This newsletter is being issued just as the (extended) proposal submission date for our Intercultural Competence conference approaches: September 26th. Focusing this year on Foreign/Second Language Immersive Environments and FL Education, the conference will be held on January 26-29, 2012. We are happy to report that Heidi Byrnes (Georgetown University) accepted our invitation to serve as keynote speaker. There will be plenary speakers sponsored by other Title VI centers:

- David Fenner (World Learning), by the Center for Middle Eastern Studies at the UA;
- Olga Kagan (University of California, Los Angeles), by the National Heritage Language Resource Center at UCLA;
- Celeste Kinginger (Pennsylvania State University), by the Center for Advanced Language Proficiency Education and Research at Pennsylvania State University;
- Jun Liu (Georgia State University), by the Confucius Institute at the University of Arizona;
- and Judith Maxwell (Tulane University) by the UA’s Center for Latin American Studies.

Other Language Resource Centers are sending representatives to present workshops (see page 3 for details) and funding scholarships for K-12 educators to attend the conference. The event this year is being held at the Westward Look Resort on the southern edge of Tucson’s breathtaking Catalina Mountains, and we hope that attendees visiting from outside southern Arizona will be able to take advantage of our balmy January temperatures to enjoy some of the local sights, as well as the invigorating exchange of ideas that the event itself will offer. See pages 3 and 12 for additional details about the conference, including registration and scholarship application deadlines.

Our excitement about activities this coming year is tempered by the devastating cuts that Title VI funding has suffered: this year Congress enacted budget changes that forced the U.S. Department of Education to eliminate some programs entirely while cutting others up to 56%. This year many Centers like CERCLL have been able to reduce the effects of the budget cuts because of the strong support that they receive from their home institutions and other factors; however, if the funding levels are not reinstated to their former levels next year, the horizon will change completely. Please see the text box on page 11 to learn more about the cuts and how you can help support the future of funding in International Education.

“We’re wrapping up the activities funded by CERCLL’s first grant: see page 7 for an up-close look at one of these projects, the L2 Arabic Written Corpus!”

» continued on page 6
News from the CeNter     2     f all 2011

CeNter for eduCatioNal resourCes iN Culture, laNguage aNd literaCy / / CerCll.arizoNa.edu


CERCLL PERSONNEL

Beatrice Dupuy
Co-Director
bdupuy@email.arizona.edu
Linda Waugh
Co-Director
lwaugh@email.arizona.edu
Kate Mackay
Associate Director
kmackay@email.arizona.edu
Susan Penfield
Research Coordinator
sdp@email.arizona.edu
Max Lieberman
Technology Coordinator
maxl@email.arizona.edu
Kelly Moyes
Business Manager, Sr.
kmoyes@email.arizona.edu
Graduate Associates:
Catherine Botelho
botelho@email.arizona.edu
Alexandra Kuchuk
kuchuk@email.arizona.edu
Kacy Peckenpaugh
kpeckenp@email.arizona.edu

NATIONAL ADVISORY BOARD

Micheline Chalhoub-Deville
University of North Carolina Gainsboro
Ray Clifford
Brigham Young University
Alvino Fantini
SIT Graduate Institute, World Learning

Carine M. Feyten
Miami University, Ohio
James Gee
Arizona State University
Marc Prensky
Games2Train

LOCAL ADVISORY BOARD

Carole Edelsky
Arizona State University
Carol Evans
University of Arizona
Kenneth S. McAllister
University of Arizona

Suzanne Panferov
University of Arizona
Karen Philabaum-Maginnis
Tucson Unified School District

PROJECT DIRECTORS

Heather Willis Allen
University of Wisconsin, Madison
Beatrice Dupuy
University of Arizona
Peter Ecke
University of Arizona
Roseann Dueñas González
University of Arizona
Jonathon Reinhardt
University of Arizona

Kathy Short
University of Arizona
Julie Sykes
University of New Mexico
Kamran Talattof
University of Arizona
Chantelle Warner
University of Arizona
Linda R. Waugh
University of Arizona

Follow us on Twitter!
twitter.com/CERCLL

Fan us on Facebook!
facebook.com/CERCLL
Intercultural Competence and Foreign/Second Language Immersive Environments

Organized by the Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona

DATE AND LOCATION
Westward Look Resort
Tucson, AZ
January 26-29, 2012

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.


