

From the Directors

CERCLL continued its busy schedule of professional development events in the Spring and Summer. In particular, our five summer workshops were well attended and well received by the participants (a report begins on p. 6). Preparation for our Second International Conference on the Development and Assessment of Intercultural Competence (see p. 12 for more details) which is to be held on the last weekend (29-31) of January 2010 started in the Spring. The proposal submission deadline is Sept. 1 and the conference schedule will be posted on the CERCLL website on September 17, the same day that registration opens; the deadline for scholarships and early bird registration is November 13. We are pleased to report that as this newsletter goes to print in August, we have close to 100 paper and workshop submissions from across the U.S. and internationally, demonstrating the need for and interest in the conference topic. In organizing this event, we are working closely with the Interdisciplinary Doctoral Program in Second Language Acquisition and Teaching (SLAT); our Title VI-funded sister centers at the University of Arizona (UA): the Center for Middle Eastern Studies (CMES) and Center for Latin American Studies (CLAS); and the Confucius Institute at the University of Arizona (CIUA). We are delighted that Claire Kramsch (keynote speaker) of the University of California-Berkeley, Vicki Galloway of Georgia Tech, Jun Liu of the University of Arizona, and Rhonda Zaharma of American University (plenary speakers) have accepted our invitation to address conference attendees. We plan to do podcasts of the keynote, plenaries and some of the presentations at



CERCLL Co-Directors Drs. Beatrice Dupuy and Linda Waugh

the conference. We have had an inquiry from a journal about publishing the keynote and plenary addresses, and we plan to publish selected conference papers ourselves.

In Spring and Summer, several more CERCLL funded projects were completed and materials will soon be available on our website: *Learning to Read and Reading to Learn in East Asian Languages* (David Yaden and Yetta Goodman); *Writing Systems of the World* (Timothy Vance), *Introducing Children and Adolescents to the World: Creating Integrated Units that Invite Students into the Study of Cultures and Languages* (Kathy Short); *Teaching Portuguese to Spanish-Speaking Learners (L1, L2 and Heritage): A Structured/ Enhanced Input Approach* (Ana Carvalho); *Hypermedia: Multimodal Text Annotation* (Robert Ariew).

We have some staffing changes to report: one of our Graduate Associates from last year, Bryan Meadows, has received his doctorate and is now an Assistant Professor at the University of Texas-Pan American; another Graduate Associate, Autumn Witt, was offered a Research Associate position with Jun Liu for next year. In their place, we have hired SLAT student M'Balía Thomas, and Cat Botelho is continuing with us this year.

Title VI funding for Language Resource Centers is based on a four year cycle, with CERCLL being funded for the first time in August, 2006. It is hard to believe that three years have now passed since the center opened, so it is almost a surprise to find ourselves now immersed in preparations for a new grant application. We will work on our grant proposal throughout the Fall and Winter and hope to receive renewed funding beginning in August, 2010. We are excited to be discussing new as well as continuing projects and activities with other units at the UA, including CMES, CLAS and CIUA, as well as with many of the exceptional faculty and teachers working on language, culture and literacy at the UA and fostering collaborations with outstanding faculty at Brigham Young University, the University of Miami, and the University of New Mexico. 🌟

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Who is Who at CERCLL

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Catalina Rodriguez, Tucson Unified School District
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Project Directors

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Patricia Brooks	Yetta Goodman	John Urban
Ana Carvalho	Ken McAllister	Timothy Vance
Beatrice Dupuy	Judd Ruggill	Linda Waugh
Javier Durán		David Yaden

CERCLL's Co-sponsored Professional

1) A WORKSHOP FOR UNIVERSITY OF ARIZONA FACULTY

Technology and Language Instruction: Web 2.0, Social Networking, Interactive Audio and Video Explained!

Presenters: Garry Forger, Wayne Brent, and Justin LeBreck (University of Arizona)

When: Wednesday, October 21st, 12pm - 3pm and Thursday, October 22nd, 9am -12pm

Location: Modern Languages Building 511, University of Arizona
Register at: <http://www2.uits.arizona.edu/workshops>

Abstract: This workshop will provide demonstrations and hands-on practice with technology tools for language teaching. We 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 OLE). The workshop will concentrate mostly on systems that are freely available over the internet. Sometimes referred to as Web 2.0 tools, there are many free online applications that instructors can use. In these times of tight budgets it becomes even more valuable that we can use free web-based tools to enhance the language learning experience.

Open to UA Faculty. Offered jointly by the Learning Technologies Center, CERCLL and the College of Humanities.

2) TWO PANELS FOR K-12 CHINESE LANGUAGE TEACHERS

Sponsored by the University of Arizona's East Asian Studies department in conjunction with the Western Conference of the Association for Asian Studies at the University of Arizona, October 22-24, 2009.

Panel 42: Integrate Communicative Approach into Chinese Grammar Teaching

Chairs: Cindy Shih and Xia Zhang
Cindy Shih, University of Arizona
Xia Zhang, University of Arizona
Jing-Jing Huang, University of Arizona
Hsuan-Ying Liu, University of Arizona

Development Events this Fall

Panel 43: Resources for K-12 CFL Teachers

Chair and Discussant: Michael Paul, Brigham Young University, Idaho

Lei Shen, Brigham Young University, Idaho - "Taking Advantage of New Technology in Individualizing Instruction and Behavioral Interventions"

Matthew Christensen, Brigham Young University, Idaho - "Intensive Chinese Foreign Language Teacher Training: A Hybridized Model"

Michael Paul, Brigham Young University, Idaho - "A Step-by-Step Process for Starting a CFL Program"

CERCLL will sponsor some registration for Chinese language instructors. Details will be on the conference website.

