In 2006, the Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona became one of two new National Foreign Language Resource Centers (LRCs) in the U.S., bringing the total number of such centers funded by the U.S. Department of Education under Title VI (which is part of the International Education Programs Services) to fifteen. CERCLL serves as a unique local, regional, and national resource for scholars, academic professionals, teachers, administrators, schools, colleges and universities, governmental agencies and others interested in foreign language learning. The general mission of all of the LRCs is to improve the nation’s capacity to teach and learn foreign languages effectively, especially the less commonly taught languages (LCTLs), by connecting research on language learning with effective teaching and learning practices, thereby aiding in the development of teaching and learning materials in traditional and emerging media, providing professional development opportunities for teachers, and improving our nation’s capacity to deliver high quality, pedagogically sound, and cost-effective instruction in foreign languages. CERCLL’s mission is to support the educational community and the nation by providing resources and research focused on culture, language and literacy, and while most of our projects focus on LCTLs, many of the activities and projects in which CERCLL is involved apply equally well to all languages.

CERCLL is closely connected with the interdisciplinary doctoral program in Second Language Acquisition and Teaching (SLAT) at the University of Arizona (UA), which provides intellectual grounding for CERCLL’s activities. Indeed, the ranking and prestige of the SLAT program and its ability to provide leadership for CERCLL through its faculty and students played no small role in contributing to our success in the competition for LRCs and the awarding of the funding that came with it. The CERCLL Co-Directors and the Graduate Associates who work for CERCLL have all been, since its inception, from the SLAT program. Our other close connection is with the Learning Technologies Center (LTC), where the CERCLL office is housed and which provides various types of resources to CERCLL. Many of the 15 project directors are affiliated with SLAT (and one with the LTC); others are faculty members and other academic professionals from the university. Project leaders come from such diverse areas as the College of Humanities, College of Social and Behavioral Sciences, College of Education, Center for Middle...
CERCLL's focus is on literacy—we want to help learners attain not just emergent but active literacy through CERCLL's projects.

CERCLL, Center for Latin American Studies, as well as the Critical Languages Program, and Partnership Across Languages (PAL), an organization that reaches foreign language teachers at the University of Arizona, Pima Community College, local middle and high schools, and others in Southern Arizona. CERCLL's webpage provides descriptions of the fifteen initiatives the project directors are working on, as well as a listing of the professional development opportunities available to students, teachers and faculty locally, regionally and nationally.

CERCLL's focus is on literacy—we want to help learners attain not just emergent but active literacy through CERCLL's projects. We address not only traditional concepts of literacy related to the reading of printed text, but also the growing area of new/multi-literacies, which in our projects include at least cultural (and social) literacy and the use of new technologies (e.g., technological literacy, media literacy). Learners need to be trained to weave cultural and social information into their language courses in ways that will engage the learner and have effective results. Technological and media literacy are crucial to being able to function in our world, and opportunities for language learning and gaining cultural literacy are greatly enhanced by being able to use the web, for example, in informed ways.

As times change rapidly we strive to keep at the forefront of emerging and innovative approaches to language instruction and we make the results of our endeavors available to all through a variety of means. Conferences, workshops, institutes, interactive websites, teaching materials, manuals and textbooks, how-to's for using video games and for creating DVDs for language teaching, e-publications on our website, new ways of thinking about language assessment, establishment of learner corpora, social networking, easily accessible audio and video streaming for distance learning, enhanced classrooms to enrich language learning and teaching — these are just a few of the innovative offerings that CERCLL provides to our constituencies.

In closing, we want to draw attention to three professional development workshops that CERCLL is hosting this Fall (see the calendar on page 11) and in particular to CERCLL's first conference, also this Fall, on Developing and Assessing Intercultural Competence (see page 12 for details), cosponsored by the University of Arizona’s Centers for Latin American Studies and Middle Eastern Studies and the Second Language Acquisition and Teaching Program. This event, which features nationally recognized experts in the important field of intercultural competence from institutions across the U.S. as well as faculty from the University of Arizona, will give participants the opportunity to work together to find practical ways to incorporate the principles and content of the presentations into their teaching. We hope to see you there!

