CERCLL has some exciting news to report this Spring. First, last December, the Interdisciplinary Ph.D. program in Second Language Acquisition and Teaching (SLAT), which spearheaded CERCLL, moved its operations to the Modern Languages Building where the CERCLL office is housed. SLAT provides intellectual grounding for CERCLL’s activities. It also provides leadership for CERCLL through its faculty, staff, and students. The CERCLL Co-Directors, the Research Coordinator and the Graduate Associates who work for CERCLL have all been, since its inception, from the SLAT program, and all of the on-campus project directors for 2010-2014 are affiliated with SLAT.

CERCLL’s core team was restructured in the grant cycle that began in August and we have just reached our full complement of personnel. Many thanks go to the COH Business Team and to COH Research and Instructional Computing for their support in the past months. CERCLL has several new staff members. Late in the Fall, CERCLL welcomed a new Business Manager, Kelly Moyes, to the team. Kelly is also Business Manager for the new School of International Languages, Literatures and Cultures (SILLC), so our financial as well as intellectual ties with that entity are strong. Kelly J. Strachan is our new Outreach Coordinator. Kelly Jean has a Masters Degree in Spanish Language and Linguistics from the University of Arizona and an elementary teaching certification. She completed the Agnes Haury Institute for Court Interpretation and has worked as a Spanish teacher, professional trainer, translator and interpreter for many years; she is currently an instructor at Pima Community College. Kelly Jean will help establish a more developed network of communication with the local and regional K-12 and community college sector and increase CERCLL’s visibility so that K-12 teachers and community college instructors know about our resources and their needs continue to be addressed.

Recently, Dr. Susan Penfield became our Research Coordinator. Susan, a SLAT faculty member who was Associate Director of CERCLL when it was first founded, has a strong background in multiliteracies and will conduct research on issues of relevance to CERCLL, keep Co-Directors, Project Directors and Consultants informed of publications, conferences and other activities relevant to CERCLL projects, serve as a consultant on project design, implementation and assessment, and give us information about grants for which CERCLL, CERCLL Project Directors and SLAT faculty members can apply. Also new to CERCLL this month is Max Lieberman, our new Technology Coordinator. Max has a Masters Degree in Educational Technology from the University of Arizona South. He founded The Educational Games Database, a resource designed to help educators understand and use video games in the classroom. He has helped design and teach courses on games and simulations in education. Max’s education and experience will be a great asset for CERCLL. Katie Angus and Bonnie Holmes, third- and first-year SLAT Ph.D. students respectively are CERCLL’s Graduate Associates. This Spring, they are both busy working on ensuring CERCLL’s visibility at the upcoming SLAT Roundtable (see p. 6 for details) and Arizona Language Fair. They are also helping with the organization of CERCLL’s Summer Workshops Series (see p. 8) and disseminating the call for papers for our 2012 Third International Conference on the Development and Assessment of Intercultural Competence which will take place January 26-29 (see p. 8 for more information). We are pleased to announce that Dr. Heidi S. Byrnes at Georgetown University has accepted our invitation to give the keynote address at this important event. Many of our sister LRCs are co-sponsoring this conference and will be providing funding for plenary speakers, workshops, and other resources for the conference. We are thankful for their interest and support.

CERCLL’s schedule of professional development events continues to be busy this Academic Year and into the Summer. Recently, CERCLL co-sponsored a number of talks related to its key foci. In December, James Gee, Mary Lou Fulton Presidential Professor of Literacy Studies, Mary Lou Fulton College of Education at Arizona State University and member of CERCLL’s National Advisory Board gave a talk entitled Embodied Situated Learning and Digital Media, which drew a large audience. In January, we had a visit by Andrew D. Cohen, professor in the Second Language Studies program at the University of Minnesota and former Director of the Center for Advanced Research on Language Acquisition (CARLA). His talk, entitled Learner Strategies for Performing Intercultural Pragmatics, was very well attended. CERCLL is also co-sponsoring a number of upcoming events on the University of Arizona campus: the SLAT Roundtable (see p. 6 for details and note that CERCLL’s Project Director Julie Sykes is serving as the keynote speaker), the 25th Arabic
Linguistics Symposium, the Southern Arizona Language Fair and International Children’s Book Day. The calendar on p.3 provides dates for these and other language-related events this Spring.