CONFERENCE WEBSITE:
<http://www.coh.arizona.edu/wcaas/Home.html>

3) NATIONAL MIDDLE EAST LANGUAGE RESOURCE CENTER HEBREW SEMINAR

The 2009 National Middle East Language Resource Center's (NMEELRC) Seminar for College and K-12 Teachers of Hebrew on October 31-Nov 1, 2009, is hosted by the University of Arizona and chaired by Shmuel Bolozky and Anat Maimon.

The NMEELRC is subsidizing some hotel accommodations: applications must be received by the NMEELRC by October 1, 2009.

The full program, registration information and other details are on the seminar website:

<http://www.nmelrc.org/article/NMEELRC%20Hebrew%20Seminar>

SEE PAGE 11 FOR ANOTHER CERCLL CO-SPONSORED EVENT THIS FALL!

UPCOMING LANGUAGE-RELATED EVENTS

September 2009

1	Abstract submission deadline, CERCLL's 2010 Intercultural Competence Conference: http://cercll.arizona.edu/icc_2010_submit.php
14-Dec 8	Exhibit, lectures and reception: "Writings out of Time" and "The Roots of Literacy in the Ancient Near East." University of Arizona. Details on p. 11.
17	Registration opens, CERCLL's 2010 Intercultural Competence Conference: http://cercll.arizona.edu/icc_2010_register.php
28	Annual Hawai'i Conference on Language Access. Hawai'i State Capitol, Honolulu, HI: http://hawaii.gov/labor/ola

October 2009

2-3	Arizona Language Association (AZLA) 2009 Conference. Glendale, AZ: http://azla-online.org/website/conferences.html
9-10	Confederation in Oregon for Language Teaching (COFLT) Fall Conference. Salem, OR: http://coflt.net/conferences.htm
11-13	Language Learning in Computer Mediated Communities (LLCMC) Conference. Honolulu, HI: http://nflrc.hawaii.edu/llcmc/
21-22	CERCLL workshop: "Technology and Language Instruction: Web 2.0, Social Networking, Interactive Audio and Video Explained!" Details on p. 2.
24	East Asian Studies Chinese instructors professional development workshop. University of Arizona. Details on p. 2.
29-1	Second Language Research Forum (SLRF). Michigan State University, East Lansing MI: http://sls.msu.edu/slrf09/index.php
31-1	National Middle Eastern Language Resource Center (NMEELRC Hebrew Seminar, University of Arizona, Tucson, AZ: Details p. 3.

November 2009

13	Scholarship applications and Early Bird registration ends for CERCLL's 2010 Intercultural Competence Conference: http://cercll.arizona.edu/icc_2010_register.php
16-20	International Education Week. US Dept. of Education/US Dept. of State: http://iew.state.gov/2008/
19-22	African Studies Association (ASA) 52nd Annual Meeting. New Orleans, LA: http://www.africanstudies.org/p/cm/ld/fid=8
19-22	American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo. San Diego, CA: http://www.actfl.org/i4a/pages/index.cfm?pageid=4894
21-24	Middle East Studies Association (MESA) Annual Meeting. Boston, MA: http://www.mesa.arizona.edu/annual/current.htm
20-22	Chinese Language Teachers Association (CLTA) Annual Meeting. San Diego, CA: http://clta-us.org/meeting.htm

December 2009

27-30	Modern Language Association (MLA) 125th Annual Convention. Philadelphia, PA: http://www.mla.org/convention
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January 2010

29-31	CERCLL's Intercultural Competence Conference. Tucson, AZ. Details on p. 12. http://cercll.arizona.edu/icc_2010.php
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CERCLL Projects Up Close

Hypermedia

Principal Investigator: Robert Ariew, Ph.D. French and Italian, University of Arizona

A persistent challenge for language educators is how to cultivate in students the ability to read 'into' an authentic target language text. This refers to the ability to not only decipher the script and vocabulary words of the target language but also to pick up the essential social and cultural information that lies embedded in the target text. Providing students with social and cultural information they will need to read 'into' authentic texts is an incredibly time-consuming task, given traditional classroom arrangements. However, CERCLL has been collaborating with Dr. Robert Ariew of the University of Arizona French and Italian Department to develop a pedagogical approach that incorporates hypermedia technology to transcend the limitations of traditional classroom delivery so that students can develop in a much more productive way the social and cultural knowledge that they will need to fully engage with authentic target language texts. This is in addition to deciphering the meaning of words in the target language text.

What is Hypermedia, and how does it work?

A 'hypertext' attaches information to specific segments of text which is intended to help a language learner see 'into' a text (e.g. sociocultural knowledge not immediately apparent at the surface level of the text). The information attached to the text as hypertext 'may be in text form or may present multiple forms of media' (Ariew & Palmer, 2009, p. 64), such as audio, graphics, captions, video etc.. The term 'hypermedia' refers to the multiple uses of media in these textual attachments.

The hypermedia annotation is valuable because it is easy to use from the perspective of the students, hypermedia texts can be distributed via the web, and they can efficiently provide language learners with necessary sociocultural information so that they can fully appreciate authentic texts in the target language (i.e. understand it with a comparable level of sophistication to a native speaker reader). Importantly, hypermedia annotations only appear on student demand so that the annotations do not clutter up the reading area or distract

the language reader. The effectiveness of annotations depends on the level of the student and the particular methods for conducting the experimental tests. Tracking student use of annotations and the formats which they pay attention to can be informative to future research into the efficacy of the hypermedia project. The ultimate goal of the hypermedia project is to see these texts incorporated as a regular part of classroom materials.

