

Third International Conference on the Development of Intercultural Competence

Intercultural Competence and Foreign/
Second Language Immersive Environments

Conference Program

January 26-29, 2012 • Tucson, AZ



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



Welcome to the third Intercultural Competence conference hosted by CERCLL. The conference is one of twelve projects partially funded by the U.S. Department of Education under Title VI. What was conceived in 2005 as a small roundtable has blossomed into a biennial conference that has garnered international participation. The first conference took place in 2008 with invited presentations only; the event has since tripled in size and now consists of presentations selected from among proposals submitted from around the world. Details of the previous events are on our website. We appreciate that many of you have come to Tucson from far afield to participate in this event, and are pleased that we are able to create a forum at which you can engage with the local University of Arizona community. Welcome, too, to the other scholars, researchers and students who are attending the conference remotely. We hope that you will find the conference stimulating, and that you find aspects of the selected conference Proceedings to be published later this year applicable to your work. Currently the fourth conference is scheduled for January 2014 on the theme of Preparing Teachers to Teach for Intercultural Competence. We look forward to seeing you again then!

—CERCLL CO-DIRECTORS BEATRICE DUPUY AND LINDA WAUGH, AND ASSOCIATE DIRECTOR KATE MACKAY

Thank you to the conference contributors:

Co-organizers:

The Confucius Institute at the University of Arizona (CIUA)
Graduate Interdisciplinary Program in Second Language Acquisition and Teaching (SLAT)

Cosponsors (University of Arizona):

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Center for Advanced Language Proficiency Education and Research (CALPER) at Pennsylvania State University
Center for Applied Second Language Studies (CASLS) at the University of Oregon
Language Acquisition Resource Center (LARC) at San Diego State University
National Heritage Language Resource Center (NHLRC) at the University of California, Los Angeles
National Middle East Language Resource Center (NMEELRC) at Brigham Young University

Keynote Presenter

Heidi Byrnes, Ph.D.
Georgetown University

Plenary Presenters

David Fenner, Ph.D.
World Learning

Olga Kagan, Ph.D.
University of California, Los Angeles (NHLRC)

Celeste Kinginger, Ph.D.
Pennsylvania State University (CALPER)

Jun Liu, Ph.D.
Georgia State University

Judith M. Maxwell, Ph.D.
Tulane University

About Intercultural Competence

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.

Byram, M. (2000). Assessing intercultural competence in language teaching. *Sprogforum*, 18 (6), 8-13.

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.

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.

SCHEDULE OF EVENTS

Thursday January 26th

8:00am - 10:00am, 12:00pm - 5:00pm	Registration — <i>Sonoran Foyer</i>
9:00am - 12:00pm	Workshops
12:00pm - 1:00pm	Lunch break (on your own)
1:00am - 4:00pm	Workshops

Friday January 27th

8:00am - 3:30pm	Registration — <i>Sonoran Foyer</i>
9:00am - 9:30am	Coffee — <i>Sonoran Terrace</i>
9:30am - 10:30am	Keynote Presentation
10:30am - 10:45am	Break
10:45am - 12:45pm	Paper Sessions 1-5
12:45pm - 2:15pm	Lunch break** (on your own)
2:15pm - 3:15pm	Plenary I: Celeste Kinginger
3:15pm - 3:30pm	Break
3:30pm - 5:30pm	Paper Sessions 6-10
6:00pm - 7:30pm	Reception — <i>Sonoran Ballroom Rooftop*</i>
6:30pm	Scholarship Recipient Photo — <i>Sonoran Ballroom Rooftop*</i>

Saturday January 28th

8:00am	Conference Proceedings meeting for presenters — <i>Mesa Room</i>
8:00am - 3:30pm	Registration — <i>Sonoran Foyer</i>
9:00am - 10:00am	Plenary II: Olga Kagan
10:00am - 10:30am	Coffee — <i>Sonoran Terrace</i>
10:30am - 12:30pm	Paper Sessions 11-14
12:30pm - 2:00pm	Lunch break** (on your own)
2:00pm - 3:00pm	Plenary III: David Fenner
3:00pm - 3:15pm	Break
3:15pm - 5:15pm	Paper Sessions 15-19
5:15pm - 5:30pm	Coffee — <i>Sonoran Terrace</i>
5:30pm - 6:30pm	Plenary IV: Jun Liu

Sunday January 29th

8:30am - 2:00pm	Registration — <i>Sonoran Foyer</i>
8:30am	Coffee — <i>Sonoran Terrace</i>
9:00am - 10:00am	Plenary V: Judith Maxwell
10:00am - 10:15am	Break
10:15am - 12:15pm	Paper Sessions 20-22
12:15pm - 1:30pm	Lunch Break (on your own)**
1:30pm - 4:30pm	Workshops

WIFI PASSWORDS

The Westward Look Resort provides free wireless internet access for conference attendees. WiFi passwords are changed daily. Here are the passwords for use during ICC 2012:

Thursday:	Jerome
Friday:	mesa
Saturday:	prescott
Sunday:	bisbee

CERCLL STAFF

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* Coyote Room in case of inclement weather.