B.D. and L.W.
CERCLL Projects Span Three Areas

**TEACHER DEVELOPMENT**

**DEVELOPING INTERCULTURAL COMPETENCE IN THE CONTEXT OF FOREIGN LANGUAGE INSTRUCTION.** Project Directors: Beatrice Dupuy and Linda Waugh

**K-16 INITIATIVES IN SECOND LANGUAGE LEARNING: PARTNERSHIP ACROSS LANGUAGES (PAL).** Project Directors: John Urban and Patricia Brooks. In collaboration with Partnership Across Languages

**SUMMER INSTITUTE IN LCTL LITERACY: LEARNING TO READ AND READING TO LEARN IN EAST ASIAN LANGUAGES.** Project Directors: David Yaden and Yetta Goodman

**INTRODUCING CHILDREN AND ADOLESCENTS TO THE WORLD: CREATING INTEGRATED UNITS THAT INVITE STUDENTS INTO THE STUDY OF CULTURES AND LANGUAGES.** Project Director: Kathy Short. In collaboration with the International Collection of Children’s and Adolescent Literature

**MATERIALS AND ASSESSMENT**

**ARABIC LEARNERS WRITTEN CORPUS: A RESOURCE FOR RESEARCH AND LEARNING.** Project Director: Samira Farwaneh. In collaboration with the Center for Middle Eastern Studies and the Center for Advanced Language Proficiency Education and Research at Pennsylvania State University

**POETRY WORKBOOK FOR ARABIC SECOND LANGUAGE ACQUISITION.** Project Director: Martha Schulte-Nafeh. In collaboration with the Center for Middle Eastern Studies

**HERITAGE LANGUAGES: AN ETHNOGRAPHIC BASE FOR ASSESSMENT TOOLS.** Project Director: Javier Durán. In collaboration with the Center for Latin American Studies

**MODERN PERSIAN TEXTBOOK: INTERMEDIATE LEVEL.** Project Director: Kamran Talattof

**WRITING SYSTEMS OF THE WORLD.** Project Director: Timothy Vance

**INNOVATIVE PEDAGOGIES**

**GAME TO LEARN: LANGUAGE AND CULTURE ACQUISITION THROUGH COMPUTER GAME DESIGN AND PLAY.** Project Directors: Ken McAllister and Judd Ruggill. In collaboration with the Learning Games Initiative and the Center for Middle Eastern Studies

**EDUCATING GLOBAL CITIZENS THROUGH GLOBAL SIMULATION.** Project Director: Beatrice Dupuy. In collaboration with the Center for Middle Eastern Studies and the Department of Russian and Slavic Studies

**HYPERMEDIA: MULTIMODAL TEXT ANNOTATION.** Project Director: Robert Ariew. In collaboration with the Center for Middle Eastern Studies

**MAXAUTHOR: TRAINING AND SUPPORT.** Project Director: Scott Brill. In collaboration with the Critical Languages Program and the National Association of Self-Instructional Language Programs

**THE OLÉ (ONLINE LANGUAGE ENVIRONMENT) BOARD.** Project Director: Garry Forger. In collaboration with the Learning Technologies Center

**TEACHING PORTUGUESE TO SPANISH-SPEAKING LEARNERS (L1, L2 AND HERITAGE): A STRUCTURED/ENHANCED INPUT APPROACH.** Project Director: Ana Carvalho. In collaboration with the Center for Latin American Studies and the Department of Spanish and Portuguese
Online with OLÉ:
The Online Language Learning Environment
By Garry Forger