Sharing Hypermedia technology

An important goal of the project is to facilitate the use of hypermedia texts in language classrooms. To this end, the project directors are constructing a website that will make hypermedia texts available to teachers for download. Additionally, classroom activities intended to precede and follow the use of the hypermedia texts will also be made available. The hypermedia project is entirely web-based in order to avoid the limitations of software/platform compatibility across users and contexts.

Progress of the project

The project has produced several publications in peer-reviewed academic journals. An initial collection of Italian hypermedia texts have been completed, with similar texts for Arabic under construction during the Fall 2009 academic semester. The Italian hypermedia texts will be housed at the CERCLL website (<http://www.cercll.arizona.edu>) beginning in Fall 2009, however the planned website which will make the Hypermedia texts and related publications available to the educator community is due to be completed in 2010. The website will also serve as a repository for Hypermedia texts for a wide range of languages and proficiency levels. The Hypermedia project facilitators will be presenting the details of the project at domestic and international conferences for language teachers. 🌟

La mia migliore amica si chiama Lisa e vive a Roma. Noi ci conosciamo da piccole, e sempre facciamo tutto insieme. Lisa è alta, bionda e ha gli occhi blu – una classica italiana vero? Lei è molto bella e quando usciamo i ragazzi sempre la disturbano. Lisa ha 19 anni e ha appena finito la scuola superiore. Adesso sta lavorando al negozio di abbigliamento di sua sorella. Si chiama «Capriccio» e si trova vicino al Vaticano. Fare la commessa è un ottimo lavoro per Lisa visto che le piace un sacco la moda. Lei adora abbinare i vestiti e la sua passione preferita è fare shopping. Quando non sta lavorando o facendo shopping, esce con il suo ragazzo, Corrado, e fanno le passeggiate a Piazza di Spagna o a Villa Borghese. Qualche volta esco con loro e andiamo a prendere un gelato insieme o vedere un film. Lisa è un'amica fantastica perché quando ho bisogno di qualcosa, lei sempre mi aiuta. Ci raccontiamo tutto e lei mi dà consigli su che vestiti devo mettere. Lisa è figlia unica, quindi per lei sono la sorella che non ha mai avuto. Spero che siamo amiche per sempre.

Roma

What is the Piazza di Spagna? What is la passeggiata? What is the Villa Borghese?

Clicking on the words highlighted in blue displays multimedia glosses. Clicking on the green buttons provides additional information. Here the user clicked on the word "Roma" in the text. An image and/or a definition appear.

References

Ariew, R. & Palmer, J. (2009). Developing Hypertext Reading Materials for the Teaching of Arabic. In M. Chang & C. Kuo (Eds.), Learning Culture and Language through ICTs: Methods for Enhanced Instruction (pp. 58-71). Hershey, PA: Information Science Reference.

Notes from the Classroom

A scholarship recipient at CERCLL's 2008 Intercultural Competence Conference, Elisabeth Arévalo-Guerrero incorporated information from the conference into her dissertation project, titled *Assessing the Development of Learners' Intercultural Communicative Competence: The intercultural Spanish course*. In her report, Dr. Arévalo-Guerrero describes how she tailored her undergraduate intermediate Spanish language class to meet the instructional goals of intercultural communicative competence. She termed the class "Intercultural Spanish Course (ISC)" and aligned its curricular goals and methodologies with the intercultural competence frameworks presented in Bennett (1993) and Byram (1997).

By Elisabeth Arévalo-Guerrero, Ph.D., University of Maryland - Baltimore

Our multicultural world increasingly demands that we learn foreign languages to be able to interact effectively and appropriately with members of other cultures. This is of particular importance in fields such as government, education, and commerce. Effective intercultural interaction entails developed intercultural sensitivity, knowledge of cultural aspects, and the ability to communicate in more than one language. This is known as Intercultural Communicative Competence (ICC). The study of effective intercultural communication should be taught alongside the linguistic aspect of language, yet the teaching of culture in foreign language classes is often superficial. There is no consensus with regard to how to develop and assess intercultural sensitivity and ICC in the foreign language classroom.

In my dissertation *Assessing the Development of Learners' Intercultural Communicative Competence: The Intercultural Spanish Course*, I hypothesized that an intercultural approach to teaching foreign languages facilitates the development of the learners' intercultural communicative skills and linguistic proficiency while raising cultural awareness, developing contextualized cultural knowledge, and fostering intercultural attitudes of respect and understanding for one's own culture and the cultures of others. In this study I analyze and assess the development of intercultural sensitivity and ICC in a university advanced conversation and

composition Spanish course called here the Intercultural Spanish Course (ISC). Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS) and Byram's (1997) Model of Intercultural Communicative Competence (MICC) served as the basis to design the intercultural curriculum of the ISC, which intentionally integrates culture and language learning in the curriculum that focuses on learners' development of intercultural sensitivity and ICC to foster learners' critical analysis and evaluation of culture. The curriculum for this course integrates linguistic and intercultural communication skills and knowledge. The ISC includes the teaching of foundational concepts of intercultural communication (culture, communication, worldviews, values, stereotypes, verbal and nonverbal languages), experiential activities, and a variety of assignments (video reactions, news summaries, debates, etc) that require self-culture reflection and interaction with members of Spanish speaking cultures. In addition, an online component, Blackboard, provides an extra space for learners of Spanish to discuss intercultural topics in relation to the class material. However, a curriculum that combines intercultural communication with an already flamboyant curriculum in Spanish challenges learners' assumptions and worldviews and is to be done under teacher's guidance and through discussion prompts.