** Pre-purchased boxed lunches will be on the Sonoran Terrace on Friday, Saturday and Sunday.

PRE- AND POST-CONFERENCE WORKSHOPS

Thursday, January 26 9:00am - 4:00pm

Designing VoiceThread Activities to Promote Intercultural Competence

Presenter: Erin McCloskey, University of Wisconsin-Madison

Location: Javelina Room

Images and video are useful springboards for intercultural competence development, but we must carefully design visually-based activities to ensure meaningful learning. In this workshop participants will learn how to use VoiceThread, a flexible, easy-to-use, web-based tool, to promote intercultural competence by learning through visuals.

In foreign language education, we often fall prey to a “Field of Dreams” mentality about intercultural communicative competence (ICC): if we provide cultural content, the students’ ICC will magically develop. While the Internet can solve the “access problem” by delivering abundant sources of cultural information to our desktop doorstep, access will never equate with learning. Students must be carefully shepherded through a process of interpreting, relating, discovering and interacting with that content in order to become more interculturally competent (Byram, 1997).

This workshop will help language instructors to consider the essential components of an educational experience that promote ICC, and how to design an activity to include those components, using images as the catalyst. Only then will we ask how a particular tool, in this case VoiceThread, can help us to achieve those objectives. This workshop targets VoiceThread because its main purpose is to facilitate engagement with visual images (still and moving). Photos and videos are rich sources of cultural content, readily available, appropriate for all language levels, and excellent catalysts for intra- and

intercultural investigations. By allowing students to comment on images or videos, respond to each other and respond to an instructor, VoiceThread promotes the three kinds of interaction that are desirable in technologically-mediated learning: student-student, student-instructor, and student-content (Moore, 1986). Also, VoiceThread allows various modes of expression (written, audio, video), which is useful in the language classroom. Finally, VoiceThread offers instructors several ways of organizing those interactions and customizing the degree and nature of the control they exert over the learning experience. The workshop will address how VoiceThread can be used both by instructors to promote ICC and by students to demonstrate their competence.

No VoiceThread experience is necessary to participate in this workshop. Digital images are helpful but not necessary. Laptops and microphone headsets are required.

Intercultural Dialogue in the Military Science Curriculum

Presenters: Lynn-Eddy Zambrano, Project GO Intercultural Dialogue Facilitator, Language Acquisition Resource Center (LARC); CPT Wil Lynch, LARC-ROTC/Project GO Liaison, ROTC; Mana Mohtasham, LARC; and Chris Brown, LARC, San Diego State University

In the spring of 2011, the Language Acquisition Resource Center (LARC) and the Department of Military Science/Army Reserve Officer Training Corps (ROTC) at San Diego State University (SDSU) conducted a series of cross-cultural dialogues between cadets and international undergraduate and graduate students. A pilot program of Project GO (Global Officers), a Department of

Workshops are open to all conference attendees, but require separate registration. Please see conference desk staff (hours on page 3) to register.

PRE- AND POST-CONFERENCE WORKSHOPS

Defense initiative administered by the Institute of International Education for the National Security Education Program (NSEP) and the Defense Language Office, student-to-student dialogues are part of the broader Project GO effort “aimed at improving the language skills, regional expertise, and intercultural skills of future military officers.” In this workshop, four key SDSU Project GO team members will present the conceptual bases of the program, its implementation, outcomes and new insights.

This workshop is cosponsored by LARC.

Thursday, January 26 9:00am - 12:00pm

Techniques for the Teaching and Assessment of Intercultural Competence

Presenter: Peter Ecke, Center for Educational Resources in Culture, Language, and Literacy (CERCLL) Project Director, University of Arizona

Location: Coyote Room

This workshop will examine techniques that are potentially suited for the teaching and assessment of intercultural competence (ICC) in study-at-home and study-abroad contexts. Participants will start out discussing the concept of ICC, objectives for the teaching of ICC and the need to assess progress in the development of ICC. They will then explore and analyze a variety of teaching and assessment techniques and their usefulness in different learning environments.

Techniques that will be examined are (1) quantifiable multiple choice tests, (2) self-assessment questionnaires, (3) critical incident analyses, (4) simulation games, (5) reflective journals, (6) interviews, and (7) portfolios, used for teaching and assessment purposes. Some data will be presented from a research project with participants of a one-

month summer study abroad program to illustrate the potential of two of these techniques.