The Online Language Environments (OLÉ) Project of CERCLL continues to make progress providing resources for language instruction. For the Fall 2007 semester we had a record number of students and course sections using the OLÉ Board. 1600 students in 60 course sections used OLÉ for their second language acquisition assignments. These included courses in French, Spanish, Italian, Arabic, Turkish, Japanese, Swahili, ESL and Business Communication. We pushed the limits of the OLÉ system, and obtained valuable feedback for enhancements of the system. For the Spring 2008 semester, we have connected the OLÉ Board to the campus NetID and WebAuth system, eliminating the need for students and faculty to have a unique login and password for OLÉ Board, and making access from D2L course sites seamless. We have also enabled Unicode text application for the OLÉ Board, allowing text other than western (Japanese, Chinese, Arabic) to be included with OLÉ Board assignments. We will continue to improve OLÉ Board and promote its use not only to the University of Arizona, but also to other institutions as a tool that supports second language learning.

In addition to the OLÉ Board, the OLÉ Project has been promoting the use of Macromedia Breeze software as a tool for second language learning. Breeze is web conferencing software that allows multiple individuals at different locations to communicate using voice, video, text and application sharing. While the OLÉ Board is a good tool for use for assignments that are short (2 to 3 minutes), faculty have been asking for an online tool that can be used for longer speaking assignments for students. Breeze was piloted in the Fall 2007 semester in Arabic and Swahili for this type of assignment, and it proved very successful. For example, Arabic requires that students have a 20 to 30 minute speaking test as part of their final exam. This assignment was previously recorded on cassette tape. Using Breeze allowed these exams to be recorded and stored online, accessible with the click of a mouse if they have to be reviewed at a later time.

The OLÉ Project of CERCLL continues to look for innovative online tools that we can provide to second language instructors. As part of our process we are documenting how these tools are used and will make examples of exemplary use available to prospective users. We collect feedback from instructors and students and use this information to guide future development of tools. Feel free to contact Garry Forger (gforger@email.arizona.edu) for more information on our online tools and to schedule a demonstration of these tools for your department.

MaxAuthor:
A Free Multimedia Authoring System for Language Instruction
By Scott Brill

The University of Arizona Computer Aided Language Instruction Group (UACALI) has produced MaxAuthor, a free for non-commercial use multimedia CALL authoring system. MaxAuthor has been under development for over a decade and was used by authors nationwide to create the eleven widely available Critical Languages Series CD-ROMs and DVD-ROMs. Without any programming, MaxAuthor lets you create language instruction courseware for Chinese, Japanese, Korean, and 44 other languages. Completed courseware can utilize audio, video, footnotes, and graphics. Student activities include MaxBrowser, Listening Dictation, Pronunciation, Multiple Choice, Vocabulary Completion, and Audio Flashcards. Lessons can be delivered via Internet or MS-Windows. Improvements are being made to MaxAuthor with funding from the US Department of Education, the National...continued on next page
MaxAuthor continued...

Association of Self Instructional Language Programs (NASILP), and the Office of the Dean of the University of Arizona College of Humanities.

"Anyone with moderate, general computing skills should be able to author lessons in a short time. Indeed, after giving an hour introduction to my research assistant, she was able to create basic MAX lessons. I began authoring lessons after a short orientation session. I find the hyperlinking feature easy to use and convenient in providing graphics and notes. I have found the program to be very stable. Since installing it about a year ago I have had no major problems..." - Professor Dana Scott Bourgerie, Director of the Chinese Flagship Program at BYU.

With CERCLL, we have produced online MaxAuthor training videos to accompany the tutorials at http://cali.arizona.edu/docs/wmaxa/tuttoc.htm. This is in addition to several new Macromedia Flash videos showing how our student formats work for four different languages, see http://clp.arizona.edu/cls/videogrid.htm.

MaxAuthor has been downloaded by thousands of instructors worldwide and used by the US and Canadian Foreign Service Institutes and several Native American nations. We have been working with Prof. Ofelia Zepeda on a companion MaxAuthor-based DVD-ROM for her book, A Tohono O'odham Grammar.