A mixed methods design was used to assess the development of learners' intercultural sensitivity and ICC: a) one quantitative instrument: Hammer & Bennett's (2001) Intercultural

Development Inventory (IDI), and b) two qualitative instruments: learners' questionnaires and journals. The results of the study show that 50% of the learners developed their intercultural sensitivity toward an ethnorelative orientation whereas 50% moved toward an ethnocentric orientation. Learners developed their ICC as they (1) gained deeper cultural knowledge of Spanish-speaking countries; (2) developed critical thinking and skills to interpret cultural differences in a more ethnorelative perspective; (3) showed intercultural attitudes of understanding other perspectives, interest in engaging in conversation with Spanish speakers and willingness to question their worldviews; (4) raised self-cultural-awareness; and (5) improved their language proficiency.

During the writing of my dissertation I attended CERCLL's 2008 Intercultural Competence Conference. I not only gained new ideas and shared experiences on how to develop learners' intercultural competence in general and in particular in the context of foreign language teaching, but I also truly enjoyed the motivation that presenters and attendees manifested in improving their teaching practices. In particular, the workshop and presentation on the use of portfolios were very interesting and inspired me to use them in future teaching practices. I would like to thank CERCLL for granting me the scholarship to attend the conference and participate in the discussion of how to make learning and teaching more meaningful in all disciplines as learners become more competent communicators across cultures.

I am looking forward to the second conference in January 2010. See you there!

References

- Bennett, M. J. (1993). Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In M. Paige (Ed.), *Education for the Intercultural Experience* (pp. 21-72). Yarmouth, ME: Intercultural Press.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon, UK: Multilingual Matters.
- Hammer, M.R., & Bennett, M.J. (1998, 2001). *The Intercultural Development Inventory Manual*. Portland, OR: The Intercultural Communication Institute

CERCLL Professional Development:

CERCLL held a series of professional development one- and two-day workshops on the University of Arizona campus in June, 2009. The workshops were geared towards K-16 language educators and were attended by educators local to Tucson and elsewhere in Arizona as well as from out of state. The workshops addressed a range of issues related to language instruction such as (1) universal aspects of the reading process, (2) integrating language instruction, (3) heritage language instruction, and (4) technology in the classroom.

The workshops followed a general pattern of opening

with important theoretical information which then led into valuable hands-on time for attendees to apply the workshop information to their own teaching. A brief synopsis of each workshop is provided below.

The summer workshops were a success and it was satisfying to interact with teachers and to see the positive impact CERCLL activities can have on language instruction in the K-16 context. The CERCLL staff is very proud to have this opportunity to serve the language educator community involved in the teaching of Less-Commonly-Taught Languages.

Teaching Portuguese to Spanish-Speaking Learners (L1, L2 and Heritage)

This one-day workshop was led by Dr. Ana Carvalho, Associate Professor of Spanish and Portuguese at the University of Arizona, and Juliana Luna Freire, a doctoral student at the University of Arizona. The content for this presentation derived from a CERCLL-sponsored project. The workshop provided theoretical bases for Portuguese language instruction

that draws on the resources Spanish-speakers bring to the classroom. The smaller workshop made for an intimate atmosphere very conducive to open and free discussion. The afternoon session took the theoretical information and gave participants the opportunity to practice using the web-based resources created by this CERCLL project while discussing their immediate application

to their language classrooms. One attendee reported that the workshop provided him with a stream of ideas to take back with him--a response that fit well within the intentions of the project to provide a launching pad for new and more effective ways to teach Portuguese.



Technology and Language Instruction

Technology and Language Instruction

This one-day workshop was led by Garry Forger, Wayne Brent, and Justin LeBreck, educational technology consultants for the University of Arizona. The workshop was attended by 13 practicing K-16 instructors. After first receiving general principles for integrating technology to language instruction, attendees were introduced to

instructional technologies developed at the University of Arizona such as OLÉ (Online Language Environment) and COHChat (College of Humanities Chat). In addition to these two technologies, other programs freely available on the Internet were introduced (e.g., Hot Potato, Second Life, and Audacity). Participants were given the afternoon to experiment with the technologies and

the workshop was concluded with a discussion of how exactly these technologies could be implemented in the attendees' classrooms.

Developing Foreign Language Courses Using a Multiple Literacies Approach

This one-day workshop welcomed 10 participants and was led by Professor of Second Language Acquisition and French at the University of Miami. Attendees were

introduced to the New Literacies approach, a way to conceptualize language learning that emphasizes the complex literacies that language learners require in today's world characterized by diverse platforms of communication. This approach entails an integration of language/literature studies and a rejection of their traditional division. Participants in the workshop brought with them lesson plan ideas or actual lesson plans that they then incorporated into hands-on activities during the second half of the workshop.

CERCLL workshops provide professional development opportunities for K-16 language educators and for students planning to become language instructors. All participants receive certificates of attendance that are recognized by the Arizona Department of Education for meeting professional development requirements. The summer workshops are typically scheduled to take place immediately after the end of the academic school year for the major Arizona school districts. Information about our next round of summer workshops in 2010 will be available on our website in late fall (<http://www.cercll.arizona.edu>).