In the last part of the workshop, participants will choose a technique and work in small groups on a project in which they will design their own unit for the teaching and assessment of a specific aspect of ICC development.

Thursday, January 26 1:00pm - 4:00pm

The Interface of Language and Culture

Presenter: James P. Lantolf, Center for Advanced Language Proficiency Education and Research (CALPER), Pennsylvania State University

Location: Coyote Room

The focus of this workshop is on the interface of language and culture as manifested in linguistic and conceptual metaphors. Metaphors are not merely ways of speaking but represent the ways in which a community thinks and acts grounded in specific kinds of culturally organized experiences. The workshop first considers how metaphors (and related forms of figurative language, e.g., metonymy) are constructed; next it will discuss cross-cultural differences in metaphors; it will then explore some of the most recent pedagogical approaches on teaching and learning metaphors in second language classrooms. Participants will have the opportunity to develop a lesson for the teaching of metaphor in their particular language. Examples will be drawn from English, Chinese, Spanish, Russian and Korean.

This workshop is cosponsored by CALPER.

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PRE- AND POST-CONFERENCE WORKSHOPS

Sunday, January 29

1:30 - 4:30pm

The Use of Images in the Development of Intercultural Competence

Presenter: Szu-Yueh Chien,
University of Georgia

Location: Javelina Room

A picture is worth a thousand words. A brief overview of theoretical and research foundation in using images to understand and to help students develop the intercultural competence will be provided. Participants are asked to bring their laptops and several images they took when they traveled in foreign countries.

Hands-On Training on using Web 2.0 to Teach Culture

Presenter: Mohammed Tamimi,
University of Arizona

Location: Quail Room

This workshop aims at training K-16 teachers on using Web 2.0 tools to teach culture. Participants will be introduced to techniques, strategies, and examples that use such tools in teaching culture. In addition, participants get to work in groups to develop their own lessons to teach culture using such technologies.

Documenting Interculturality with LinguaFolio

Presenter: Carl Falsgraf, Center for Applied Second Language Studies (CASLS), University of Oregon, and Adriana Brandt, IUPUI School of Education

Location: Coyote Room

This workshop will show practitioners and researchers how to use the Interculturality module of LinguaFolio Online to enhance and document learners emerging cultural awareness. Based on the work of Michael Byram and the notion

of interculturality from the Common European Framework of Reference, this approach rests on the idea of an encounter.

An encounter could be with a person of a certain culture or through media that creates some sort of impression. When learners experience an encounter, they begin by recording their emotional response to the encounter. They then reflect on the background knowledge they brought to the encounter and what knowledge they might need to better understand the encounter. Finally, they posit changes in their actions or behaviors going forward. This represents an iterative record of the learners' attempts to come to terms in their own personal way with the challenges posed by a cultural encounter.

Participants will be shown how the tool can be used and its pedagogic and theoretical underpinnings. They will also be able to view and analyze existing student reflections. All participants will be given access to LinguaFolio and have an opportunity to develop lesson plans incorporating the Interculturality module.

This workshop is cosponsored by CASLS.

Workshops are open to all conference attendees, but require separate registration. Please see conference desk staff (hours on page 3) to register.

PAPER SESSIONS AND PANELS

Note to all attendees: Sessions and addresses located in the Sonoran Ballroom will be streamed live online, and will remain available after the conference. Anyone present at these sessions may appear incidentally in these videos.

Friday, January 27 9:30am - 10:30am

KEYNOTE

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

Details on page 22

Friday, January 27 10:45am - 12:45pm

Session 1: Intercultural Competence in the French Classroom

Location: Sonoran Ballroom

Preparing for Cross-Cultural Conversation: Textbook Presentations of Political Controversy

Carol Chapelle, Iowa State University

This study examines the textbook presentation of a controversial strand of events in Québec in the 1960s and 1970s called La Révolution Tranquille that resulted in the 1980 referendum on sovereignty. Knowledge of these events is important in cross-cultural conversations for students in immersive environments in Québec.

Fostering Intercultural Competence in Undergraduate French Students through Ethnographic Interviews

Kristin Hoyt, Kennesaw State University

Byram's model of intercultural competence serves as a framework to articulate learning outcomes for a conversation course module, Francophone Interviews. Analysis of findings drawn from pre- and post-module student questionnaires suggests a varied impact of modules in advancing students' intercultural competence. This paper presents context, a curricular module, study design, and research implications.

(Her)stories: Embodied Experiences Abroad at the Art Museum

Christelle Palpacuer Lee,
University of Texas at Austin

The central purpose of this communication is to locate and investigate the embodied curriculum that emerged during a two-week teacher-training program at the Louvre Museum, in France. The presenter will suggest ways of integrating the surfacing issues of race and gender into the program, and into the intercultural classroom.

