CERCLL continued its busy schedule of professional development events last semester with its first conference, Developing and Assessing Intercultural Competence. In organizing the event we worked closely with the Interdisciplinary Doctoral Program in Second Language Acquisition and Teaching (SLAT) and our Title VI-funded sister centers at the University of Arizona: the Center for Middle Eastern Studies and Center for Latin American Studies; we are also grateful to the Arizona Humanities Council for providing funding and to the many UA departments that contributed to the event (see page 5 for a detailed report). It went so well that we are now planning a second conference on this important topic, to take place in January 2010 (see page 12 for the Call for Proposals; proposals are due on June 1st, 2009). Before that takes place, however, we are pleased to announce a series of workshops to be offered during the month of June, 2009 (see panel on page 3 and more details on our website). Several of these highlight the work of CERCLL-funded projects and they will allow educators of many languages and levels to apply new teaching materials and techniques in their classes.

We have some staffing changes to report: in September we welcomed a new Administrative Assistant, Tahirih Motazedian, to the CERCLL team. Proficient in Persian, Spanish and American Sign Language, Tahirih’s background is a perfect fit for CERCLL and we are grateful for the many organizational skills that she brings to our center. However, we are sorry to bid farewell to Robert Behnke, our webmaster who created CERCLL’s website and so patiently accepted many edits to the content as CERCLL found its feet in the last two years. Robert has gone on to new endeavors in the Phoenix area and we wish him well in them all. On a related topic, we are happy to announce that Cheryl Traiger, CERCLL’s Acting Associate Director in Fall 2007, graduated in August last year and accepted a position at Hellenic American University in Greece, where she is now Assistant Professor of Applied Linguistics and General Education.

Title VI funding for Language Resource Centers is based on a four year cycle, with CERCLL being funded for the first time in Fall, 2006. The past two and a half years have passed swiftly for us, so it is almost a surprise to find ourselves now immersed in preparations for a new grant application. We will complete our grant proposal in the Fall for a mid-November deadline 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, as well as with many of the exceptional faculty and teachers working on language, culture and literacy in our region.
Who is Who at CERCLL

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Patricia Houston, Pima Community College
Kim Jones, SLAT Program, University of Arizona
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Ken McAllister
Timothy Vance
Beatrice Dupuy
Judd Ruggill
Linda Waugh
Javier Durán
Martha Schulte-Naféh
David Yaden

CERCLL Co-Director
Honored for Excellence in International Education
CERCLL Co-Director Linda Waugh received the International Excellence in Education Award in Fall 2008. The award has been conferred each fall since 2005 by the UA's Center for English as a Second Language and the Division of International Affairs to coincide with International Education Week, sponsored by the U.S. Department of State and the U.S. Department of Education. Joining Dr. Waugh in the awards ceremony was Christian Sinclair, Assistant Director of the UA's Center for Middle Eastern Studies, whose work was recognized with an International Excellence in Service Award. Dr. Waugh's award reflects her contributions in teaching at the University of Arizona (where she teaches courses in the French; English; Anthropology; Linguistics; and Language, Reading and Culture departments); writing the grant application for CERCLL and serving as its Co-Director; mentoring of international students in the SLAT program; research having to do with international education; and service at the UA having to do with international education.

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Catalina Rodriguez, Tucson Unified School District
Mary Wildner-Bassett, SLAT Program, University of Arizona
Robert Young, International School of Tucson

2008-2009 CERCLL team
CERCLL’s Summer 2009 Professional Development Opportunities

CERCLL will offer a series of professional development opportunities related to language teaching and learning in Summer 2009 on the University of Arizona campus.