In the coming months, our project directors will be busy presenting their CERCLL-related work at conferences around the U.S and beyond. Beatrice Dupuy, CERCLL’s Co-Director and PERCOLATE project director with Heather Willis Allen at the University of Miami, will be giving a plenary address at the 7th International Conference on Language Teacher Education and a pre-conference workshop organized by CARLA and hosted at the University of Minnesota. They will also be presenting parts of their project at AAAL in March. The title of their talk is Appropriating and Using Conceptual and Pedagogical Tools of Literacy: The Development of Teaching Expertise by Future Foreign Language Faculty. Peter Ecke will give a workshop at SWCOLT on the work related to his CERCLL project entitled Study Abroad: The Assessment of Cultural Intelligence.

Robert Ariew and Mohammed Tamimi will give a presentation on their project, Arabic Hypermedia and Reading Materials: Design and Pedagogy, at NCOLTCL. Jonathon Reinhardt and Julie Sykes will be presenting at AAAL (A framework for Evaluating Digital Game-Mediated Language Learning) and AILA (Exploring Parallels in L2 Learning Activity and Digital Game Design). Jonathon Reinhardt will also be giving a plenary address at the International Conference on University Language Learning in the 21st Century in Paris (France). It is entitled Learning to Play: Re-thinking Computer Games in Foreign Language Teaching and Learning.

This summer, May 31-June 10, CERCLL is putting on five two-day workshops by two teams of CERCLL Project Directors: Jonathon Reinhardt and Julie Sykes, and Beatrice Dupuy and Heather Allen, by Richard Kern (University of California Berkeley), and by Elisabeth Azevalo-Guerrero (University of Maryland Baltimore County), as well as two half-day workshops on the use of the performance arts in language teaching (see p. 8 for details).

Arizona Continuing Education is available for K-12 teachers, and registration opens in early March. In 2009, David Yaden, Ken and Yetta Goodman, Shaomei Wang, and Mieko Shimizu Iventosch led a summer institute, a CERCLL-funded project, entitled Exploring Universals in the Reading Process: Applications Across Chinese, Japanese and Korean. We are proud to inform you that a monograph of the materials developed for and during the workshop will be published in September by Routledge. Its title is Reading in Asian Languages: Making Sense of Written Texts in Chinese, Japanese, and Korean.

- Beatrice Dupuy and Linda Waugh
# Upcoming Language-Related Events

## February 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-26</td>
<td>Second Language Acquisition and Teaching (SLAT) Roundtable.</td>
<td>UA, Tucson, AZ</td>
<td><a href="http://www.coh.arizona.edu/slatroundtable/">http://www.coh.arizona.edu/slatroundtable/</a> (see page 11)</td>
</tr>
</tbody>
</table>

## March 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>25th Arabic Linguistics Symposium: UA, Tucson, AZ.</td>
<td><a href="http://cmes.arizona.edu/als25/">http://cmes.arizona.edu/als25/</a></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Arizona Language Association (AZLA) Spring Conference.</td>
<td>Phoenix, AZ</td>
<td><a href="http://azla-online.org/website/conferences.html">http://azla-online.org/website/conferences.html</a></td>
</tr>
<tr>
<td>29-31</td>
<td>Middle East and North Africa Graduate Student Association Forum. UA, Tucson, AZ.</td>
<td><a href="http://www.nes.arizona.edu/mena/conference">http://www.nes.arizona.edu/mena/conference</a></td>
<td></td>
</tr>
</tbody>
</table>