Immersion through Cultural Narratives in the Foreign Language Classroom

Erin Kearney, University at Buffalo

Building on the MLA's proposed model of cultural learning through engagement with cultural narratives, this presentation highlights the possibilities for immersion, perspective-taking, and meaning-making that emerged in a university-level French classroom where WWII France was the focus of study. Close analyses of classroom discourse and interaction serve as examples.

Session 2: Students as Cultural Agents

Location: Palm Room

"Cultural Brokers" in Classrooms and the New Literacy Studies

Tobie Bass, University of Georgia

Using a causal framework of Critical Theory, this theory-based paper explores relationships between the New Literacy Studies and the notion of teachers and students as becoming "cultural brokers" who establish together a classroom community promoting literacy and communication skills that support long-term academic achievement.

PAPER SESSIONS AND PANELS

Examining Language Learners' Roles in ICC Development: An AT Perspective

Adolfo Carrillo Cabello, Iowa State University

This study investigates how cultural norms and participants' roles in interactions with multimedia materials and online discussion forums assist or hinder the development of ICC. Cultural experiences were key indicators of the roles of participants. Discussions and reflections greatly affected the emergence of expansive activity systems and goals.

Byram versus Bennett: Discrepancies in Learners' ICC Development Assessment

Paula Garrett-Rucks, Georgia State University

In a qualitative study of U.S. beginning French language learners' ICC development over the course of a semester, the emergence of learners' ICC appeared to differ when assessing the same learners' experiences within Byram's (1997) multimodal model of ICC development compared to Bennett's (1993) Developmental Model of Intercultural Sensitivity.

Dynamic Assessment, Concept-Based Intervention, and L2 Learner Reciprocity

Alaska Hulst and Michelle Pasterick,
Pennsylvania State University

This study found that learner reciprocity is an indicator of L2 (English) lexical concept development, as evidenced through transfer from the one-on-one tutoring context to the regular science classroom. The results will be discussed in terms of the following dimensions of learner reciprocity: responsiveness, use of psychological tools, and gesture.

Session 3: Materials and Instruction for Intercultural Competence in the Arabic Classroom

Location: Mesa Room

Learners' Views of Effective Arabic Language Teachers as Culture Guides

Azza Ahmad, University of Texas at Austin

This qualitative study explored students' perceptions of what their effective Arabic language teachers did

to incorporate culture in their classrooms. Enrolled in a U.S. university, 29 students responded to open-ended and interview questions. Effective teachers were described as adaptable and realistic rather than idealized or negative in presenting Arabic culture.

Arabic Proverbs: An Efficient Access to Language and Culture

Hezi Brosh, U.S. Naval Academy

Arabic proverbs are products of an ancient culture deeply rooted in a harsh desert environment. They convey the Arab oral tradition passed throughout generations as survival wisdom. This paper shows how proverbs help students understand different behaviors and clarify assumptions about culture in today's Arab communities.

Arabic Hypermedia Reading Materials: A Gateway to the Arab Culture

Mohammed Tamimi, University of Arizona

Little attention is given to the teaching of Arabic language and its cultures despite increased enrollments. This paper describes the design and implementation of Arabic Hypermedia and evaluates the understanding of Arabic culture through testing intermediate Arabic learners using Hypermedia reading materials. Results show better understanding when using such software. (This paper is related to the Hypermedia project funded by CERCLL. See details on CERCLL's website.)

Intercultural Interaction in Simulation Gaming Environments

Karim El Saharty, University of Arizona

This paper reports on a case study investigating the potential of stand-alone simulation games in developing intercultural competence by examining the intercultural interaction of learners with the cultural values and artifacts in a game. Data is collected primarily from personal gaming journals and personal interviews with Arabic language students.

PAPER SESSIONS AND PANELS

Session 4: Intercultural Competence in Study Abroad

Location: Canyon Room

Study Abroad and Intercultural Competence: Is There a Connection?

Carla Ghanem, Arizona State University

Study abroad is known to improve language proficiency. This study investigates study abroad students' perception and assessment of ICC skills. Results reveal study abroad as a predictor for some ICC domains. These findings suggest that programs need to prepare students in advance of travel and offer opportunities upon returning to enhance ICC.

A "(Best) Case Study"?: Impact of Study Abroad on Students' ICC-Development

Beate Mueller, Macquarie University, Australia

This longitudinal study aims to investigate intercultural and language outcomes of Australian students who spent a semester abroad as part of their language major at Macquarie University, Sydney, Australia. Based on qualitative methods this work examines students' self-evaluation of their experience and ICC development.