Workshop Schedule:

June 2nd and 3rd:
Exploring Universals in the Reading Process
Day 1: General Principles of Literacy (applies to all languages)
Day 2: Development of L1 and L2 Literacy in Chinese, Japanese, and Korean
Participants may register for day one only, or for both days.
Presenters: David B. Yaden, Yetta M. Goodman, and Kenneth S. Goodman (University of Arizona)

June 3rd:
Teaching Portuguese to Spanish-Speaking Learners (L1, L2 and Heritage): A Structured/Enhanced Input Approach
Presenter: Ana Carvalho (University of Arizona)

June 4th:
Developing Foreign Language Courses Using A Multiple Literacies Approach
Presenter: Heather Willis Allen (University of Miami)

June 5th:
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)

June 15th and 16th:
Web 2.0 – Interactive Technologies in the World Language Classroom (Co-Sponsored by Partnership Across Languages)
Presenter: Karen Philabaum-Maginnis (Tucson Unified School District)

Credit: 6 hours of Arizona Continuing Education are offered for each workshop day.

More information on these workshops including abstracts, workshop format and materials used and/or produced, defined target audience of each workshop, presenter biographical statements, etc., is on CERCLL’s webpage: cercll.arizona.edu/summer_2009_schedule.php

To register: Complete the registration form (cercll.arizona.edu/registration_forms/summer_2009_workshop_registration_form.pdf) and submit to CERCLL by e-mail, fax or mail.

The complete fee schedule is online at: cercll.arizona.edu/summer_2009.php

Register by May 2 for early bird rates!

Scholarships are available!

Questions: Please contact us at cercll@email.arizona.edu or (520) 626-8071. More information at cercll.arizona.edu/summer_2009.php
CERCLL Professional Development

Upcoming Professional Development Workshop

Beyond Kimchi: Exploring Culture and Language through Children’s Literature

Date: Saturday, February 21, 2009
Time: 9:00am - 2:00pm
Registration Deadline: February 16, 2009

Literature can open the world for students and build a bridge to international understanding and global perspectives. This workshop will provide the tools and resources to immerse students in Korean culture and language through engagements centering around children’s literature. Participants will have an opportunity to explore core values of Korean culture, learn about the written language, and interact with many children’s books on Korea in both English and Korean; after the workshop they can participate in a continuing study group and they will have access to a Korean language and culture kit.

Presenters:
Kathy Short (Professor in the Department of Language, Reading and Culture at the University of Arizona)
Yoo Kyung Sung (Doctoral Candidate in the Department of Language, Reading and Culture at the University of Arizona)

Location: University of Arizona College of Education, Room 104
Audience: K-8 educators
Cost: $30
Credit: 5 hours Professional Development Credit and state recertification

Heritage Learners in the Foreign Language Class:
Recognizing Resources and Overcoming Challenges

By Teresa Polowy, Head of the Department of Russian and Slavic Studies, University of Arizona

A CERCLL workshop presented on October 18, 2008

This workshop, conducted by Assistant Professor Sara Beaudrie (Department of Spanish and Portuguese), was very relevant to the situation that is being encountered in Russian language classrooms at the UA and at universities and colleges across the country. Substantial numbers of Russian heritage speakers who left Russia as children in the 1990s are enrolling in language classes along with the traditional contingent of American foreign language (L2) learners. These heritage learners fall along a spectrum that ranges from barely literate in Russian to native in all proficiencies of language knowledge. Most often these students speak Russian at home, but cannot read or write or are forgetting these skills. Sara Beaudrie’s expertise and experience in the “Spanish for Heritage Learners” program in the Spanish and Portuguese department offered much to colleagues teaching other languages who are encountering pedagogical issues involving the identification, placement, and assessment of heritage language learners. The workshop included a discussion of various definitions of the “heritage learner,” an array of suggestions and best practices in identifying and appropriately placing such students, and guidance in how best to plan scaffolded assignments and otherwise be most effective for all language learners in mixed classrooms of L2 and heritage learners; this is, indeed, the reality that most language teachers face outside of the Spanish language classroom.

I personally found the workshop so helpful in thinking about issues of heritage language learners in the L2 class, that I invited Professor Beaudrie to present a mini-workshop to the graduate students in the Department of Russian and Slavic Studies. Many of our graduate students are, of course, Graduate Teaching Associates in the language classroom. They greatly benefited during this mini-workshop from being asked to formally think about issues of heritage and L2 language learning that they address in practice daily in their teaching.