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. 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.

KEYNOTE PRESENTATION
Heidi Byrnes, Georgetown University
Reconsidering Crosscultural Abilities: The Link to Language Learning and Assessment

PLENARY PRESENTATIONS
David Fenner, World Learning
Targeting the Target Language: Strategies in a Multilingual Environment

Olga Kagan, University of California, Los Angeles
Intercultural Competence of Heritage Language Learners: Motivation, Identity, Language Attitudes and the Curriculum

Celeste Kinginger, Pennsylvania State University
Exploring the Intercultural Dimensions of Cross-Border Language Learning

Jun Liu, Georgia State University
Intercultural In/competence: The Top Challenge for Guest Chinese Teachers in US Schools

Judith M. Maxwell, Tulane University
Pulsating Galactic Classrooms, Immersion Environments, Individual vs. Group Language Learning at Home and Abroad

INVITED WORKSHOPS
Carl Falsgraf, University of Oregon and Adriana Brandt, IUPUI School of Education
Documenting Interculturality with LinguaFolio

James P. Lantolf, Pennsylvania State University
The Interface of Language and Culture

Lynn-Eddy Zambrano, CPT Wil Lynch, Mana Mohtasham, and Chris Brown, San Diego State University
Intercultural Dialogue in the Military Science Curriculum

Abstracts and bios are on our website!
From May 31 to June 10, 2011, CERCLL hosted its fourth summer series of professional development workshops tailored for K-16 language educators and university/graduate students. Educators were able to choose from six “hands-on” workshops that covered topics such as digital gaming, pedagogy of multiliteracies, teaching for literacy and semiotic awareness, visual arts, process drama and the basics of intercultural communication.

Kicking off this year’s series was a two-day workshop that sprang from one of CERCLL’s core projects and was led by our project directors. Dr. Jonathon Reinhardt (University of Arizona) and Dr. Julie Sykes (University of New Mexico) led participants in Playing Stories and Reading Games: Developing L2 Literacies through Digital Gaming. Participants reviewed theories of digital gaming and L2 learning and pedagogy, and gained first-hand experience in the ways in which digital gaming can be integrated into their own L2 curricula. Games in various genres were covered, including including massively multiplayer online games, social network games, adventure games, simulation games, and mobile games. In a new development, some participants in this year’s workshops attended remotely via Elluminate Live!, including individuals as far away as Iraq (and as close as Tucson). We were pleased to learn that within two days of the event, one teacher already had her students playing the Facebook game CityVille.

On days three and four, participants were challenged to reconceptualize the ways in which the study of language, literature, and culture are integrated in the classroom, and to move beyond the language-content dichotomy that typically characterizes the undergraduate curriculum. Led by Dr. Beatrice Dupuy (CERCLL Co-Director, University of Arizona) and Dr. Heather Allen (University of Miami in June, now University of Wisconsin), this workshop was titled For a Pedagogy of Multiliteracies: Reconciling Communicative and Text-centered Instruction in the Elementary and Intermediate Foreign Language Classroom. During the first day of this workshop, participants were given an overview of the communicative language teaching paradigm and were asked to consider how similar or different key features of a pedagogy of multiliteracies might be. Participants then examined pedagogical frameworks and strategies for integrating textual content into introductory language courses. Finally, participants considered what implementing a multiliteracy curriculum might mean in terms of the content that is taught in the classroom. On day 2, participants worked in groups to develop and present a thematic unit in a language textbook, including locating textual genres for inclusion, sequencing the selected textual content, and developing activities that can engage students and facilitate their linguistic development.