The Role of Social Interaction in Pragmatic Development while Abroad

Ashlie Henery, Carnegie Mellon University

Study abroad provides a rich environment where students may gain wider exposure to L2 pragmatic norms. This paper explores current research on pragmatic development during study abroad. The findings reveal a complex relationship. Directions for future research are proposed, particularly that which examines the role of interaction with native speakers.

Motivating Factors in a Study Abroad Program

Junqing Jia, Ohio State University

This paper focuses on ascertaining the factors that motivate advanced level Chinese learners in a study abroad program. The presentation will illustrate the following issues: are these factors only achievable

in a study abroad program? What do program administrators do to enhance these motivating factors?

Session 5: Intercultural Competence in the ESL Classroom

Location: Desert Room

Developing Intercultural Competence while doing a Language Teaching Practicum Abroad

Merica McNeil, University of Arizona

The presenter will share results of a research project which explored how a foreign language teaching practicum abroad was similar to and different from a second language teaching practicum in the U.S. Advantages and disadvantages of participating in the foreign language teaching practicum abroad will be explained.

Beyond ESL: A Discourse Analysis of Diverse Linguistic-Based Identities

Kimberly Meredith, University of British Columbia

This paper reports on a study that uses ethnographic and discourse analytic approaches to explore the social and linguistic positioning of English language learners (ELL) and their linguistically "mainstream" peers at an intercultural youth leadership seminar. Data analysis focuses on identity positioning during ELL/non-ELL paired interviews.

Deep Culture: A Tool for Creating Engaging Activities

Amy Sams, Center for English as a Second Language, University of Arizona

The presenter will demonstrate how to bring students' underlying "deep" culture to the surface, and then use it to create engaging topics for analysis and discussion in both writing and speaking classes. This approach motivates students to discuss reasons behind cultural behaviors, while developing critical thinking and analytical skills.

PAPER SESSIONS AND PANELS

Exploring the Dynamics of Intercultural Spaces in an ESL Class

So-Yeon Ahn, Tsui-Chun (Judy) Hu and Hyun-Joo Oh, State University of New York at Buffalo

Through discourse analysis of an English writing course, the present study examines how an ESL teacher develops and co-constructs intercultural spaces (or not) with a diverse student population. In exploring this immersion-learning environment, the study proposes the dynamic nature of the intercultural space.

Friday, January 27

2:15 - 3:15pm

PLENARY I

Exploring the Intercultural Dimensions of Cross-Border Language Learning

Celeste Kinginger,
Pennsylvania State University

Details on page 23

Friday, January 27

3:30 - 5:30pm

Session 6: Intercultural Competence in Study Abroad

Location: Sonoran Ballroom

Development and Assessment of Cultural Competence as a Function of Overall Language Proficiency

Dan Davidson, American Councils for International Education and Bryn Mawr College

The NSLI-Y, CLS, and Flagship Programs (including Fulbright-Hays and Title VIII) represent three distinct investments in overseas training for US students in high school (NSLI-Y), undergraduate summer (CLS), and advanced undergraduate/post-BA (Flagship). Because American Councils administers overseas components of all three of these large federal programs in 7 - 13 languages, it is possible to elicit and measure (to some extent) the emerging interlanguage and cultural competencies influenced by overseas immersion study at differing points in the learning career. Examples are drawn primarily from students of Arabic, Chinese, Farsi, and Russian. (40 minute paper)

International Students' Intercultural Experiences in Cyprus

Mary Georgiou, University of Nicosia

This presentation explores the intercultural experiences of international students at a private Cypriot university. It is based on an empirical study which investigates their experiences in and outside the classroom in view of isolating salient issues that are of specific concern to them and assessing their feelings of satisfaction.

The Home Institutions' Role in Developing ICC in Study Abroad

Kacy Peckenpaugh, University of Arizona

This presentation examines the development of ICC in students enrolled in a general education course entitled "Becoming Transcultural: Maximizing Study Abroad." Focusing on non-culture specific Intercultural Communication, culture simulations, and critical thinking, students' ICC is documented through coursework portfolios, and pre-and post-measures of the CCAI (Kelley & Meyers, 1995).

Session 7: Intercultural Competence in Spanish-speaking Contexts

Location: Palm Room

Lost and Found: Three Stories of Interaction in Costa Rica

Kristin Cardellio, University of South Florida

This study is an analysis of the linguistic features of three stories told by a Spanish language learner in Costa Rica interacting with native speakers. The way the learner positions herself and the locals with whom she comes into contact reflects the dynamic and evolving nature of identity.