CERCLL offers a series of workshops and other professional development events that provide access to techniques, resources and Continuing Education units. These are offered throughout the academic year and during early summer. See the schedule of upcoming events at:
cercll.arizona.edu/events.php

Workshops may also travel: to request an event at your school, please contact CERCLL at:
cercll@email.arizona.edu
While the term intercultural competence is increasingly used, there is no consensus about what it is, how educators can help students develop it, or how educators can assess it. To address this topic, CERCLL held its first Intercultural Competence Conference in October 2008: Developing and Assessing Intercultural Competence. With planning guided by project directors (and CERCLL Co-Directors) Dr. Linda Waugh and Dr. Beatrice Dupuy, this two-day professional development conference was geared towards K-16 Educators and students in fields related to Foreign Languages, Social Sciences/Studies and Humanities; it concentrated on defining, developing and assessing Intercultural Competence with a particular focus on two geographic regions: Latin America and the Middle East. The event featured experts in Intercultural Competence and Communication from across the U.S. as well as University of Arizona faculty, and culminated in hands-on, discipline-based workshops in which participants used the information presented in the keynote and plenary talks to begin to create curriculum materials applicable to their particular field. Attendees were impressed with “the knowledge and passion of the presenters” and with the breadth of the presentations: one commented that as a result of what she learned at the conference, she “will try to make discussions more ‘problematic’—that is, challenge students to face real issues, controversial issues and to develop arguments/solutions to dealing with these issues….Encourage them to think beyond the ‘superficial’ layer of language/culture.”

The conference was cosponsored by CERCLL and the University of Arizona’s (UA) Center for Latin American Studies (CLAS) and Center for Middle Eastern Studies (CMES) both Title VI-funded entities, and by the Second Language Acquisition and Teaching (SLAT) Program. Representing multidisciplinary collaboration, the IC Conference was supported in part by a grant from the Arizona Humanities Council as well as contributions from many UA units including: the Colleges of Education, Humanities, and Social and Behavioral Sciences; the Arizona State Museum; Center for English as a Second Language; Confucius Institute; International Affairs and the Office of Study Abroad and International Exchange; and the Departments of Anthropology, East Asian Studies, and History.

What the Conference Meant to Scholarship Recipients:

“People came to the conference from all over the country and from many different backgrounds and I could find a connection with most everyone. It was really exciting to start meeting future colleagues.”
Katie Angus, UA graduate student

“The variety of presentations provided me with a wide range of possibilities in terms of ideas to incorporate … [and] the workshop that focused on the teaching of foreign languages provided me with an interesting model of how to assess intercultural competence using a portfolio. … The conference was a comfortable space where I could share experiences, suggestions, and challenges that foreign language teachers face when integrating culture in the language class using an intercultural approach. Elisabeth Arévalo-Guerrero, University of Maryland, Baltimore County

“I was able to gather important information that will help me as I continue my duties as the director of English 101, 107 and 108 and continue to advise international graduate students of those courses… As I continue my own travels around the world, I’ll have to continue to develop strategies for understanding and interacting with people from new cultures. Otherwise, as Christian Sinclair suggested, I’ll be reduced to skating around the tip of the cultural iceberg without ever going beneath it.”
D.R. Ransdell, UA
Global Simulation: Language and Culture Teaching and Learning through Projects

“Tell me and I will forget; show me, and I may remember; involve me and I will understand.”

By Beatrice Dupuy

Many foreign language scholars and practitioners are increasingly wrestling with the issue of promoting communicative and cultural competence as central goals of language instruction and how to reach them in the classroom, as mainstream curricular approaches and materials have proven to be rather ineffectual in supporting this endeavor. Finding sound, alternative, and theoretically-based and practical approaches that can help learners acquire communicative and cultural competence in ways that can be meaningful and relevant to them has been a challenge. Global simulation (GS) offers an alternative approach to achieve these goals.