2009 Summer Workshops

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

This two-day workshop was led by Dr. David Yaden, Professor in Language, Reading and Culture at the University of Arizona, and Drs. Yetta and Kenneth Goodman, Professor Emerita in LRC at the University of Arizona. Presentations were also given by practicing Chinese, Japanese and Korean language educators: Yueh-Nu Hung (National Taichung University, Taiwan), Koomi Kim (New Mexico State University), Mieko Iventosch (Tamagawa University, Japan), Misun Kim (Defense Language Institute, California), Shaomei Wang (Tufts University). The workshop was attended by around 40 language educators and provided valuable information about reading in general

and the teaching of reading non-Western script in particular. The first day provided an overall view of Dr. Kenneth Goodman's universal theory of reading as well as other important insights into reading derived from research. The second day gave a chance to consider in close detail reading instruction in Japanese, Korean and Chinese language classrooms. Attendees divided into breakout sessions where they could meet in small groups to engage in focused discussions of their individual fields. The workshop received warm responses from attendees. Many cited both the valuable information and the opportunity to network with fellow educators. Poster displays were set



Dr. Yetta Goodman considers a question in "Exploring Universals"

up throughout the first day and they included books and other resources that have proven useful to reading instruction in Chinese, Japanese and Korean language classrooms.

Web 2.0 – Interactive Technologies in the World Language Classroom



Karen Philabaum-Maginnis helps a Web 2.0 workshop participant

This two-day workshop, co-sponsored by Partnership Across Languages (PAL) was led by Karen Philabaum-Maginnis, a French instructor at Tucson's University

High School who has led several workshops and discussions on using technology in the language classroom. The 16 participants were treated to interactive technologies publicly available on the internet that have immediate applications to the language learning context. The first day was spent getting to know the technologies of wikispaces, delicious, audacity, g-cast and netvibes, among others. In short, wikispaces are webpages that allow students to collaborate on a single text; delicious is a bookmarking device that allows

you to share your bookmark list with others; audacity is an audio recording device helpful for speaking/listening exercises in the language classroom; g-cast is an online resource that allows you to record audiofiles for podcasting; and netvibes is a net aggregator that allows you to stay updated on multiple websites at once. All technologies are publicly available and are full of immediate applications to the language classroom. The second day was devoted to application time for participants to construct pedagogical tools through these technologies. ☀

The written evaluations provided by attendees at the end of each workshop underscored their successful implementation. Representative comments include:

Reading Universals:

Wonderful and exciting 2-day workshop! I learned so much!

Technology and Instruction:

The presenters organized and presented a great amount of material in a very good way.

Multiple Literacies Approach:

Her handouts and slide presentation were very helpful to me. It gave me more strategies to practice and do in my class. She was excellent!

Portuguese for Spanish-speakers:

The project Ana and Juliana presented is really, really interesting and useful. I really liked it.

Web 2.0:

Very useful websites for teachers. Karen was great!

One theme that surfaced across workshop evaluations was the interest in additional time for each workshop. Therefore, CERCLL is looking at extending the length of each individual summer workshop (i.e. 1-day workshop becomes a 2-day workshop) for the next series in 2010.

Update on Less-Commonly Taught Languages...

Gaelic Studies Conference

From May 23 to 29, the Department of Linguistics at the University of Arizona and the Arizona Scottish Gaelic Syntax Project hosted a week-long mini-course and conference on the formal linguistics of the modern Celtic Languages (Irish, Scottish Gaelic, Welsh and Breton), which was funded by the National Science Foundation. The mini-course provided a week-long introduction to current issues in the phonology, phonetics, morphology, syntax and semantics of these languages. Students from the University of Arizona, as well as from universities in California, Minnesota, Japan, Wales, and Russia enrolled for credit in the course. The course was taught by instructors from the University of Arizona, the University of California Santa Cruz and Newcastle University, England. The mini-course culminated in the first conference on the formal linguistics of Celtic Linguistics ever held in North America (<http://dingo.sbs.arizona.edu/~gaelic/fac/>), with presenters from France, Ireland, Norway, England, Scotland, Austria, Wales, and the United States.

Portuguese

The research project 'Teaching Portuguese to Spanish-speaking Learners (L1, L2, and Heritage): A structured/enhanced input approach' informed a CERCLL workshop for high school and university language educators in June 2009 (see page 6). The project is directed by Dr. Ana Carvalho and is jointly-funded by CERCLL, the University of Arizona Center for Latin American Studies, and the UA Department of Spanish and Portuguese. The project was presented at the American Association of Teachers of Spanish and Portuguese (AATSP) annual conference during the summer of 2009, and the project will be presented at the American Council on

the Teaching of Foreign Languages (ACTFL) annual conference in San Diego in the Fall. Instructional materials that derived from this research project are available at the CERCLL website (<http://www.cercll.arizona.edu>).

The Department of Spanish and Portuguese approved a new course for the 2009 fall semester, PORT 452 – Introduction to Portuguese Linguistics.

The Brazilian community of Tucson will be organizing Brazilian Week festivities in September 2009. Brazil Week features a week of cultural events to be held on the University of Arizona campus. According to the UA Center for Latin American Studies

During summer 2009, AILDI celebrated 30 years of commitment to Indigenous language education with its annual summer program, in addition to a 4-day symposium. In April, AILDI also held its 1st Annual Benefit Dinner with speakers Darrell Kipp (Blackfoot), founder of the Piegan Institute and William (Pila) Wilson, Division Chair and Professor in Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at the University of Hawai'i, Hilo.