## April 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>NorthEast Conference on the Teaching of Foreign Languages (NECTFL).</td>
<td>Baltimore, MD</td>
<td><a href="http://www2.dickinson.edu/prorg/nectfl/">http://www2.dickinson.edu/prorg/nectfl/</a></td>
</tr>
<tr>
<td>2</td>
<td>Southern Arizona Language Fair.</td>
<td><a href="http://humanities.arizona.edu/language-fair-2011">http://humanities.arizona.edu/language-fair-2011</a></td>
<td></td>
</tr>
<tr>
<td>7-9</td>
<td>Southwest Conference on Language Teaching (SWCOLT).</td>
<td>Fort Worth, TX</td>
<td><a href="http://www.swcolt.org/">http://www.swcolt.org/</a></td>
</tr>
</tbody>
</table>

## May 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
</table>

## June 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 31-June 10</td>
<td>2011 CERCLL Summer Workshop Series. Tucson, AZ. See page 8 for more details on all workshops taking place between May 31 and June 10.</td>
<td><a href="http://cercll.arizona.edu/doku.php/development/workshops">http://cercll.arizona.edu/doku.php/development/workshops</a></td>
<td>Workshops may be taken individually or in any combination.</td>
</tr>
</tbody>
</table>

CERCLL events listed in bold text above. For information on additional CERCLLevents, follow us on Facebook and Twitter, or join our listserv by emailing cercll@email.arizona.edu. Please see the joint Language Resource Center website for summer events hosted by Language Resource Centers across the country: [http://nflrc.msu.edu/lrcs.php](http://nflrc.msu.edu/lrcs.php)
What is the G2T Project?

The Games to Teach (G2T) project, sponsored by CERCLL, is intended to provide foreign language educators the resources (both material and pedagogical) they need to use digital games in the classroom. This includes:

- numerous game reviews to help educators select vernacular digital games for their own educational contexts
- a game review rubric to aid educators in engaging in their own game review process
- a manual to guide educators in the design, implementation, and assessment of digital game-mediated learning activities that have the potential to develop foreign language literacies
- a working blog to serve as a collection point for discussions and material resources
- a series of workshops and conferences to engage researchers and practitioners in an ongoing dialogue around digital game-mediated language learning

Each of these resources reflects a digital game-mediated literacy approach, where games are viewed as cultural products and practices through which one learns language, a ‘learning to play’ rather than a ‘playing to learn’ approach (Arnseth, 2006). The project will work with games in Chinese, Japanese, Korean, Russian, German, Portuguese, Spanish, and possibly other languages if resources arise.

Why G2T?

As the field of computer-assisted language learning (CALL) expands to incorporate Web 2.0 technologies like social networking and collaborative authoring, many researchers are turning to social constructionist and literacy development theories for descriptive heuristics. Theories of multiliteracies development (New London Group, 1996) consider literacy to be a multifarious, contextually-dependent and dynamic construct bound to social practice and participation. Information and communication technologies have engendered diverse forms of new media literacy practices (e.g. Kress, 2003; Lankshear & Knobel, 2003; 2007). These are centered on Web 2.0 technologies like chatting and blogging, as well as on newer forms like grassroots video, collaboration webs, mobile broadband, data mashups, collective intelligence, and social operating systems (New Media Consortium, 2008).

An area that is quickly expanding into the technology-mediated social arena is digital gaming, particularly multiplayer online games. The designs of digital games have become so complex and diverse that researchers consider ‘game literacy’ its own phenomenon worth studying, to inform research on learning, interaction, motivation, and the design of learning environments (Gee, 2007). The application of theories and methods from games studies research (e.g. Raessens & Goldstein, 2005) to foreign and second language pedagogy is still very much an emerging field, and digital game-mediated language teaching and learning is still in its exploratory stages (c.f., Sykes, 2009; Sykes, Reinhardt, & Thorne, 2010). The proposed project addresses an essential component of this exploration by providing theoretically grounded pedagogical resources for teaching languages with digital games.

Selected References


### Center for Middle Eastern Studies (CMES)

CMES is hosting the Arabic Language Symposium (cosponsored by CERCLL).