As an approach, global simulation was developed in the late 1970s by a group of researchers at BELC (Bureau pour l’Enseignement de la Langue et de la Civilisation française à l’étranger) as an answer to a growing dissatisfaction with the prevailing language teaching and learning paradigm driving instruction in foreign language classrooms at the time (Caré, 1995; Debyser, 1973, 1996; Yaiche, 1996). In a 1973 seminal article entitled La mort du manuel et le déclin de l’illusion méthodologique (“The death of the textbook and the decline of the methodological illusion”), Francis Debyser strongly criticized the structural approach to language teaching and learning commonly found in textbooks and called for centering instruction on the learner, promoting more active learning, developing free expression and creativity, and fostering true communicative competence in culturally meaningful and relevant contexts (cited in Yaiche, 1996).

Almost four decades later, many foreign language professionals continue to voice their dissatisfaction with mainstream curricula and teaching materials which continue, as Levine (2004: p.26) puts it, “to be built upon the persistent assumption that the acquisition of a FL and its culture means studying discrete grammatical structures, vocabulary lists, and pieces of information” and as such have fallen short of translating current theories of second language acquisition into practice. In their search for effective approaches to promote language and cultural competence in learners, a number of foreign language scholars and practitioners became re-acquainted with global simulation and are giving it a serious second look as the growing number of journal articles and conference presentations seems to indicate.

It is in this context that the CERCLL GS project was initiated, targeting two less commonly taught languages at the intermediate/advanced level: Russian and Turkish. The Russian and Turkish residential building global simulations are based on L’Immeuble (Debyser 1996) which was conceived to offer a realistic approach to French urban culture. Debyser’s work provided the basic framework for the Russian and Turkish residential building global simulations which was adapted to reflect urban life respectively in Moscow and Istanbul and developed to include well-fleshed out pre-simulation Internet-based activities and integrate useful 2.0 technologies such as LiveJournal, Facebook, YouTube, etc to facilitate teaching and learning and help the GS completion. The residential building global simulation was selected as it would offer the kind of context and experiences that would allow Russian and Turkish learners to tap into their acquired linguistic and cultural knowledge and/or experiences and further build from them. Support for this selection also comes from Ausubel, Novak, and Hanesian (1978), who indicate that projects and materials can only promote learning when they are meaningfully related to what students already know and when they include activities and cues that can help them process new content and relate these ideas to knowledge that already exists in their schemata.

The Russian and Turkish GS handbooks are now completed and will soon be available for download on the CERCLL website. Feel free to contact Béatrice Dupuy (bdupuy@email.arizona.edu) for more information.

References:

Bibliographic information for other resources related to Global Simulation can be found on CERCLL’s website at cercll.arizona.edu/pdf/biblio-GlobalSimulation.pdf
One of the greatest challenges I always face as a language teacher is that of trying to make classroom target language use meaningful and relevant. Though I may devise interesting activities that entail verbal communication, learners must still wonder why they should use some other language when their native tongue will not only suffice but even accomplish the task much more efficiently. In short, they realize that they are largely practicing language for its own sake.

This past semester, however, I tried something completely new. With the support of Garry Forger in the UA Learning Technologies Center, I collaborated with Prof. Robert Diem at Kyushu University in implementing a CERCLL-sponsored web-based discussion tool known as the OLÉ System to mediate a bilingual exchange between American learners of Japanese in my classes at Miami University and Japanese learners of English in Bob’s classes in Japan.

One problem I’ve encountered in the past with bilingual exchanges is that English learners in other countries are generally far more advanced than many foreign language learners in the US, and our case was no exception. The Kyushu students had studied English for six years in secondary school, whereas the Miami learners were only beginning their first semester of Japanese. To deal with this issue, Bob and I each developed a series of language-specific Q & A tasks focusing on our own learners: the Kyushu students engaged the Americans in English mainly on contentious issues such as gun control or abortion, whereas the Miami students questioned the Japanese students in Japanese primarily on concrete topics such as their likes and dislikes or their daily routines.