Thanks to a grant from the US Department of Education International Research and Studies Program, we are working with NASILP to improve MaxAuthor and create new courseware for the languages: Beginning Kurdish, Intermediate Ukrainian, and Advanced Turkish. We are looking for beta testers for these materials.

We recently demonstrated our software and courseware at the ACTFL conference in San Antonio and the NASILP conference in Crystal City, Virginia. If you are considering offering a Less Commonly Taught Language at your institution for credit, NASILP can show you how. The NASILP Secretariat is at the University of Arizona Critical Languages Program where we are providing instruction for 350+ students in seventeen languages. Our Cantonese, Korean, and Ukrainian classes use our CLS CD-ROMs as the primary text.

We are experimenting with importing MaxAuthor lessons into Moodle (a popular open source course management system), see www.criticallanguagesseries.org for sample lessons. If you are working with MaxAuthor lessons on Moodle (or wish to), please contact us (brill@email.arizona.edu).

Recent references to MaxAuthor and the Critical Languages Series:

- "Little-taught Languages get Student Vehicles", Arizona Daily Wildcat, 9/27/07

CALL FOR SUBMISSIONS:

K-16 Professional Development Workshops

CERCLL plans to offer a series of teacher training workshops to K-16 foreign language teachers (K-12, community college, and college/university teachers) in the local area (including Tucson and Phoenix, as well as smaller cities in Southern Arizona) during the 2008-09 academic year. We are therefore issuing a call for proposals to SLAT faculty and students interested in conducting this type of workshop who have or would be willing to develop relevant presentations to share with this target audience.

For more information and the proposal form, please visit: http://www.cercll.arizona.edu/index.php
After presenting my workshop “Art Activities for the Language Classroom” at CERCLL in October 2008, I was amazed at the welcoming response I received from area teachers, their recognition of the importance of Art in the teaching of all content areas, and their desire to try innovative new activities. It surprised and touched me that these extremely busy teachers representing many different levels and languages would be so enthusiastic about coming to a three hours workshop on a Saturday!

I also presented a shorter version of the same workshop at the annual ACTFL (American Council for the Teaching of Foreign Languages) Convention in San Antonio, Texas in November, and received a similar response. People were happy to have access to my book, Art Activities for the English Language Classroom (Cambria Press, 2006), and to be able to implement the activities they learned in the workshop without much preparation. At the conference I noticed a trend (into which I fit perfectly) of taking personal passions and interests and incorporating them into teaching. I attended workshops on incorporating movement, yoga, brain research, theater, and many other areas into language teaching. I was approached by several people from various institutions about possible collaborations, and it was amazing to see such interest in using Art in language teaching. At a time when programs are being cut, and the Arts always seem to be on the chopping block, it feels good to be able to get across its importance to a national audience, as well as a local one. I feel lucky to have the opportunity to reach out to the Tucson community and share my ideas, teaching philosophy, and enthusiasm for the integration of Art into language classrooms, as well as all other areas of the curriculum.

Languages In The News

Study Abroad More Like Why Study At All?
A Reaction to Elizabeth Redden’s Article, Push for Americans to Learn Arabic Abroad

by Cat Botelho, Ph.D. Student, Second Language Acquisition and Teaching (SLAT); Graduate Associate, CERCLL

Elizabeth Redden’s article, “Push for Americans to Learn Arabic Abroad,” highlights not only the recent increase in Arabic language study in the U.S. and efforts to increase study abroad opportunities to the Middle East, but also foreign language learning and instruction’s persistent public relations struggle in the United States as well.

The article notes efforts by AMIDEAST (America-Mideast Educational and Training Services, Inc.), a non-profit group founded in 1951 and based in Washington, D.C.

...continued on page 10

Source: insidehighered.com
Publication Date: June 18th, 2008
Article: Push for Americans to Learn Arabic Abroad
Author: Elizabeth Redden
http://www.insidehighered.com/layout/set/print/news/2008/06/18/abroad
(Site last accessed on July 7, 2008)
The original story and user comments can be viewed online at http://insidehighered.com/news/2008/06/18/abroad.
Terry Enfield is a high school Spanish teacher at Unified High School in Tucson, AZ who has continued to challenge herself regarding the application and use of new technologies and activities into her classroom practices.