AILDI has been housed in the Department of Language, Reading and Culture since 1990 and has trained more than 2,000 participants across the United States, Canada, Mexico, Australia, and South America.

ADDRESSING THE NEEDS OF K-12 LANGUAGE INSTRUCTORS

CERCLL and the UA's Partnership Across Languages (PAL) are conducting a survey of K-12 language teachers in the state of Arizona so that we may better meet their professional development needs. The survey consists of 11 questions and typically requires 10 minutes or less to be completed. If you are a K-12 language instructor or if you are in charge of a language program in an Arizona school or district, please take a few moments to provide your feedback. A link to the survey can be found on CERCLL's homepage (cercll.arizona.edu).

website, "Brazilian Week was created to unite all Brazilians and friends of Brazil in Tucson, through our love of the Arts."

AILDI

The American Indian Language Development Institute's (AILDI) mission is to mobilize efforts to document, revitalize and promote Indigenous languages, reinforcing the processes of intergenerational language transfer. AILDI plays a critical role in ongoing outreach, training, and collaborative partnerships with educators, schools and Indigenous communities nationally and internationally through the use of multiple resources.

NES

Students & Faculty Attend Western Consortium Language Workshop

In April of 2009, a group of eight participants comprised of Near Eastern Studies (NES) faculty and graduate students attended the Western Consortium Language Conference at the University of Texas, a multi-day workshop sponsored by the Western Consortium of Title VI-funded National Resource Centers focusing on the Middle East. Generous funding from the University of Arizona Center for Middle Eastern Studies (CMES) helped make the group's attendance possible. All

...Happenings on the University of Arizona Campus

participants were able to receive top-grade instruction in language pedagogy. They were also lucky to meet NES alum Martha Schulte-Nafeh, now a University of Texas faculty member. Attendees felt they received excellent instruction that will assist them in their roles as language instructors here at the University of Arizona.

Professor Kamran Talattof has received funding from the Roshan Cultural Heritage Institute to assist him with the third and fourth volumes of his "Modern Persian Language, Spoken and Written" textbook series, projects to which CERCLL also contributed and which have been piloted at the UA and elsewhere in recent months.

The first two volumes were published with Professors **Donald L. Stilo**, and **Jerome W. Clinton** (Yale University Press, 2005). These next two volumes should be finished soon and Professor Talattof will continue with the third year set, volumes five and six.

EAS

The Department of East Asian Studies (EAS) at the University of Arizona is dedicated to advancing a deeper understanding of Chinese and Japanese civilization and culture in all their diversity. Through its outreach activities, the EAS faculty have been instrumental in promoting Asian Studies curricula in Arizona's K-12 schools.

In October 2009, the department will sponsor a one-day workshop for Chinese teachers and other professionals (see pages 2-3). Invited speakers will share new resources and discuss effective strategies for the teaching of Chinese language and culture. For further information, please contact Prof. Feng-hsi Liu at 520-621-5479 or flu@u.arizona.edu.

GPSC Achievement Awards Recognize two LCTL Instructors

Two LCTL instructors, Dr. **Grace Fielder** and Ms. **Nadia Hamrouni**, received honorable mentions in the 2009 University of Arizona Graduate & Professional Student Council (GPSC) Achievement Awards competition. The GPSC Achievement Awards "recognize graduate students, staff, and faculty who have made outstanding contributions to the campus and in particular, to graduate education," according to the GPSC website. Nominations for the GPSC award originate with student and faculty personal recommendations and each nominee is vetted by an award committee organized by GPSC and composed of graduate students, faculty and members of administration. Both recipients are affiliated with the Second Language Acquisition and Teaching (SLAT) Interdisciplinary Ph.D. Program.

Dr. Grace Fielder, a professor of Russian and Slavic Studies and a SLAT faculty member, was recognized with an honorable mention in the category of Outstanding Faculty Member. Dr. Fielder's areas of expertise include Slavic Balkan linguistics, syntax and semantics, and discourse analysis.

Ms. Nadia Hamrouni, an instructor of Arabic and also a SLAT Ph.D. student, received an honorable mention in the category of Outstanding Teaching Assistant. Nadia is a native of Tunisia and has been teaching with the Near Eastern Studies (NES) department at the University of Arizona for three years. Nadia noted that her students "have enriched my experience in the USA both on the academic/professional and personal level. I am so indebted to them...this award will give me further incentive to keep up my devotion to my students and to the teaching of the Arabic language."

CERCLL is very proud to recognize the high achievements of Dr. Grace Fielder and Ms. Nadia Hamrouni. We commend them for their contribution to the advancement of LCTL instruction at the University of Arizona.

Critical Languages Program (CLP) 2008-2009 Academic Year

Alex Dunkel, CLP Director, Executive Director NASILP, reports the following:

Shirley McDowell, CLP Program Coordinator, reports that over 800 students were enrolled in 18 languages (Cantonese, Chechen, Czech, Hindi, Hungarian, Indonesian, Irish-Gaelic, Korean, Kurdish, Norwegian, Polish, Scots-Gaelic, Swahili, Swedish, Tagalog, Thai, Ukrainian, and Vietnamese). Additionally, Georgian is planned for the Fall, 2009 semester.