Intercultural Language Oral Communication Experience between Target and Native Spanish Students

Florencia Pecile, Kirkwood Community College

This paper will discuss a series of oral communication meetings between college native and target language students. The language experience helps

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both groups to understand their mutual cultural differences through the use of the target language. The interactions provide an opportunity and serious motivation to communicate with natives in a immersive environment.

Do Families Find a ‘Third Space’ in Language Immersion Programs?

Katherine Christoffersen, University of Arizona
In Southern Arizona where the norm for education is “English Only”, parents who enroll their children in language immersion programs actively engage in family language planning. But how does cultural competency factor into this decision? Do students find a ‘third space’ in which to negotiate their linguistic identities?

Developing Students’ Global Citizenship through an Undergraduate Spanish Class

Daniel Morales,
University of Maryland, Baltimore County
What strategies can Spanish language teachers use to educate diverse students in their classrooms about global citizenship and intercultural communication? This study reports the implementation of a culturally sensitive curriculum and how students become more confident about interacting in Spanish while learning experiences become more culturally relevant, meaningful, and worthwhile.

Session 8: Technology and Intercultural Competence

Location: Canyon Room

Exploring the Potential of Social Media for Intercultural Communication

Hsin-I Chen, University of Arizona
This study explores the potential of social media for intercultural communication and identity formation through examination of three multilingual writers’ engagement and participation in digital literacy practices in online communities. The findings indicate that the writers develop intercultural

understanding through negotiation of multiple identities over time. Pedagogical implications are discussed.

Developing and Assessing ICC in a Telecollaborative Lingua Franca Exchange

Marta Guarda, University of Padova
This paper describes a telecollaboration exchange between students from the University of Padova (Italy) and the University of Innsbruck (Austria). The exchange aimed at developing the students’ ICC through meaningful discussion on issues related to identity and culture. Assessment was carried out through qualitative analysis based on Byram’s model for ICC.

Strategic Interaction 2.0: Instructed Intercultural Pragmatics in an EFL Context

Neil Johnson, Kanda University of International Studies
Strategic Interaction (SI) sequences (Di Pietro, 1987) provide opportunities for learners to engage in realistic interactive situations and are mediated by use of model conversations, an online wiki space, and digital video technologies. The online space provides opportunities for learner reflection, peer assisted feedback, and detailed intervention from the instructor.

Conceptualization of Culture at the Level of Educational Institutions

Alexander Pichugin, Rutgers University,
School of Communication and Information
This paper presents the research exploring the representations of culture in the web presence of German language schools in the US. The purpose of the content analysis-based study is to identify culture-related statements and determine underlying themes and patterns in reference to culture and associated concepts.

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Session 9: Fostering Intercultural Competence in Language Learning Programs

Location: Desert Room

AILDI: A Model Training Institute for Indigenous Language Immersion

Ofelia Zepeda, University of Arizona

This paper will describe one of the most successful efforts to train Indigenous language teachers in all areas of language teaching. Emphasis will be on training immersion teachers. Understanding how teachers negotiate between traditional and contemporary junctures of education while keeping an eye on authentic language is critical.

Raising Awareness of English as a Lingua Franca

Rachel Wicaksono and Wendy Scheder Black,
York St. John University

Students at York St John University in the UK created an award-winning online tutorial based on their experience of using English as a lingua franca in intercultural classrooms. The presenters will demonstrate the tutorial and consider a range of issues for internationalising universities where English is a lingua franca.

Perceptions of Community College ESL Students about Varieties of English

Nathan Jones,
Johnson County Community College

This study found that ESL teachers who do not challenge students to aspire to communicate in English as a native speaker may, in fact, be denying them the opportunities they need to build necessary cultural, economic and social capital.

Developing Intercultural Understanding through Language Learning in International Baccalaureate Programmes

Carol Inugai Dixon,
International Baccalaureate Organization

The International Baccalaureate offers three educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world through the development of intercultural understanding. Crucial to achieving this mission is an emphasis on the learning of more than one language since language and culture are inextricably entwined.

Session 10: Language Teacher Culture and Immersion Experiences: A New Zealand Evaluation (Panel)

Location: Mesa Room

This panel examines different aspects of a national evaluation of language teacher language and culture immersion sojourns between 2005 and 2008. It considers the New Zealand context, the efficacious design of immersion sojourns, issues for teachers and outcomes for students.

Designing Language and Culture Immersion Sojourns for Language Teachers

Sharon Harvey, Auckland University of Technology
The design of immersion programmes is an important element in ensuring that teachers gain the most from their time away from the classroom. This paper will discuss features that benefited teacher learning during the sojourn as well as things that could have been improved in order to maximise time overseas

Language Teachers Likely to Increase Intercultural Competence on Immersion Programmes

Deborah Corder,
Auckland University of Technology

This second of three papers on a New Zealand evaluative study of immersion programmes discusses characteristics of teachers most likely to

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increase intercultural competence from immersion experiences. Byram's model provides the theoretical framework to analyse what is needed to realize an increase and to translate it to classroom practice.