After attending Karen Philabaum-Maginnis’ “Web 2.0: Tasty Technologies,” workshop, [presented by Partnership Across Languages (PAL) as part of its K-16 Initiatives project funded by CERCLL], Terry applied one of the technologies shared, Comic Life, in her third-year Spanish class. Students worked in pairs to create “fotonovelas.” Over the span of one month, partners worked collaboratively to create the characters, setting and storyline for their fotonovelas, as well as to incorporate the required grammatical concepts from the unit. Students uploaded pictures from either a digital camera or the Internet and then imported them to one of the comic book templates. From there, partners added their original text in the target language and created the layout and design for their respective fotonovelas. By engaging learners in self-directed research about the target language and cultural practices of a particular community of speakers, this project can provide an innovative manner to promote ACTFL’s Communication, Cultures, and Connections Standards.

Terry said that students responded positively to the project and enjoyed it. This is not a “quickie” classroom activity and Terry noted that it does require access to a computer lab during school hours. Additionally, if students will be required to work on the project outside of school, they will need access to a computer that supports the target language script and download the Comic Life software to it.

**Student Level:** Third-year high school students.

**Target Language:** Spanish

**Application and Suitability:** Applicable to any foreign language. The teacher will want to make sure that the language script of the L2 is supported on the computer being used and that the Comic Life software has been downloaded to the computer. If students are expected to work on the project outside of school hours, they will need to have similar computer access. Project complexity and requirements can be modified depending on proficiency level of learners.

**Requirements:**

1) Digital camera (if downloading personal pictures)
2) Comic Life software (free 30 day trial offer is available online)
3) Access to computer and internet
4) Computer that has software allowing for reading/writing of various language scripts (e.g. Chinese, Japanese, Arabic, etc)

*A free 30-day trial of Comic Life is available at: http://www.download.com/Comic-Life/3000-12511_4-10767038.html

After the 30-day trial, the software must be “registered” and purchased for the computer on which it is being used.
On April 25th, 2008 CERCLL and American Indian Studies (AIS), the American Indian Language Development Institute (AILDI), the Department of English, the Department of Linguistics and Learning Technology Services at the University of Arizona partnered to sponsor the screening of “The Linguists” at the 17th Annual Arizona International Film Festival in Tucson, Arizona.

It is estimated that by the end of this century, half of the 7,000 languages in the world will be gone. “The Linguists,” by producer-director Seth Kramer of Ironbound films, follows linguists David Harrison and Gregory Anderson as they journey to record endangered languages and understand the cultural and political ideologies which can threaten their existence. Following the screening of the film, Seth Kramer and language experts from the University of Arizona discussed issues raised in the film. One of the panel members was Dr. Susan Penfield, who was an integral member in the establishment of CERCLL. In addition to her primary position in the English Department at the University of Arizona, Dr. Penfield was also affiliated with AILDI, the Second Language Acquisition and Teaching Ph.D. Program (SLAT), the Department of Language, Reading and Culture (LRC), and the Department of Linguistics and the Southwest Center (Research). Dr. Penfield served as CERCLL’s Associate Director during CERCLL’s first year and continues to be a valued supporter of CERCLL projects and initiatives.

The following is an email interview with Dr. Penfield regarding her current work with language revitalization and her role as a panel member for the screening of “The Linguists.”

Q Since CERCLL, what languages and language communities have you been working with/ will you be working with?

A I continue to work with Mohave and Chemehuevi -- we have taken a no-cost extension on the documentation grant for these languages in order to complete the “talking dictionaries” for both languages. I am also consulting with the Coushatta Nation of Louisiana who are in the middle of a three-year language documentation project and just doing amazing work. My horizons have expanded to world Indigenous languages as I now serve on the grant panel for the Endangered Language Documentation Project which is supported by Arcadia (formerly Hans Rausing Endangered Language Program) out of the University of London (SOAS). This work has been very exciting and has alerted me even more to the high cost of language loss and to the rapid rate at which we are losing most of the world’s languages. (The estimated rate is one every two weeks!)