The online discussions were conducted entirely outside of class. As a follow-up, however, the students in each setting compiled the responses they received and then presented them to their classmates. The preliminary results of an end-of-course survey we conducted indicate that the OLÉ System discussions were among the most popular activities in both courses. In particular, students indicated that they particularly enjoyed the cultural aspect. The Miami students, for instance, were surprised that Kyushu students who said they didn’t eat fish very often still ate it at least once a week. On the other hand, the Kyushu students were amazed to learn that one of the Miami students was actually married! I had the pleasure of visiting the Kyushu site early this year, after the conclusion of our exchange, and the enthusiasm of the students there was clear from the continuous stream of questions they asked with regards to my students. Thus, based on the comments and feedback I received, I felt that this semester’s exchange was extremely successful in terms of the motivation it engendered. Unfortunately, because of schedule differences in the American and Japanese academic calendars, I won’t be able to try a similar exchange until next fall. However, already I’m looking forward to my next opportunity, and I highly recommend this type of web-based collaboration to other language teachers who might be willing to give it a try.
Given a long and distinguished career in Second Language Acquisition and Teaching, one which included serving as one of the first Co-Directors of CERCLL, a decision to reduce one’s work-load would seem reasonable. However, Dr. Renate Schulz’s scholarship and service seems to have revved up rather than slowed down. It is difficult to do justice to Dr. Schulz’s CV in such a short space. She received her B.S. with majors in French and German from Minnesota State University – Mankato, graduating with honors. Her M.A. is in German, with a Minor in Applied Linguistics, from the University of Colorado. She received her Ph.D. in Foreign Language Education with a Minor in French from Ohio State University. Focusing on her work since coming to the University of Arizona (UA), Dr. Schulz has served as a tenured Professor of German Studies since 1982. She is currently the Interim Head of the Department of German Studies (2008-2009; she also served as the Head from 1985 to 1990 and in spring 2001) as well as a faculty member of SLAT (1990-present). UA courses that she has taught include Advanced German Usage and other offerings on German language and culture; Testing and Evaluation in Foreign/Second Language Programs; Issues in Second and Foreign Language Acquisition Research; Foreign/Second Language Teacher Development, Supervision and Evaluation; and Second/Foreign Language Program Development, Administration and Evaluation.

Recent committee service at the UA include the University of Arizona Foundation Leicester & Kathryn Sherrill Creative Teaching Award Committee, 2008 (for which she served as Chair) and she also is a member of the editorial advisory board of several professional journals, including Forum Deutsch and the Modern Language Journal. Her most recent publications are Transcultural German Studies: Building Bridges (co-edited with Steven Martinson). Bern, CH: Peter Lang (2008) and Communicating across Borders: Developing Intercultural Competence in German as a Foreign Language (co-edited with Erwin Tschirner). Munich: Iudicium (2008). In addition, her CV lists numerous other publications that reflect her broad and distinguished career.

When Dr. Schulz came to the UA in 1981, it was intended to be a one-year contract as a replacement for a faculty member on sabbatical. Twenty-eight years later, Dr. Schulz continues to be an integral part of the UA community. With an anticipated retirement and emerita status to begin on July 1, 2009, Dr. Schulz may finally have time to return to one of her various projects currently on hold, or perhaps to catch up on some reading. It is difficult to envision the 2009-2010 course schedule without seeing Dr. Schulz listed as an instructor for a course in the Second Language Acquisition and Teaching (SLAT) doctoral program or German Studies Department.