Enhancing Student ICC: The Contribution of Immersion Programmes for Teachers

Annelies Roskvist, University of Technology

This paper, the third of three reporting on a national New Zealand study, describes the impact of language teacher immersion programmes on students' cultural knowledge and intercultural communicative competence. It concludes with recommendations seeking to maximise positive outcomes for students as an outcome of this teacher professional development initiative.

Saturday, January 28 9:00 - 10:00am

PLENARY II

Intercultural Competence of Heritage Language Learners: Motivation, Identity, Language Attitudes and the Curriculum

Olga Kagan,

University of California, Los Angeles

Details on page 24

Saturday, January 28 10:30am - 12:30pm

Session 11: Intercultural Competence in Study Abroad

Location: Sonoran Ballroom

Praxis and Theory in Reentry Programming: Nurturing Intercultural Competence

Jane Jackson, Chinese University of Hong Kong

This session reports on the development and evaluation of a web-enhanced course designed to enhance the intercultural competence of study abroad returnees. Using a "practice to theory to practice" pedagogy and critical reflection,

participants are encouraged to revisit their international/L2 experience and take further steps towards a more ethnorelative perspective.

Teaching American Culture in France: Identity and Intercultural Development

Anne Dargent-Wallace,
University of Wisconsin-Madison

This talk will address how the perceptions of living and teaching English in France influence one's identity development and interculturality. The data from six Language-Teaching Assistants in France were gathered over one year using a collaborative blog and interviews, and was analyzed via Bourdieu's notion of habitus.

Intercultural Competence Development during Short Term Study Abroad

Peter Ecke, University of Arizona

This paper presents a study that compared 55 US students' expectations for culture learning, assumptions about own and target cultures, and predisposition to develop intercultural competence at the beginning of a summer program in Germany with perceived learning gains, assumptions about cultures, and predisposition to develop intercultural competence at the end of the program.

Examining Discourses of Study Abroad: The Case of Promotional Websites

Kristen Michelson and Jose A. Alvarez Valencia,
University of Arizona

This paper presents two case studies of Study Abroad websites from US higher educational institutions. Using the frameworks of social semiotics, multimodality, and Critical Discourse Analysis, this study demonstrates how various semiotic elements circulate Discourses of Study Abroad which may contradict the intended learning outcomes of these programs.

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Session 12: Intercultural Competence in Spanish- and Portuguese-speaking Contexts

Location: Palm Room

Portuguese as Foreign Language and the Development of Intercultural Competence

Elisa Marchioro Stumpf,
California State University at Chico/Fulbright

This paper presents the development of a Portuguese course focused on intercultural competence for study abroad. Considering that cultural information alone is not enough to foster students' intercultural competence, it discusses the role of the teacher, students and technology in creating possibilities for meaningful intercultural practices.

Cultural Identity and Communication: Brazilian Immigrants in South Florida

Diógenes Lima,
Universidade Estadual do Sudoeste da Bahia

This paper will present the results of a study that investigated questions of identity and cross-cultural communication with Brazilian immigrants in South Florida due to cultural differences and/or language barriers.

Intercultural Competence in One-Way Elementary Immersion Program Graduates

Pamela Wesely, University of Iowa

This presentation will summarize a study exploring the development of aspects of intercultural competence in English-dominant students who had attended one-way elementary immersion schools in the U.S. Findings from 131 surveys and 33 interviews will be presented, offering insights into the nature of culture learning in one-way immersion programs.

Teachers' International Exchange: Socio-cultural and Identity Development through Practice

Monique Bournot-Trites, Sandra Zappa-Hollman and Valia Spiliotopoulos, University of British Columbia

This presentation reports on a study that explored the professional identity as well as the intercultural awareness and sensitivity development of six Canadian novice foreign language teachers who participated in an international exchange in Europe. It will be particularly appealing to an audience interested in foreign language teaching and learning.

Session 13: Intercultural Competence in Study Abroad

Location: Canyon Room

What did Japanese Students Learn from Experiences of Studying Abroad?

Yumiko Furumura, Kyushu University, and Etsuko Yamada, Kanda University of International Studies

This study explores the kinds of preparations students need at their universities before studying abroad. It uses interviews with Japanese students who had studied in foreign countries and analyzes them in terms of Critical Cultural Awareness and other elements of intercultural competence.

Assessing Intercultural Adjustment Skills for Study Abroad Programs in Japan

Erica Zimmerman, Chie Paik and Shinobu Anzai,
United States Naval Academy

This study assesses the potential for intercultural adjustment skills among learners of Japanese participating in summer study abroad in Japan, using the Intercultural Adjustment Potential Scale (Matsumoto et al, 2003) and the substance and quality of their culture learning presented in a pre- and post-open ended cultural survey.