The next two days of the workshop series featured presenter Dr. Richard Kern (University of California, Berkeley), and was titled Textualization and Recontextualization: Teaching for Literacy and Semiotic Awareness in the Foreign Language Classroom. Basing his teaching on the notion that writing and the visual media are our primary resources for learning about

Read the Games to Teach project blog at games2teach.wordpress.com

We had enough time to play and understand the games and to create meaningful activities. I feel confident that I can use these materials in my first year language class for this next school year.

Dr. Kern and attendees share a laugh following his two-day workshop on multiple literacies in the foreign language classroom.
the past and present worlds outside our own community, Dr. Kern's presentation focused on practical ways of integrating reading, viewing, writing, and thinking activities in the classroom, with the aim of deepening students' reflections on the texts they read and making them more aware of their own role as integral participants in the meaning-making process. Participants were asked to consider the connections between film and written texts to show how the interpretive skills students learn in one medium can often be adapted to the other medium. Participants learned how film and written texts can be integrated in tasks and activities that support a broad-based foreign language literacy. Dr. Kern's opening remarks are on our YouTube channel at http://www.youtube.com/cercllua.

Day 7 of the series featured two half-day workshops: during the first, Applying the Performance and Visual Arts in the Second Language Classroom, taught by Denise Osborne (SLAT student, University of Arizona), participants examined the Performance Cycle Model and its applicability to the L2 classroom. This model consists of six phases: Building Community, Entering Text, Comprehending Text, Creating Text, Rehearsing/Revising Text, and Performing Text, and it enables students to express themselves and establish a meaningful connection with the core of the what they are learning. Participants learned ways in which performance and visual arts can be used as creative processes in second language learning, and how it can provide learners with encouragement to take risks and gain new perspectives, as they feel more engaged in the learning process. Denise Osborne drew workshop participants into an active exploration of the Performance Cycle Model for using texts.

During the second half of the day, Leslie Sapp (EL/L student, University of Arizona) led participants through an overview of Communicative Language Teaching Through Process Drama. Participants were first given an overview of Process Drama, an extended, whole-group, improvisational drama process that has been used for decades in reading, writing, and social studies classes in mainstream classrooms in the UK, Australia, and Canada and is rapidly gaining popularity in second language classrooms worldwide. All attendees participated first-hand in the experience of carrying out a Process Drama improvisational exercise, and saw how through ongoing speaking, listening, reading, writing, and critical thinking activities, process drama can activate the intuition, imagination, and feeling of every participant, making it an extremely powerful and engaging language-learning tool.

The final two days of the series featured Elisabeth Arévalo-Guerrero (University of Maryland Baltimore County), leading The What and How to Teaching Culture in the FL Classroom: Introducing the Basics of Intercultural Communication. This workshop addressed the following questions: Are teachers prepared to teach culture? What cultures (that are represented under the umbrella of the target language) should be addressed? Is cultural knowledge enough? How do we assess culture? Will I sacrifice linguistic content? Is students’ resistance an obstacle or the beginning point to raise cultural awareness? Participants gained an understanding of the basic concepts of intercultural communication (culture, dimensions of culture, communication, verbal and non verbal communication, perceptions, values, etc) as a framework to design in-class activities and assignments that enhance learners’ intercultural communicative competence. Participants had the opportunity to reflect on the teaching of Culture (with a capital c) and culture (with a small c), and experience ways to include cultural learning through intercultural activities. The workshop concluded with a discussion among participants regarding the challenges that they face in the teaching of culture and ideas on how to contextualize intercultural activities and assignments in their current practices. ⭐

It had never occurred to me to explore this richness of interpretations when working with texts in my classes. I will definitely incorporate the activities that Dr. Kern modeled with us in my own classes.
 DIRECTORS’ REPORT
(continued from page 1)

We are looking forward to a meeting between all of the Language Resource Centers that is being organized by the Center for Open Educational Resources and Language Learning (COERLL) in October and we hope that there we may forge new directions that will allow our centers to continue to support innovative approaches in foreign language education and professional development. We also eagerly anticipate a meeting of CERCLL’s National Advisory Board that month, where we hope to receive valuable feedback about our current and future activities.

