, from beginning to advanced.



Is the program accredited?

The four-week high school credit programs are accredited by the Commission on International and Trans-Regional Accreditation and the North Central Association Commission on Accreditation and School Improvement, enabling us to grant credit. The programs were first accredited in 1982.



How is this program aligned with the National Standards for Foreign Language Learning?

The mission of Concordia Language Villages is to prepare young people for responsible citizenship in our global community. In conjunction with this mission statement are five learner goals. These learner goals and their alignment with the National Standards for Foreign Language Learning (1996) are noted below.

A responsible world citizen is one who:

- **Understands and appreciates cultural diversity.**

Villagers learn about the cultures of people who speak the language of the Village and how the people of these cultures relate to other people of the world by interacting with staff members from around the world, participating in activities and simulations, and experiencing culturally authentic meals and everyday life.

(National Standard 2. cultures – gain knowledge and understanding of other cultures; National Standard 4. comparisons – develop insight into the nature of language and culture)

- **Communicates with confidence and cultural sensitivity in more than one language.**

Villagers develop functional language skills and communicate using language appropriate for different social situations. They have opportunities to practice and use the target language in interpersonal, interpretive, and presentational modes; integrated language assessment occurs.

(National Standard 1. communication – communicate in languages other than English)

- **Responds creatively and critically to issues that transcend national boundaries.**

Villagers learn geography through names and locations of Village buildings and areas and work creatively with authentic local, regional and world maps. Villagers also examine issues facing people in many areas of the world. This is done through classes, simulations, evening programs and informal discussion.

(National Standard 3. connections – connect with other disciplines and acquire information)

- **Expresses empathy for neighbors in the global village.**

Villagers meet people from around the United States and the world and live in cooperation and respect of individuals in the Village. Cabin councils encourage villagers to participate in the management of living with a diverse group of people in a small Village, and games emphasize cooperation over competition. (National Standard 5. communities – participate in multilingual communities at home and around the world)

- **Promotes a world view of peace, justice, and sustainability for all.**

All Concordia Language Villages programs work to model environmentally responsible behaviors, including reducing-recycling-reusing, respect for nature and property, and outdoor skills. Simulations provide opportunities for villagers to empathize with diverse groups. Teamwork is promoted in the Village, and conflict resolution skills are modeled in mediation of disagreements among villagers.

(National Standard 3. connections – connect with other disciplines and acquire information; National Standard 5. communities – participate in multilingual communities at home and around the world)



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