Scott Brill, Computer-Aided Language Instruction Group (CALI) Research Engineer, and **Ryan Fagan**, Media Specialist, are completing the production work on three language courseware DVD-ROMs (Beginning Kurmanji Kurdish, Intermediate Ukrainian, and Advanced Turkish) supported by a U.S. Department of Education International Research and Studies grant. The courseware authors are from the United States, Canada and Great Britain. The courseware consists of audio/video/text lessons containing five different review exercises per lesson; it is to be distributed by the University of Arizona Press.

Irina Prokhorova, Assistant to the Executive Director of NASILP (National Association of Self-Instructional Language Programs), indicates that six additional member institutions have joined the oldest professional organization for Less Commonly Taught Languages. Among the new members: Emory University and the University of Miami. 

Graduate Students Organize University of Arizona Events

Spring 2009 SLAT Roundtable - SLAT

The student association of the Second Language Acquisition and Teaching (SLAT) Interdisciplinary Ph.D. Program held their eighth annual SLAT interdisciplinary roundtable March 6-7, 2009 on the University of Arizona campus. CERCLL has a close relationship with the SLAT program, with many CERCLL projects being conducted by SLAT faculty from the University of Arizona and several SLAT students also contributing to that work; CERCLL was also a contributing sponsor of the Roundtable.

The theme of the SLAT Roundtable was 'Crossing Borders: Interdisciplinary Approaches to SLA.' The keynote address was given by Dr. Douglas Biber, Regents' Professor of Applied Linguistics

at Northern Arizona University. The title of his talk was 'Challenging Stereotypes about Academic Writing: Complexity, Elaboration, and Explicitness'. Invited SLAT faculty speakers were Drs. Suzanne Panferov (Center for English as a Second Language), Jonathon Reinhardt (English), Richard Ruiz (Language, Reading & Culture), and Miguel Simonet (Spanish and Portuguese). The invited speakers addressed the topics of program administration, linguistic transfer, heritage language teaching, and technology-mediated language awareness. Two sessions of paper presentations were also held, with papers presented in concurrent format. Presenters traveled from

Michigan, Indiana, Georgia, and across Arizona. Paper presentations addressed a wide swath of topics relevant to second language acquisition such as: teacher training, children's literature, technology, Chinese syntax processing, voicing and aspiration in Lao, corrective feedback, study abroad programs, Global Simulation instruction, and Interactional Competence in Japanese. The conference concluded with a light reception at Dr. Linda Waugh's home, director of SLAT and co-director of CERCLL.

Plans for the 2010 SLAT Roundtable are underway. Check the SLAT student association website for updates: <http://coh.slat.arizona.edu/slatroundtable/>.

MENA Graduate Student Forum - NES

CERCLL was pleased to contribute to the very successful 9th Annual Southwest Graduate Conference in Middle Eastern Studies on the theme of "Cross-Disciplinary Perspectives in Middle Eastern Studies." This three-day event in March was organized by the Middle East and North Africa (MENA) Graduate Student Association at the University of Arizona (www.uamena.org); other support came from the UA's Center for Middle Eastern Studies, Department of Near Eastern Studies, Graduate and Professional

Student Council and the Associated Students of the UA. The conference consisted of presentations given by students from the UA as well as other institutions across the United States, Canada, Egypt and Turkey; a keynote address and seminar by UA alum Dr. Ziad Fahmy; and a discussion on refugees. Among the 17 panels were two concerning Semitic languages and Second Language Acquisition pedagogy. The conference provides a valuable opportunity for students to gain experience in presenting

their work, and to receive feedback from their professors and peers; too, the resulting conference journal, *Zeitun*, affords them a publication -- all important resume-builders. With around 200 students, faculty and community members attending the conference this year, the event was the largest in the annual series; that people flew into Tucson to hear the presentations for the first time reflects the visibility and calibre of the UA students working in fields related to the Middle East. ☀

CERCLL Proudly Contributed to the PAL Language Fair 2009



First place prize went to 'A Day at the Market', a group project of elementary school students from the Tucson International Academy.

CERCLL contributed to the Southern Arizona Language Fair, hosted by Partnership Across Languages (PAL), by sponsoring the culture display contest monetary awards. The Language Fair in promotes language instruction in K-12 contexts throughout Southern Arizona. It was held on April 4, 2009, at the University of Arizona campus and was attended by over 2000 K-12 students, teachers, families, and other community members.

The cultural art display contest challenged individuals or groups of K-12 language students to construct a 3D artistic display

that communicates information about the culture, or an aspect of the culture, of the language the student is studying. Each entry was accompanied by a short typed paragraph that identified the entry and explained its theme and content for the audience and judges. Entries were judged on (1) the creativity and execution of the design, (2) the display's accuracy and clarity of communication, and (3) adherence to entry requirements. The judging committee was organized by PAL.

Congratulations to the students from the Tucson International Academy, winners of the Cultural Display Contest. ☀