Q Can you share what your research involves/ the types of questions/needs you are exploring?

A Endangered language research always asks the fundamental questions: What specifically is being lost? Who still has the knowledge to fill in the gaps? Does the community value or want documentation ...continued on next page
and/or full revitalization of the language? Are there community members who are willing to get involved in the process of saving their language and willing to be trained? Linguists can be very helpful in doing careful and scientifically-grounded documentation of a language. However, communities must be both socially and politically supportive of these efforts because only they can truly bring a language back into use.

Specific areas of linguistics are of interest to me in endangered language research because they have been low on the priority list. Historically, the development of dictionaries and grammars is always on the frontline of the work. We need to expand our notion of documenting languages and be more mindful of cross-disciplinary areas—language fills many spaces in the overall knowledge of a given people. I think we need more documentation of everyday conversations, pragmatics, discourse and more documentation of social spaces where culture and language meet.

Any comments/reflections on the work done in “The Linguists,” the issues it discusses and the topic of language revitalization as it relates to work (or your research interests) being done in the United States with Indigenous languages?

Evaluating the success of language revitalization efforts is difficult and very individual to each community. There are many communities which are making progress even though it is certainly always an uphill battle in today’s world. Those of us who are grounded in language documentation know that these endeavors must feed into language revitalization as it is defined by the community where the language is used. Being a linguist today requires more of us as individuals than ever before. We stand at the intersection of science and humanity. We must do our very best linguistic work when we engage in documentation because we might never get another chance to return to the data. Yet, we must always be sensitive to the needs of the speakers we work with and the communities that they represent. We must do documentation always with an eye to revitalization—in turn, our documentation is often shaped by what form(s) of the language the community wants to bring back into use.

“The Linguists” is an excellent film to raise awareness for non-Indigenous audiences in particular. It is important to note that it takes much more time to work with communities than the film portrays—no one just drops in and works on language. However, the basic attention drawn to the rapid loss of languages is a good and needed message!

Susan D. Penfield, Ph.D.

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*Dr. Penfield is currently Program Director, Documenting Endangered Languages, Cultural Anthropology, at the National Science Foundation in Washington, D.C.
expand study abroad opportunities in the Middle East and North Africa. AMIDEAST’s first study abroad program took place in Morocco last fall and the agency is currently working to develop semester and academic year programs in Egypt, Jordan and Kuwait. Redden cites a 126.5 percent increase in the number of students studying Arabic at U.S. colleges from 2002-6 (Furman et al) as well as a 30.8 percent increase from 1,977 in 2004-5 to 2,585 in 2005-6 in the number of students studying in the Middle East and North Africa (Institute of International Education). While the overall percentage of students choosing to study abroad in the Middle East or North Africa is small compared to those choosing to study abroad in a European country, the significant rise in interest level relating to the study of Arabic and the Middle East merits development not only of study abroad opportunities to the region, but also of appropriate resources and options for advance study at U.S. universities for returning study abroad participants.

The impressive statistics cited in the article might make one inclined to believe that a positive shift in attitude towards foreign language study, including the study of Less Commonly Taught Languages (LCTL) is taking place in the United States. However, a scroll down to the Comments section of this on-line article reveals that foreign language study is held in relative esteem to a pesky younger sibling: potentially fun and helpful to have around to pass off chores to, but overall too much time and energy for such minimal returns. The first posted response entitled, “Do You Want Fries With That or What?” came from the handler, Scrawed in which he/she remarks, “...language and area studies grads are the pariahs of the US job market.” Pariahs? My mental picture of language and area studies students are more of the veggie crunchin’- culture lovin’ – hippy- tree huggin’ variety than pariahs swimming through the job market tearing the business and science grads to bits.