November brings several important events: the Language Resource Centers will have a joint booth at the ACTFL conference in Denver between the 18th and 20th (see page 8 for details about presentations by our project directors at that conference); we are working with the UA’s Office of International Affairs and various other units across campus on activities taking place during the U.S. Departments of State and Education-sponsored International Education Week, November 14th-18th; we are contributing to a workshop on November 5th about using film in language teaching that is hosted by the UA’s Center for Middle Eastern Studies and organized by new faculty member Sonia Shiri; and Susan Penfield, CERCLL Research Coordinator, will jointly present a workshop on grant-writing with the UA’s SLAT Program and College of Humanities (date to be announced). We are also working on plans for next summer’s professional development workshop series and will have details available late this semester. In the meantime, please see page 8 for information about the Call for Applications for a workshop related to CERCLL’s PErCOLATE project.

In other project activity, we are wrapping up projects funded by CERCLL’s first grant: see the following page for an up-close look at one of these projects. Software created for us by a team associated with The National Middle East Language Resource Center at Brigham Young University has been completed, and is being piloted by CERCLL Project Director Chantelle Warner in her Hypermedia project. Other languages will begin using the software later this year. Kathy Short’s Global Cultures project has created book and culture kits in Portuguese and Spanish; she is now working with local schools in bringing materials in these languages, as well as Arabic and Korean, to local teachers. Kamran Talattof has completed the drafts of all textbooks in his Persian Textbook series. And Jon Reinhardt and Julie Sykes presented a workshop this summer in our professional development series (see pages 4-5 for details), and are actively working on their blog and other aspects of their project this Fall (they are among CERCLL presenters at the ACTFL conference, page 8).

Finally, we would like to announce some staffing changes at CERCLL. We said farewell to Kelly Merriam-Castro, our Publications Coordinator, Kelly Strachan, our Outreach Coordinator, and to the two graduate students who were with us in the Spring: Katie Angus and Bonnie Holmes. We thank them for their many efforts. This year we are pleased to be working with SLAT Ph.D. candidates Sasha (Alexandra) Kuchuk, Kacy Peckenaugh, and Cat Botelho.

—Beatrice Dupuy and Linda Waugh

Kathy Short’s Global Cultures project shares book and culture kits in Portuguese, Spanish, Arabic and Korean with local teachers.

More on this project at http://cercll.arizona.edu/doku.php/projects/pd
The L2 (or interlanguage) written Arabic corpus project is a gradually expanding database of written samples produced by L2 and heritage students studying Arabic as a second or foreign language. Most essays in the collection were initially handwritten, and later carefully typed by one assistant and proofread by another to ensure that errors in the originals were not unconsciously corrected by the typist.

The typed essays are now located within a searchable database, where they are tagged by learner level (beginning, intermediate, or advanced), learner type (L2 vs. heritage), and genre (description, narration, or instruction). The database now features nearly 300 essays, most from second, third, and fourth year Arabic students. Roughly one-fifth of the essays were written by heritage students with some background in a regional variety of Arabic. The rest were produced by L2 learners. Essays categorized as “reflective” were written at home as homework assignments, while “spontaneous” essays were written during in-class exams.

The complete database is available for free online at http://l2arabiccorpus.cercll.arizona.edu.

The corpus will serve as a significant source of empirical data for hypothesis testing in second language acquisition research. It will also be a resource for syllabus design, textbook development and assessment, dictionary design, and teaching methodology for Arabic instructors.

The first public presentations introducing the project were given at the spring 2010 Western Consortium of Middle Eastern Languages Workshop held in Tucson and the Georgetown Roundtable on Arabic Linguistics and Pedagogy. This past Spring, it was introduced at the NCOLCTL annual conference as well. The project received positive and constructive feedback at these events. ✨
Save the date! Summer 2012 workshops will be held during the first two weeks of June, 2012. Details will be available early in the Spring semester!