For those of us in the SLAT program at the UA or associated with CERCLL, Dr. Schulz’s name is one that comes up immediately. When Dr. Schulz first came to the UA, a committee was forming to create a SLAT-like Doctoral program. This original proposal was turned down, but in 1986, Dr. Schulz and Dr. Rosanne Gonzalez became the co-chairs of a new committee initiative to try once more to gain approval for a SLAT program at the UA. This was an incredibly time-intensive process for the two, but in the fall of 1990, SLAT was approved as an interdisciplinary doctoral program one of several such programs under the aegis of the Graduate Interdisciplinary Program Administration, a section of the Graduate College. SLAT admitted its first class of students in the spring of 1991, which included not only newly admitted students to the program, but others who had been taking courses at the UA while waiting for SLAT’s approval by the Arizona Board of Regents. At the
time of SLAT’s approval, Dr. Schulz was a Distinguished Visiting Professor at the Air Force Academy, and Dr. Muriel Saville-Troike, who had been recruited to the UA in 1989 in the hope that she would be a leader in SLAT, served as the first Director of SLAT. Dr. Schulz was the second Director, serving from 1994-1996. Under Dr. Schulz’s tenure as SLAT Director, the Second Language Research Forum (SLRF) conference was held at the UA. Establishing and maintaining the SLAT program was a work-intensive enterprise, but Dr. Schulz feels that SLAT has become an excellent program; and this sentiment is echoed nationally as the SLAT program at the UA is consistently ranked in the top three SLA doctoral programs in the U.S. In addition to serving as SLAT’s Director, Dr. Schulz served as the SLAT Advisor when Dr. Saville-Troike was Director and then again in 2001-2002, fall 2003, and fall 2004. She was also Chair of the SLAT Pedagogy Curriculum Sub-Committee, 1997-2003. And until last year, she served as a member of the Executive Council for SLAT. According to current SLAT Director, Dr. Linda Waugh, she was invaluable to SLAT in all of these roles and of all of the SLAT faculty she has been the one person who has been involved in important positions within SLAT for the longest time. SLAT students and alumni have had the privilege not only to take courses with Dr. Schulz, but to benefit from her mentoring, expertise and knowledge through her chairing and being a member of many comprehensive examination and dissertation committees.

Dr. Schulz’s efforts to integrate language and cultural studies have been recognized not only by the UA community, but also nationally and internationally. She was awarded UA’s The Henry and Phyllis Koffler Prize for Outstanding Accomplishments in Teaching in 2005 and received the Nelson Brooks Award for Excellence in the Teaching of Culture in 2008 from the American Council on the Teaching of Foreign Languages. The Association of Departments of Foreign Languages (ADFL) honored her with its Award for Distinguished Service to the Profession in 2008. In May of 2008, Dr. Schulz was awarded a Honorary Doctorate from the University of Leipzig.

Dr. Schulz’s involvement with the establishment of CERCLL was different, but no less important than her contribution to the establishment of the SLAT program. Dr. Schulz notes that the idea for CERCLL and its follow-through came from Dr. Linda Waugh and Dr. Susan Penfield (now the Program Director, Documenting Endangered Languages, Cultural Anthropology at the National Science Foundation). Dr. Schulz lent her efforts to their enterprise and served as Co-Director with Dr. Waugh from 2006-2007, providing expertise in particular for issues of assessment and evaluation of CERCLL projects and their outcomes. In reflecting on her involvement with CERCLL and the SLAT program, Dr. Schulz notes that tremendous progress has been achieved in the field of SLA since the mid-1970s (when she received the Ph.D.) and that SLA has gained credibility as its own area of research and study. Using “Applied Linguistics” as an umbrella term, Dr. Schulz reflects that it has also increased in importance and credibility within the more traditional language and literature departments, though there is still a lack of unity among the faculty of those departments.

In the course of our interview, Dr. Schulz also reflected on the lack of a state or national language policy in AZ and the United States. While noting the need for improved standards in all subject areas, Dr. Schulz observes with some frustration that language and cultural studies are not core components of the educational system. On several occasions and at different institutions, she has been officially involved in implementing a foreign language requirement. Dr. Schulz hopes that the UA and other institutions for higher education will maintain and protect the integrity of the foreign language departments, but she also recognizes that change is needed.

Even in “retirement” there is little doubt that Dr. Schulz will continue to serve as an active contributor, not only to the UA community, but also to the field of Second Language Acquisition.

To learn more about Dr. Renate Schulz and her distinguished career, please visit:
www.u.arizona.edu/~schulzr/cv.html.
Monolingual Global Citizens?

By Cat Botelho

The Tucson Unified School District’s (TUSD) Governing Board, one of several in the Tucson area, overturned the foreign language requirement implemented last year for incoming freshman high school students. As a result, the average 3,100 high school students graduating in TUSD each year will no longer be required to take two years of a foreign language in order to receive their diploma, though students who wish to study a foreign language may do so as an elective. As reported by Rhonda Bodfield of the Arizona Daily Star newspaper on 12/11/2008, TUSD’s Governing Board cited financial constraints, lack of qualified language instructors and pressure to comply with upcoming state requirements mandating additional math, science and economics course work as reasoning behind this reversal. Only two (outgoing) board members, Joel Ireland and Alex Rodriguez, voted against eliminating the foreign language requirement. Chief TUSD academic officer Ross Sheard is quoted as stating that the Governing Board wants its students to be “global citizens and have the skills necessary to be 21st-century students,” but he laments the lack of money to pay for the measure.