CMES will host a film series titled *Humor in Middle Eastern Cinema* to be held at 7:00 p.m. on the first Wednesday of each month from February through May 2011. Details at [http://cmes.arizona.edu/events/filmseries.php](http://cmes.arizona.edu/events/filmseries.php).

### AILDI

The 32nd Annual American Indian Language Development Institute will be held at the University of Arizona from June 6 through July 1, 2011. Please visit the AILDI website for details and registration information: [http://www.u.arizona.edu/~aildi/](http://www.u.arizona.edu/~aildi/).

### German

German Studies will host a Spring Film series of German films with English subtitles. They will be shown at 7:30 p.m. on various Thursday evenings from February through April at 7:30 pm in ILC 150.

The Arizona-Leipzig Transcultural German Studies Doctoral Program continues to grow and offers the option of a joint PhD program or a joint, dual-degree PhD/D.Phil. Either track can be completed in the same timeframe as traditional doctoral degrees. Entering students spend their first and third year of coursework on the Tucson campus, and their second year at the Herder Institut in historic Leipzig. This unique chance to nurture transcultural relationships early in graduate study strengthens teaching, scholarship, and hiring prospects for graduates.

The University of Arizona also offers a Master of Arts degree in German Studies with Secondary Teaching Certification. Students may choose an emphasis in literary and cultural studies with foreign language pedagogy as a supporting minor. The curriculum includes literary studies from the medieval through the modern period, cultural studies, film studies, genre studies, applied linguistics, general linguistics, teaching methodology, and foreign language testing, as well as study in critical methods. Applications are now being accepted. Details at: [http://german.arizona.edu/graduate_overview](http://german.arizona.edu/graduate_overview)

### Portuguese

A series of talks are being sponsored by the Brazilian Study Group: February 28, 6 pm, at the Poetry Center, A Brazilian in Paris. Jorge Amado’s French Connections by Alain-Phillipe Durand (French, SILLC); March 10, 3:30 pm, location TBA, Indigenous Issues in Brazil by João Baptista de Carvalho (Rogers College of Law); April 14, 3:30 pm, location TBA, The History of Candomblé by Professor Luis Nicolau Parès (Federal University of Bahia).


### Critical Languages Program

The University of Arizona Critical Languages Program (UACLP) offers courses and publishes courseware for the teaching of LCTLs such as Brazilian Portuguese, Cantonese, Chinese, Kazakh, Korean, Kurdish, Turkish, and Ukrainian. UACLP offers courses and publishes courseware for the teaching of LCTLs such as Brazilian Portuguese, Cantonese, Chinese, Kazakh, Korean, Kurdish, Turkish, and Ukrainian (http://clas.arizona.edu). The Computer Assisted Language Instruction Consortium (CALICO) has just published favorable reviews of the latest DVD-ROMs at www.calico.org.

The National Association of Self-Instructional Language Programs (NASILP) is headquartered at UACLP and has an annual conference October 28-29 devoted to the issues of LCTL pedagogy and administration. Details at [www.nasilp.net](http://www.nasilp.net). UACLP and NASILP will have a table at the NCOLCTL conference in Madison, Wisconsin, April 7-10th.