In the meantime, see the CFP to participate in CERCLL Co-Director Beatrice Dupuy and Heather Allen’s workshop on June 4-5, 2012:

Implementing Literacy-based Instruction in Collegiate FL Programs

The workshop is co-sponsored by the American Association of University Supervisors and Coordinators (AAUSC) and based on the PErCOLATE CERCLL project, which is developing online, open-source modules for teacher professional development in literacy-based FL instruction. Dupuy and Allen are joined by presenter Kate Paesani (Wayne State University) in this workshop; they will provide a practical experience in which participants will learn how to use the PErCOLATE modules in their own teaching contexts. CERCLL and the AAUSC will provide stipends to help defray travel and lodging costs to participants whose proposals for participation are accepted. The workshop is open to coordinators/directors of collegiate FL programs. The application deadline is October 14, 2011.

Download the CFP at http://tinyurl.com/5twtsez, and visit the PErCOLATE website at http://percolate.arizona.edu.

Visit CERCLL at the shared Language Resource Center booth at the American Council for the Teaching of Foreign Languages (ACTFL) annual meeting in Denver. Several CERCLL Project Directors have sessions there as well:

Heather Willis Allen* (University of Wisconsin–Madison), Beatrice C. Dupuy (University of Arizona) and Kate Paesani (Wayne State University)
The Methods Course Revisited: From a Skills-Based to Multiliteracies Approach
Sat, Nov 19, 11:15am; Colorado Convention Center Rm 303

Peter Ecke (University of Arizona)
Learning and Teaching Third Languages through Related Second Languages
Sun, Nov 20, 11:15am; Colorado Convention Center Rm 208

David O. Neville (Elon University), Julie Sykes (University of New Mexico), Christopher Holden (University of New Mexico) and Jonathon Reinhardt (University of Arizona)
Digital Games for Second Language Acquisition: Opportunities and Future Directions
Sat, Nov 19, 4:15pm; Colorado Convention Center Rm 401

Julie Sykes (University of New Mexico) and Jonathon Reinhardt (University of Arizona)
The Games to Teach Project: Developing Literacies through Digital Gaming
Sat, Nov 19, 5:30pm; Colorado Convention Center Rm 605

Chantelle Warner (University of Arizona)
The Language of Authenticity: Teaching Towards Intercultural Aesthetics through Autobiographical Literature (in the panel Teaching Emotional and Evaluative Language in the German Classroom)
Fri, Nov 18, 1:15pm; Colorado Convention Center, Rm 105

Kate Paesani (Wayne State University) and Heather Willis Allen (University of Wisconsin–Madison)
Beyond the Language-Content Divide: Advanced Collegiate Foreign Language Teaching and Learning
Sat, Nov 19, 10:00am; Colorado Convention Center, Rm 710/712

*Bolded names are CERCLL presenters.
## September 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Proposal submission deadline for CERCLL’s 2012 International Conference on the Development and Assessment of Intercultural Competence. 9 AM Pacific Standard time</td>
</tr>
<tr>
<td>30</td>
<td>Proposal submission deadline for the 6th Annual CLAC Conference: Exploring Approaches to Cultures &amp; Languages Across the Curriculum (March 9-12, 2012). Minneapolis, MN. <a href="http://www.carla.umn.edu/conferences/clac">http://www.carla.umn.edu/conferences/clac</a></td>
</tr>
</tbody>
</table>

## October 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-21</td>
<td>Humanities Week, University of Arizona. <a href="http://humanities.arizona.edu/humanities-week-2011-find-your-place">http://humanities.arizona.edu/humanities-week-2011-find-your-place</a></td>
</tr>
</tbody>
</table>

## November 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scholarship application deadline for CERCLL’s 2012 Intercultural Competence Conference</td>
</tr>
<tr>
<td>20</td>
<td>Early Bird Registration Deadline for CERCLL’s Intercultural Competence Conference</td>
</tr>
</tbody>
</table>

## December 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Middle East Studies Association Annual Meeting. Washington, DC. <a href="http://www.mesa.arizona.edu/annual/current.htm">http://www.mesa.arizona.edu/annual/current.htm</a></td>
</tr>
<tr>
<td>27</td>
<td>CERCLL’s Intercultural Competence Conference lodging deadline</td>
</tr>
</tbody>
</table>

## January 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>CERCLL’s Intercultural Competence Conference remote attendance registration deadline</td>
</tr>
<tr>
<td>16</td>
<td>CERCLL’s Intercultural Competence Conference workshop registration closes</td>
</tr>
<tr>
<td>21</td>
<td>Late registration rate begins for CERCLL’s Intercultural Competence Conference</td>
</tr>
</tbody>
</table>

CERCLL events listed in italic text above.