CERCLL on the Road

Turkish Presentation in the Tucson Unified School District

The majority of CERCLL's workshops for language educators take place at the University of Arizona campus, but on occasion we are able to hold workshops at locations within the K-12 community. On March 18th, CERCLL collaborated with Tucson Unified School District (TUSD) to provide Tucson's Rincon High School teachers with an introduction to Turkish language and culture. The two-hour workshop was designed and facilitated by Ahmet Okal, a Turkish instructor at the University of Arizona and Ph.D. student in the Second Language Acquisition and Teaching (SLAT) Program. On the TUSD side, Catalina Rodriguez organized and marketed the workshop to Rincon teachers. The forty teachers in attendance represented various subjects at the high school. Ahmet used a PowerPoint presentation to introduce audience members to Turkey through discussion of: culture, connections, language, history, and people. A further goal of the workshop, according to Ahmet, was to impress on teachers the value of becoming familiar with the linguistic and cultural backgrounds of students in their classroom who are learning English as a second or third language. By doing so, Ahmet explains, teachers are less constrained by stereotypes and can engage Turkish language and culture in a sophisticated way. In order to build a sense of empathy for the difficulties such students can experience

in the K-12 classroom, Ahmet took the audience through a series of exercises that were conducted entirely in Turkish in order to de-center the teachers from their linguistic and cultural comfort zones and thus develop in them a sense of empathy for their students' potential struggles in the classroom. This suggests to teachers a higher sense of tolerance and an acceptance that language learning and cultural adjustment for English language learners takes considerable time and effort. Finally, Ahmet discussed with audience members the low numbers of students of Turkish language at American universities (just 650 nationwide!) and encouraged teachers to inform their graduating students about language study alternatives to the traditional Spanish, French and German trio. Ahmet reports that the University of Arizona Turkish language program holds 20% of the total number of university students enrolled in Turkish language classes across the nation and that with continued collaboration with CERCLL, that number could further increase. Reflecting on the workshop experience, Ahmet remarked: "I really enjoyed it. It was good to see where students at the University of Arizona are coming from." CERCLL is always interested in conducting such on-the-road workshops. If you would like to bring CERCLL to your educational setting, please contact us at cercll@email.arizona.edu.★

CERCLL is pleased to be among the sponsors of the free exhibit and lecture series:

Writings Out of Time: The University of Arizona's Cuneiform Collection The Roots of Literacy in the Ancient Near East

The archaeological exhibit *Writings Out of Time: The University of Arizona's Cuneiform Collection* showcases the Arizona State Museum's extraordinary collection of cuneiform tablets dating from 2100-1800 BCE, unquestionably the oldest archive of literary materials in the State of Arizona and displayed here for the first time, as well as other inscribed and engraved artifacts from the ancient Near East. The exhibit will be open to the public from Sept. 14 - Dec. 18, 2009, in the University of Arizona's Special Collections Library.

A special series of lectures on the theme *The Roots of Literacy in the Ancient Near East* will take place throughout the fall. All except the November 9 lecture are at the Special Collections Auditorium. Please see the calendar to the right for more details.

Dates and Times:

The Roots of Literacy in the Ancient Near East Lecture Series

- October 1, 2009 – "Ancient Near Eastern Literacy and Libraries: Their Significance for the Scholarly Tradition of the 'West'" by Anne Kilmer (University of California, Berkeley), 3:00 p.m.
- October 19, 2009 – Reception and Panel Lectures – 3:00 p.m.
 - "From Ancient Mesopotamia to Modern Arizona: The First Writing, Indiana Jones, and the Arizona State Museum Basement's Mystery" by Ewa Wasilewska (University of Utah)
 - "The Origins of the Alphabet: From Proto-Sinaitic to Greek" by Ronald S. Hendel (University of California, Berkeley)
 - "Egyptian Hieroglyphs: Writing with Pictures and Painting with Words" by Richard H. Wilkinson (University of Arizona)
- October 29, 2009 – "Pursuing Hearts and Minds: Preservation of Archaeological Sites in Wartime Iraq" by Jesse Ballenger (University of Arizona)
- November 5, 2009 – "Life and Death on the Estate of a Princess in 21st Century BCE Mesopotamia" by David Owen (Cornell University)
- November 9, 2009 – "The Art of Writing in Ancient Israel" by William Schniedewind (University of California, Los Angeles). 7:00 p.m. at the Tucson Jewish Community Center

More Information: w3fp.arizona.edu/judaic/lectures_events.htm

Second International Conference on the Development and Assessment of Intercultural Competence



Aiming for “The Third Place:” Intercultural Competence through Foreign Language Teaching and Learning

Full Conference Details: www.cercll.arizona.edu

The conference aims to bring researchers and practitioners across languages, levels and settings to discuss and share research, theory, and best practices and foster meaningful professional dialogue on issues related to Intercultural Competence teaching and learning.

**January 29-31, 2010
The Hotel Arizona
Tucson, Arizona, USA**

Keynote Speaker

Claire Kramsch, Ph.D. – University of California, Berkeley
Professor of German and Foreign Language Acquisition; Founding Director of the Berkeley Language Center

Plenary Speakers

Dr. Vicki Galloway, Professor of Spanish and Associate Chair for Research and Assessment in the School of Modern Languages at Georgia Institute of Technology.

Dr. Rhonda Zaharna, Associate Professor in the School of Communication at American University.

Dr. Jun Liu, Professor and Head of the Department of English at the University of Arizona. Director of the Confucius Institute at the University of Arizona (CIUA). Past President of Teachers of English as a Second or Other Language (TESOL).

AZ Continuing Education for K-12 Teachers

CALL FOR PROPOSALS

Online proposal submission form:

http://www.cercll.arizona.edu/icc_2010_submit.php

Submissions close September 1st, 2009

Registration opens September 17, 2009

Early Bird rate ends November 13, 2009

Scholarships are available!

Applications due November 13, 2009

This conference is organized by CERCLL, co-organized by the Confucius Institute and Second Language Acquisition and Teaching Program, and co-sponsored by the Center for Middle Eastern Studies and the Center for Latin American Studies, all at the University of Arizona

Please direct questions to cercll@email.arizona.edu or 520-626-8071