CERCLL is delighted to announce that it received a new award from the U.S. Department of Education to continue to operate as a Title VI-funded Language Resource Center for the next four academic years. As this new cycle of grant funding began in August, we completed our incorporation into the University of Arizona’s College of Humanities and we are collaborating closely with many entities in the new School of International Languages, Literatures and Cultures and with its Director, Professor Alain-Philippe Durand. Many changes are in place for this second grant cycle: some of our former projects will continue with new incarnations this round, while others are new (see panel at right for the projects this cycle); we are collaborating widely with both UA units and those further afield, including many of the other 14 language resource centers; and we are currently in the process of bringing on board new personnel who will enable CERCLL to extend its sphere of influence. We look forward to introducing you to our new staff members in the Spring and thank those who served and provided their invaluable advice and guidance throughout the first four years of CERCLL’s existence.

While CERCLL was putting together its grant proposal in the Spring, we also continued to bring resources and programming to language educators. In January the Second International Conference on the Development and Assessment of Intercultural Competence attracted many researchers and practitioners from Arizona, other states in the U.S., and countries around the world (see short review on page 3) and a Selected Proceedings was published online in August, with the print version now available as well. In June we offered our usual summer series of professional development events with workshops on culture, technology and literacy (see more on page 2). The summer 2011 series will take place from May 31st to June 10th. Keep an eye on our website and social networking sources for complete details.

As well as starting up our new group of projects, this semester we are busy with final touches to the projects from the last grant cycle and we expect to provide details of some publications in our next newsletter. In the meantime, if you are heading to Boston for ACTFL’s annual meeting November 19th to 21st, please stop by CERCLL’s booth in the exhibition hall for more information on all of our activities!

- Beatrice Dupuy and Linda Waugh
On June 1 - 8, CERCLL held its third summer series of professional development workshops relating to language teaching and learning. Aimed toward K-16 language educators and university students, the workshops included six days of “hands-on” workshops focused on aspects of language, culture and technology literacy.

The series launched with a two-day workshop by MIT’s Gilberte Furstenberg and the National Endowment of the Humanities funded Cultura project, a web-based online exchange that was created to develop students’ in-depth understanding of another culture within an intermediate level language class. Furstenberg, one of the authors of this telecollaborative project, shared her twelve-year experience in designing and teaching an intermediate French language course in which her students interact with students at a French University via online discussion forums. The workshop included discussions and presentations in which participants created their own projects, adapting Cultura to their own language and culture courses, and for the level of their choice. Student presentations and other resources from the workshop can be found on the professional development page of CERCLL’s website.

Days three and four of the series challenged participants to reconceptualize and integrate technology into language education. Led by University of Arizona personnel, these workshops began with an overview by Wayne Brent (Office of Instruction and Assessment) of the concepts and strategies for teaching online. This was followed by an introduction by Jonathons Reinhardt (Assistant Professor of English Language/Linguistics) to new media technologies and how they have been and can be used in the L2 classroom. Participants explored various technologies, including social networking (e.g., Ning and Facebook), blogging and microblogging (e.g., Twitter), and collaborative documents (e.g., Google Wave), and discussed how these could be used in the L2 classroom. Later, Garry Forger (Office of Instruction and Assessment and then CERCLL’s Technology Manager) and Justin LeBreck (College of Humanities) provided demonstrations and hands-on practice with technology tools for language teaching, with discussions on choosing the right tool for each task, integrating curriculum requirements with technology use, and providing strategies for using technology to supplement the language learning experience. Forger and LeBreck emphasized two University of Arizona projects (COHChat and OLÉ). The technology workshops concluded with an introduction by Reinhardt to digital gaming technologies and how they can be used in the L2 classroom. Participants discussed the theory of digital gaming and L2 learning and pedagogy, looked at examples of how L2 learning in digital game-mediated environments has been researched, and how it can be integrated into L2 curricula. The group also explored various technologies: MMOGs (e.g., WoW), stand alone computer games (e.g., The Sims), browser-based social networking games, and mobile games.

The series concluded with a two-day workshop, “Teaching Texts: Pedagogical Stylistics in the Language Classroom,” led by Chantelle Warner (Assistant Professor in the Department of German Studies at the University of Arizona). Warner’s workshop introduced concepts and methods from stylistics and the manner in which these can enrich the teaching of texts in the beginning, intermediate and advanced levels of foreign language study. In addition to learning some basic concepts about stylistics, participants were introduced to sample classroom activities and had an opportunity to create and receive feedback on their own lessons. The materials presented featured a variety of text-types including literary, journalistic, conversational, academic and autobiographical genres.