Scott Brill will also be giving a presentation there: *University of Arizona Critical Languages Series: Beginning Kurdish, Intermediate Ukrainian, and Advanced Turkish.*
The 10th Annual Second Language Acquisition and Teaching (SLAT) Interdisciplinary Roundtable will take place on February 25-26 at the University of Arizona. Organized and run by the student association for the Second Language Acquisition and Teaching Interdisciplinary Ph.D. program (SLATSA), the Roundtable brings together scholars from across the country. The Keynote Speaker on Friday is Dr. Julie Sykes (Associate Professor of Spanish and Portuguese at the University of New Mexico), and there will also be a plenary session on Saturday featuring Dr. David Gramling (Assistant Professor in German Studies at the University of Arizona). In addition to these faculty sessions, the Roundtable allows M.A. and Ph.D. students the opportunity to present research and receive valuable feedback from peers and faculty. All submission proposals are competitively vetted in a blind review process by a panel of SLATSA members and SLAT faculty. What began as a small conference organized by a handful of SLAT faculty and students continues to grow in scope and participation, with presentations, posters, workshops, and panel discussions. SLATSA strives to create stimulating Roundtable presentations and thoughtful discussion, in addition to social gatherings that will allow all participants the opportunity to share and connect beyond the events of the weekend. CERCLL is a contributing sponsor of the Roundtable and has a close relationship with the SLAT Interdisciplinary Ph.D. program, with many of its projects being directed by SLAT affiliated faculty and several SLAT students serving as assistants on these projects and in CERCLL administration. SLATSA is most grateful for the continued support from CERCLL. The Roundtable is free to attend and open not only to the University of Arizona community, but to the public as well. Updates regarding times and locations of events can be found at: http://w3.coh.arizona.edu/slat/

The Southern Arizona Language Fair

Organized by Partnership Across Languages (PAL) and drawing close to 2,000 people to the UA campus each year, the annual Fair celebrates the many notable achievements of second language students and their instructors in Southern Arizona. The Fair also seeks to draw attention to the significant role that language learning plays in improving cultural understanding. It includes competitions in poetry, drama, and oral proficiency, with individual and school awards for top achievements in K-16 foreign language learning. CERCLL contributes to the awards for cultural displays and coordinates a booth with the SLAT Student Association each year.

2010 booth activities were led by SLAT students M’Balia Thomas, Jinjing Zhao, Hsin-I Chen, Vicky Zander, Katie Burns, Sasha Kuchuk, with support from Kristin Helland, Tina Badstubner and Brian Hibbs. Activities included writing names in Chinese characters accompanied by an explanation of how the process is done and the meaning behind the characters. Drawing on the theme of nature, Jinjing drew old Chinese characters and Vicky Zander wrote a few words in German whose meaning players had to guess. Winners of the various activities left with balloons, tote-bags and free registrations to CERCLL’s summer workshops.

This year’s Fair is April 2nd: humanities.arizona.edu/language-fair-2011
Publications from CERCLL Projects

CERCLL’s publications webpage provides details about how to purchase these texts: http://cercll.arizona.edu/doku.php/publications

Fluency in Play
Ken McAllister (University of Arizona) and Judd Ruggill (Arizona State University)

*Fluency in Play* was written to provide K-16 teachers with an introduction to designing and building computer games for the foreign language classroom. At the heart of the book is the fact that computer games make excellent teaching tools. They combine two of the fundamental processes of new language acquisition—play and exploration—with the power and pleasures of fun. Computer games are also dynamic, scalable, and ductile; they can be drawn out and shaped to fit an infinite number of classroom sizes, subjects, and settings. Computer games are thus ideal for foreign language instruction, especially when that instruction involves less commonly taught languages, which are notorious for being difficult to learn quickly and efficiently at the intermediate and advanced levels of proficiency. *Fluency in Play* is meant as both an introduction and a prompt, that is, as an overview of the process of educational computer game design and a provocation to language teachers excited about the pedagogical possibilities of that process. The entire guide can be purchased via Lulu Press (http://www.lulu.com) as a version for electronic download ($7.50) or in paperback form ($10.01).

Writing Systems of the World
By Timothy Vance (Kokuritsu Kokugo Kenkyuujo, Tokyo)

*Writing Systems of the World* introduces students to the variety of writing systems that have been and are currently used around the world by providing a carefully designed survey of the types of diverse writing systems that different cultures have developed. This manual provides modules for Japanese, Chinese, Russian, Arabic, and Korean, and includes information on all the writing systems. The two primary target audiences are undergraduate and secondary-school teachers and students. The print student workbook is $20 and instructor’s manual is $30.