This decision is troubling on a number of levels. Yet again, it seems that foreign language and cultural studies are being pit against the traditional subject areas of Math, Physical and Social Sciences, and English, rather than acknowledging the need and value of all these subject areas in our education curriculum. While Arizona does not have state graduation requirements for a foreign language, the three public universities in Arizona (the University of Arizona: UA, Arizona State University: ASU and Northern Arizona University: NAU) do. The Arizona Board of Regents states that the Arizona Tri-University Admission Standards require two units (years) of the same foreign language study. Also required are 4 units in Math and English, 3 units in Laboratory Science, 2 units in Social Science and 1 unit in Fine Arts. The UA Course Work Competency Requirements state, “All freshman and transfer applicants under age 22 must satisfactorily complete the Arizona Board of Regents’ course work competencies.” Students who have not fulfilled the foreign language prerequisite may make up this deficiency by attaining a minimum score on a nationally standardized language test such as the AP, CLEP, Subject Examination, or SAT Subject Test; or by testing into a third college-level semester or higher foreign language class. Additionally, an applicant may qualify if he/she has taken one year of study in the same language at the college level. The UA Admissions Office stated that applicants are required to meet the standards set up by the Arizona Board of Regents, including the foreign language requirement. It is unclear what measures, if any, TUSD high schools are taking to ensure that students and parents are aware of the implications of not studying a foreign language when it comes time to applying for colleges; particularly if students are looking to attend a public university in Arizona in an effort to reduce tuition costs.

An Opinions feature in the Arizona Daily Star on 12/14/08 states that the TUSD Governing Board made, “the only fair decision it could” yet also states further on that, “It wasn’t a good decision...or a wise move - it was a decision made necessary by the realities of public school life in Arizona.” How can a district or state promote an education curriculum designed to create “global citizens” when their students are not required to have foreign language and cultural proficiency? The Opinion feature went on to conclude that while the language requirement vote was a disappointment, it was also encouraging because the majority of the Council “stood strong” and voted against the requirement, thereby making the necessary difficult decision given budget shortages.

TUSD is struggling with a number of budget/funding woes including a lack of technology resources for classrooms, employee pay increases and administrative cut-backs (which has lead to its adoption of a split-principal model in some schools). The US Census Bureau’s Public Education Finances Report for 2005–2006 (issued in April 2008) ranks Arizona 48th in elementary-secondary per pupil current spending amounts by state at $6,472. Idaho and Utah ranked 49th and 50th respectively. Rather than praising “tough choices” though, the writers of the Opinion piece should be afraid for the direction of education in AZ and TUSD in particular. The TUSD board will likely have to make similar decisions to the language requirement vote in the future, affecting courses across disciplines. Foreign language study is crucial for students’ educational and professional development. Doing what is responsible for the district can and should include a foreign language requirement.

Sources Cited:
AZ Board of Regents homepage: AZ Tri-University Admission Standards. www.abor.asu.edu/3_for_students/admin_stds.html

Site last accessed on 1/5/09
The 2008 Intercultural Competence Conference

...continued from page 5

Keynote Speaker
Janet Bennett,
Intercultural Communication Institute

Keynote Presentation
entitled, On Becoming Global Souls: Building Intercultural Competence given by Dr. Janet Bennett, from the Intercultural Communication Institute (ICI). Dr. Bennett is Executive Director of the ICI, sponsor of the Summer Institute for Intercultural Communication, and Director of the Master of Arts degree in Intercultural Relations jointly sponsored by ICI and the University of the Pacific. She has done consulting work for colleges and universities as well as corporations, social service agencies, NGOs, and professional associations. Dr. Bennett teaches in the training and development program at Portland State University, and publishes in Intercultural Relations and intercultural training and adjustment. She defined intercultural competence as "the ability to communicate effectively and appropriately in a variety of cultural contexts," but stressed in her address that language learning may not be sufficient for cultural learning and that cultural contact or cultural knowledge does not equal cultural competence or always lead to a significant reduction of stereotypes.