For more about CERCLL events, follow us on Facebook and Twitter, or join our listserv at http://cercll.arizona.edu/doku.php/contact.

See the joint Language Resource Center website for events hosted by LRCs across the country: http://nflrc.msu.edu/lrcs.php.
The student association of the Second Language Acquisition and Teaching (SLAT) Interdisciplinary Ph.D. Program held its 10th annual Roundtable February 25-26, 2011 on the University of Arizona campus. CERCLL has a close relationship with the SLAT program, and CERCLL was a contributing sponsor of the Roundtable.

The keynote address was given by Dr. Julie Sykes, Assistant Professor of Hispanic Linguistics and Second Language Acquisition at the University of New Mexico and a current CERCLL project director with Dr. Jonathon Reinhardt. Dr. Syke’s talk was entitled Beyond Four Walls – Can Digital Games Really Change the World? New SLAT faculty member Dr. David Gramling, from the Department of German Studies at the University of Arizona, gave the plenary talk Monolingualism: A User’s Guide. SLAT graduates Dr. Cynthia Ducar from Bowling Green State University and Dr. Claudia Kost from the University of Alberta presented a workshop to prepare current students for jobs in academia.

Three concurrent sessions of paper presentations were also held, with papers addressing a wide range of topics relevant to second language acquisition. Presenters and attendees came from the University of Arizona, Pima Community College, University of Hawaii, Xavier University, East Tennessee University, and Georgia Tech University. A poster session featured a remote presentation from Michigan.

The SLAT Student Association would again like to thank CERCLL, SLAT, all of the student volunteers, the Graduate and Professional Student Council, IKON, and Student Affairs for making this year’s Roundtable possible. The dates for the current academic year’s Roundtable are March 2-3, 2012.

Visit the SLAT Student Association online: http://tinyurl.com/45yhw6q.

Watch Dr. Sykes’ SLAT Roundtable keynote on CERCLL’s YouTube channel at http://www.youtube.com/CERCLLUA.

Congratulations to Katie Angus, SLAT Ph.D. candidate and former CERCLL Graduate Associate, for being awarded the first ever Claudia Kost Award for Exceptional Service to the SLAT Student Association. Katie served as President of the SLAT Student Association in 2010-2011.

Katie received the award at the finale of SLAT’s 10th Annual Interdisciplinary Roundtable in February of 2011. It was presented in person by SLAT alumna Dr. Claudia Kost, currently an Associate Professor of German Applied Linguistics at the University of Alberta in Edmonton, Alberta, Canada.

In addition to this award, Katie is celebrating recently passing her comprehensive exams.
Dr. Rudy Troike, Professor and Director of the English Language and Linguistics (EL/L) Program in the English Department and faculty member in the Second Language Acquisition and Teaching (SLAT) Interdisciplinary Ph.D. Program, retired from the university as of July 1, 2011 after many years of service. The EL/L program has several faculty members and, besides undergraduate courses about the English language, English linguistics, and ESL, it has an M.A. degree in ESL (which includes EFL and TESOL). CERCLL Co-Director Dr. Linda Waugh has stepped in as the Interim Director of the EL/L program for the academic year 2011-2012. She will be succeeded by Dr. Jonathon Reinhardt as Director of EL/L on July 1, 2012.