From the posted comments, foreign language skills seem to be deemed a nice “extra” for the CV, but not something to hold a degree in if one wants to succeed... practical? I found the most insightful comment to be the title to JRR’s post, “Language skill alone not enough.” Unfortunately, the typical American response to language learning seems to equate Language as something that exists in a grammatical black hole; case markings, translations of long passages from inane textbooks, the mastering of verb endings. Language acquisition and instruction requires not only knowledge of the structural foundation of the target language, but meaningful study of cultural practices in addition to interdisciplinary connections and real life applications. How to convince everyone but the lowly language and area studies students and instructors of this is a challenge perhaps a graduate from a more “practical” field can address.

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Fall 2008
Calendar of Language-Related Events

September 2008
• Partnership Across Languages (PAL)'s Fall Teacher's Symposium (Tucson, AZ): Sept. 13
• CercleS Conference (Sevilla, Spain): Sept. 18-20
• AZLA (Phoenix, AZ): Sept. 26-27

October 2008
• RMMLA (Reno, NV): Oct 9-11
• Deadline to submit proposals for NCOLCTL: Oct 17
• Deadline to submit proposals for SWCOLT: Oct 17
• LASSO (Corvallis, Oregon): Oct. 17-19
• CERCLL Workshop: Heritage Language Learners in the Foreign Language Classroom, Sara Beaudrie: Oct. 18

November 2008
• CERCLL Workshop: Exploring Middle Eastern Culture & Arabic Language through Children’s Literature, Kathy Short & Seemun Raina: Nov. 8
• AATT (Montreal, Canada): Nov. 17-20
  • AAASS (Philadelphia, PA): Nov. 20-Nov. 23
• AATG (Orlando, FL): Nov. 21-23
• ACTFL (Orlando, FL): Nov. 21-23

December 2008
• MLA’s Annual Convention (San Francisco, CA): Dec. 7

More information on CERCLL workshops including location, time and registration information can be found on our website: http://cercll.arizona.edu/events.php
Developing and Assessing Intercultural Competence

A conference for K-16 educators in Foreign Languages, Social Sciences/Studies and Humanities-related fields, featuring renowned experts in Intercultural Competence and Communication from across the U.S. as well as University of Arizona faculty. More details about the conference including the complete schedule with abstracts and speakers’ biographical statements are on the conference webpage:

cercll.arizona.edu/events_intercultural.php

Keynote address by Janet Bennett, Intercultural Communication Institute

Day one of the conference concentrates on defining, developing and assessing Intercultural Competence. Day two focuses upon two regions: Latin America and the Middle East, with sessions on Media; Art and Literature; Gender and Identities. The conference culminates in discipline-based workshops in which participants begin to create curriculum materials using the information presented throughout the conference.

Intercultural competence is [the ability] “to see relationships between different cultures - both internal and external to a society - and to mediate, that is interpret each in terms of the other, either for themselves or for other people.” - Michael Byram, University of Durham, England

A simple definition might be: the abilities to perform effectively and appropriately with members of another language-culture background on their terms. - Alvino E. Fantini, School for International Training, Vermont

Intercultural competence might also be defined as knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self. - Darla Deardorff, Association of International Education Administrators, Duke University, North Carolina

Although the term is increasingly used today, there is no consensus about what Intercultural Competence is. So what is it? How can we help students develop it? How do we assess it? These are the many questions that we will try to answer during this conference.

Registration Details

Cost: $60 regular; $30 students. UA personnel receive a discounted rate: $50 faculty, $20 students. Includes some meals and materials.

Credit: K-12 educators receive 14 hours Arizona Continuing Education

To register: Submit the form at: cercll.arizona.edu/pdf/intercultural_reg.pdf

Lodging: For a special rate at the Marriott University Park Hotel where the event takes place, book using the link on our webpage or quote the code: uceceuca.

Questions? Please contact CERCLL at cercll@email.arizona.edu, or (520)626-8071

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