Other speakers on the first day of the conference included: Darla Deardorff, Duke University; Benjamin Broome, Arizona State University; Christian Sinclair, University of Arizona; Gail Robinson, San Diego State University; Kamakshi Murti, Middlebury College; and Renate Schulz, University of Arizona. Participants had the opportunity for networking and socializing at the reception and dinner that followed the Friday sessions. D.R. Ransdell commented that “the selection of speakers helped people get a good overview of the topic, and the diversity of the sessions meant there was something for everyone.”

The second day featured presentations and workshops that showcased the scholarship of UA faculty, beginning with an introductory presentation, Understanding Culture and Communication: From Theory to Application, by Christian Sinclair, and continued with thematic units focusing upon Intercultural Competence as it relates to: Media (Christine Dykgraaf and Celeste Gonzalez de Bustamante), Art and Literature (Seemin Raina, Sama Alshaibi, and Janet Sturman), and to Gender and Identities (Lisa Falk, Anna Ochoa-O’Leary and Anne Betteridge). Participants concluded their conference experience by selecting an area workshop to attend: Foreign Languages (led by Renate Schulz) Social Studies (Lisa Adel)or Language Arts (Seemin Raina). The workshops provided participants the opportunity to apply topics and discussions from the keynote presentation and the sessions in the development of curriculum materials, inspiring one person to write that they "loved [the] practical application of exercises!"

CERCLL is grateful for the constructive feedback provided by the conference participants and we are using that as we prepare for the next Intercultural Competence conference in 2010. Our objective is to once again create a venue where theory and practice come together in the discussion and development of new teaching applications.

More details from the 2008 conference can be found at the following link: www.cercll.arizona.edu/events_intercultural.php

Selected material from the conference (posted with their author’s permission) can be found at: www.cercll.arizona.edu/events_intercultural_mat.php

CERCLL is currently accepting proposals for workshops, papers and poster presentations for the Second Intercultural Competence Conference, to be held at the UA on January 29th-31st, 2010 (see p. 12 of this newsletter). The deadline for submissions is June 1st, 2009. Visit CERCLL’s website for more information: www.cercll.arizona.edu/icc_2010.php
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.” It also encompasses the ability to critically or analytically understand that one’s “own and other cultures” perspective is culturally determined rather than natural.

- Michael Byram, Professor, University of Durham

Globalization, having brought individuals in contact with one another at an unprecedented scale, has also brought forth a general challenge to traditionally recognized boundaries of nation, language, race, gender, and class. The challenge moves in two directions simultaneously: on the one hand, distinctions that were unnoticeable before have been rendered visible, and in the opposite direction, similarities across traditional boundaries have been recognized. The end result in both cases is that boundaries of social practice are being re-negotiated, re-assessed, and re-considered. For those living within this rapidly changing social landscape, intercultural competence—as defined by Michael Byram above—is a necessary skill, and the cultivation of such intercultural individuals falls on the shoulders of today’s educators. They should provide students with opportunities to help them define and design for themselves their “third place” or “third culture,” a sphere of interculturality that enables language students to take an insider’s view as well as an outsider’s view on both their first and second cultures. It is this ability to find/establish/adopt this third place that is at the very core of intercultural competence.

The conference aims to bring researchers and practitioners across languages, levels and settings to discuss and share research, theory, and best practices and to foster meaningful professional dialogue on issues related to Intercultural Competence teaching and learning. It is cosponsored by CERCLL and the University of Arizona’s Second Language Acquisition and Teaching Program.

**Registration Information**

Complete information on presentation format, proposal content requirements and strand scope can be found in the full conference call at:

www.cercll.arizona.edu/icc_2010.php

Proposals must be submitted using the online submission form.

**Proposal Submission Deadline:**

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