In addition to Dr. Troike’s departure, Dr. Jun Liu, Professor and Head of the Department of English in the College of Humanities at The University of Arizona, faculty member of both EL/L and SLAT, and Director of UA’s Confucius Center, has left the University of Arizona to accept a position as Associate Provost for International Initiatives at Georgia State University. We wish Dr. Liu the very best in his new position and he will be greatly missed as a professor, leader, colleague and friend. We look forward to his return in January 2012 when he will serve as a plenary presenter at our Intercultural Competence Conference.

How do budget cuts affect the work of Language Resource Centers? 35% fewer teachers will be trained by LRCs this year, down from roughly 17,000. If the cuts are extended to next year, just 9,300 will be trained in 2012-13.

If you think that supporting international education and foreign language instruction is important, you can help by writing letters to your own Representative or Senator (templates are available to send directly through the NHA link listed below) to ask that they take action to restore Title VI funding to 2010 levels. You can also help by donating directly to VI funded Language Resource Centers, such as CERCLL. If you wish to make a donation, contact information for CERCLL can be found on page 2 of this newsletter, or online at http://cercll.arizona.edu/doku.php/contact. You can learn more about the budget cuts on Facebook at http://www.facebook.com/savetitlevi.

*Cited from National Humanities Alliance: http://tinyurl.com/3je32lc.
ATTEND ICC 2012: Register Now!

Register online at http://regonline.com/icc2012!

Conference registration fees cover conference materials and admittance to the keynote and plenary presentations, as well as all paper sessions. Pre- and post-conference workshops feature additional registration fees.

Student registration rates are available for currently enrolled fulltime students. Proof of current student status is required at registration.

Remote attendance features live streaming video and audio of core conference content including the keynote address, plenary presentations, and selected paper presentations.

One day conference registration fees cover conference materials, admittance to all conference presentations on the selected day, and coffee breaks on that day.

For more information about registration options, visit the registration info page at http://cercll.arizona.edu/doku.php/development/conferences/2012_icc/registration.

SCHOLARSHIPS are available for graduate students and K-12 Teachers! Application Deadline: November 1, 2011. Travel, lodging & workshops not included.

CALL FOR PAPERS—EXTENDED DEADLINE!
Submission Deadline: 9AM (PST) Monday, September 26, 2011

Proposals accepted for papers, panels and pre- and post-conference workshops

FOR THIS CONFERENCE we are seeking papers that address issues of intercultural competence development and assessment in immersive environments, which include but are not limited to the following themes:

- **Overseas stays:** e.g. study abroad, internship abroad, service learning abroad, etc.
- **Virtual environments:** e.g. Web 2.0 technologies (e.g., blogs and wikis), telecollaborative partnerships, social virtualities (e.g., Second Life), massively multiplayer online games (e.g., World of Warcraft), and synthetic immersive environments (SIEs).
- **Immersion education:** e.g. one way, two way, developmental bilingual education, heritage language instruction, indigenous immersion, Language Across the Curriculum (LAC), Culture and Language Across the Curriculum (CLAC), and content-based language instruction.

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 the development and assessment of Intercultural Competence in a foreign or second language.

**PROPOSAL SUBMISSION**
All proposals must be submitted online, following the complete guidelines at http://tinyurl.com/3jclr27.

**PROPOSAL TYPES**

- **Workshop:** [3 hours (half day) or 6 hours (full day)]: Workshops are meant to be interactive and delve into a topic more deeply than a 25-minute paper session allows. Workshop proposals should include an outline of the specific planned activities and a detailed time schedule for each segment of the workshop.
- **Paper:** A paper involves a 25-minute presentation on a topic related to one of the three themes above.
- **Panel:** A panel consists of four papers (as above) on a related theme.
- **Remote Presentations:** Authors who are unable to attend the conference may have the opportunity to present their paper as a “virtual presentation” (these will not be simultaneous with the conference).

**PUBLICATION**
Presenters at the conference can choose to submit their papers to be considered for inclusion in a Selected Conference Proceedings to be published in late 2012.

Questions about the Conference? Email CERCLL at cercll@email.arizona.edu, or call us at (520) 626-8071.

News from the Center 12 Fall 2011