As was the case for previous professional development events, registration scholarships were awarded to K-12 teachers and graduate students. 10 scholarships this year went to individuals from as close as Mansfield Middle in Tucson, to the Cincinnati Public Schools. Participants who attended all of the workshops walked away with 36 hours of AZ Continuing Education.

**SAVE THE DATE!**

Summer 2011 workshops will be offered between May 31st and June 10th. Details coming soon to our website and listserv!
The Second International Conference on Intercultural Education

The 2nd International Conference on Intercultural Communication – “Aiming for “The Third Place” Intercultural Competence through Foreign Language Teaching and Learning” – was held January 29-31, 2010. 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. This year the conference brought together more than 275 academic and language professionals from around the globe.

This event was much larger than the inaugural conference in 2008: it included the keynote and three plenary presentations; more than 70 paper presentations selected from among proposals submitted in the summer and fall of 2009, and offered in 5 concurrent sessions; 5 pre- and post-conference workshops covering topics from “Assessing Intercultural Competence during Study Abroad” to “Introducing Children and Adolescents to World Cultures and Languages;” and hosted 7 vendors from Multilingual Matters to Oxford University Press.

The first official conference event kicked off with a keynote address by University of California, Berkeley Professor, Claire Kramsch, entitled “The Symbolic Dimension of Intercultural Competence.” Her paper will be published in Language Teaching this winter. The talk provided insights and addressed challenges to incorporating intercultural competence into the classroom and the need for more research. Additional plenary speakers included Vicki Galloway, Georgia Institute of Technology, R. S. Zaharna, American University, and Jun Liu, University of Arizona. Podcasts of some of these and other talks are available on the CERCLL website, as is the Selected Proceedings.

“Although held in the States, global voices were heard so much so that the conference not only conformed to its theme of discussion about intercultural issues, but also facilitated intercultural discussions which valued diverse perspectives and practices.”

- Liang Wang, The Open University, UK

Overall feedback on the conference was extremely positive. Attendees generally commented on the diversity of the presentations, as well as the variety of multilingual and multicultural perspectives. They noted that the organization and thoughtful planning made for a very professional, academic environment.

Support for the conference stemmed from a number of sources, including the Arizona Humanities Council and organizations that regularly partner with CERCLL: the Confucius Institute UA, and the UA’s Center for Middle Eastern Studies, Center for Latin American Studies, and College of Humanities. In addition, we are grateful for the time and energy volunteered by SLAT and Humanities students and faculty in support of the conference.

CERCLL will host the Third Intercultural Competence Conference in January 2012. Look for the Call for Papers in January 2011.

SCHOLARSHIPS

CERCLL offered a number of registration and accommodation scholarships to k-12 teachers and graduate students. Sixteen scholarships were granted to provide support to conference attendees who otherwise would have had difficulty in financing their attendance at the conference.

“Thank you...for providing these great scholarships to graduate students that give us the opportunity to engage with our field and other educators in our field and be able to afford it.”

-- Carla Ghanem, UT Austin

As part of their scholarship obligations, recipients will be submitting lesson plans inspired by topics and research gained from the conference. These lesson plans should be available on the CERCLL website in the Spring of 2011.
COMING SOON!

Watch for our January, 2011
newsletter for information on:

CERCLL Projects: Including the Arabic Learners
Written Corpus: A Resource for Research and Learning

CERCLL Publications:
Fluency in Play
By Ken McAllister (University of Arizona) and Judd Ruggill (Arizona State University)
Written to provide K-16 teachers with an introduction to designing and building computer games for the foreign language classroom.

The Proceedings of the Second International Conference on the Development and Assessment of Intercultural Competence, now online and in print. Please visit the Professional Development page on the CERCLL website to access the online version.

Writing Systems of the World
By Timothy Vance (University of Arizona)
Teacher and student versions of a text that provides an introduction to the study of the world’s writing systems, with modules in Arabic, Chinese, Japanese, Korean and Russian.

UPCOMING LANGUAGE-RELATED EVENTS

November 2010

15-19 Humanities Week, University of Arizona. http://humanities.arizona.edu/hw2010
18-20 Middle East Studies Association Annual Meeting. San Diego, CA. http://www.mesa.arizona.edu/annual/current.htm
19-21 American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Languages: Gateway to Global Communities. Boston, MA. http://www.actfl.org/i4a/pages/index.cfm?pageid=1

January 2011


For additional language-related events and announcements, follow us on Facebook and Twitter, or ask to be signed onto our listserv by emailing cercll@email.arizona.edu.