Modern Persian: Written and Spoken - Intermediate Texts, Volumes I and II
By Kamran Talatoff (University of Arizona)

Although Persian is one of the world’s oldest languages, in its modern form it is still spoken by more than forty million people in Iran and by more than twenty million people elsewhere. These textbooks provide students from beginning to intermediate levels with a mastery of modern Persian (also known as Farsi) and with an understanding of colloquial Persian. The Intermediate Texts (Volumes I and II) offer extended vocabulary, grammar, and essays on aspects of Iranian culture. They expose learners to an extended vocabulary and grammatical range in both spoken and written formats, while teaching a range of formal and informal registers. Cost: $42.

The Proceedings of the Second International Conference on the Development and Assessment of Intercultural Competence

The selected Proceedings includes twenty papers by intercultural competence scholars from Australia, France, Germany, Great Britain, Mexico, and the United States. Through this publication, they share their research, approaches, strategies, materials, and ideas. Download individual papers on our website. The complete Proceedings is available in print: $45 Hardcopies available for $45.

The Symbolic Dimensions of the Intercultural
Claire Kramsch’s keynote presentation from CERCLL’s 2010 Intercultural Competence Conference has just been published in Language Teaching journal’s FirstView series. It can be accessed online now (journals.cambridge.org/action/displayIssue?jid=LTA&tab=firstview), or look for it in this summer’s print edition of the journal.

News from the Center 7 Spring 2011
Upcoming CERCLL Events

2011 Summer Workshops

CERCLL offers summer workshops in which research and theory are linked with practical applications for the language classroom. In these workshops, educators share what they have learned through their research and teaching with participants. Each workshop includes discussion, hands-on activities, and opportunities for networking with colleagues.

CERCLL summer workshop participants come from the U.S. and beyond. They often include foreign and second language teachers as well as language program directors and language teacher educators. We hope you will be able to join us this summer.

Registration Information

<table>
<thead>
<tr>
<th>Per 2-day Workshop</th>
<th>Early Bird Registration (by May 4)</th>
<th>Regular Registration (from May 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Per half day workshop (Osborne and Sapp)</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Entire Series (9 days)</td>
<td>300 (A SAVINGS OF $60)</td>
<td>400 (A SAVINGS OF $50)</td>
</tr>
</tbody>
</table>

Contact CERCLL at cercl@email.arizona.edu or (520) 626-8071 for UA/ASU/NAU rates.

Scholarships Available for K-12 Teachers and Students

Scholarship application deadline: May 4

Full details about each workshop, scholarship applications, and online registration available at: http://cercll.arizona.edu/doku.php/development/workshops

May 31st - June 1st
Playing Stories and Reading Games: Developing L2 Literacies through Digital Gaming
Jonathon Reinhardt (University of Arizona)
Julie Sykes (University of New Mexico)

June 2nd-3rd
For a Pedagogy of Multiliteracies: Reconciling Communicative and Text-centered Instruction in the Elementary and Intermediate Foreign Language Classroom
Beatrice Dupuy (University of Arizona)
Heather Willis Allen (University of Miami)

June 6th-7th
Textualization and Recontextualization: Teaching for Literacy and Meiotic Awareness in the Foreign Language Classroom
Richard Kern (University of California, Berkeley)

June 8th
Morning workshop:
Applying the Performance and Visual Arts in the Second Language Classroom
Denise Osborne (University of Arizona)
Afternoon workshop:
Communicative Language Teaching through Process Drama
Leslie Sapp (University of Arizona)

June 9th-10th
The What and How to Teaching Culture in the FL Classroom: Introducing the Basics of Intercultural Communication
Elizabeth Arévalo-Guerrero (University of Maryland, Baltimore County)

CALL FOR PAPERS

Third International Conference on Intercultural Competence and Foreign/Second Language Immersive Environments
Tucson, AZ ▪ January 26-29, 2012

PROPOSAL DEADLINE: SEPTEMBER 6, 2011

Details including submission guidelines may be found at: cercll.arizona.edu/doku.php/development/conferences/icccallforpapers