Socializing Stance and Study Abroad in China

Wenhao Diao, Carnegie Mellon University

Drawing on language socialization and sociolinguistic theories, this study documents how Mandarin L2 learners develop linguistic resources to socialize

PAPER SESSIONS AND PANELS

stance with native speakers over a summer in China. It concludes that a sojourn overseas encourages learners to negotiate worldviews and to be socialized to speak like a native speaker.

A Discussion Board as an "Intercultural" Community: Teaching Sensitivity to Cultural Differences in a First-year Japanese Language Program

Misumi Sadler,
University of Illinois at Urbana-Champaign

This presentation demonstrates some empirical insight into the students' level of intercultural communicative competence through their participation and interaction on a discussion forum in first-year college Japanese language courses.

Session 14: Intercultural Competence and Professional Studies

Location: Desert Room

Multilingual Communication in the University and the Business World

Eduardo Faingold, University of Tulsa

This paper studies linguistic abilities and cultural strategies American students employ in solving problems while performing internships abroad. Data were obtained from a case study of business students taking an internship class and working for corporations in Argentina. Students not only attained fluency in Spanish, but also increased their intercultural awareness.

Preparing Graduate Students for Professional Work in Intercultural Settings

Lynn Goldstein,

The Monterey Institute of International Studies

This presentation reports on the development of a course to prepare graduate students in the professions to be effective and ethical participants in intercultural interactions. It will discuss the challenges in developing this course, and the curriculum and its underlying principles, including that language, language use, and culture are situated and variable.

Enhancing Intercultural Competence among Military Personnel through Translation and Interpretation

Jonathan Levy and Akmaral Mukan,
Cyracom International Inc.

This presentation will provide an overview of the Defense Language Institute's Translation and Interpretation Training and Testing Capabilities Project, including how intercultural communication challenges were integrated into training curricula to facilitate more effective translation and interpretation, language, and cultural proficiency development.

Challenges of Community Involvement in a Business Spanish Class Abroad

Lisa Kuriscak, Ball State University

This paper focuses on a pedagogical method used in a Business Spanish class in Spain (i.e., community involvement via interviews and shadowing with a local business) in order to increase students' engagement with the host culture and their intercultural competence within the immersive environment of a summer study abroad program.

Saturday, January 28 2:00 - 3:00pm

PLENARY III

Targeting the Target Language: Strategies in a Multilingual Environment

David Fenner, World Learning

Details on page 25

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Saturday, January 28

3:15 - 5:15pm

Session 15: Embracing Linguistic and Cultural Variation: Developing and Assessing Intercultural Competency in CLS Arabic Summer Intensive Programs (Panel)

Location: Sonoran Ballroom

The Critical Language Scholarship (CLS) Arabic summer intensive study abroad program operates in five locations in the Arab world. This panel discusses some of the successful approaches that CLS recently adopted in order to actively promote intercultural competence and consciously integrate it in the curriculum while increasing intrinsic motivation.

Changing Language Attitudes and Developing Sociolinguistic Competence in CLS Arabic Programs Across the Arab World

Sonia Shiri, University of Arizona

In this study, CLS students come into the program “preferring” to learn Egyptian or Levantine Arabic and looking down on the varieties of North Africa and Oman. Their linguistic attitudes affect their willingness to gain intercultural competence. As they become sociolinguistically literate, the students become more receptive to the target culture.

Can a Little Learning Really be a Dangerous Thing? Prior Student Experience Abroad and the Success of CLS Arabic Programs in the Sultanate of Oman

Greg Bell, Princeton University

This paper describes the results of student surveys that report on the successes and failures of using localized cultural materials purposely incorporated in the curriculum with students of Arabic in CLS Oman. It then assesses the degree of success of the changes implemented the following year as a result of this study.

Creating Intrinsic Motivation and Developing Intercultural Competence

Youniss El Cheddadi,
University of California, San Diego

Based on the social-psychological theory of second language acquisition, this study investigates the CLS students’ motivation for learning language and culture. It measures the extent to which the CLS Arabic program in Tangier, Morocco, has contributed to creating intrinsic motivation and therefore openness for cultural learning.

Session 16: Intercultural Competence in Spanish- and Portuguese-speaking Contexts

Location: Palm Room

Learning from Our Neighbors: Teachers Studying ‘Abroad’ with Local Immigrants

Elizabeth Grassi and Obdulia Castro, Regis University

The ‘study abroad’ in the neighborhood program establishes relationships between our pre-service teachers and local Hispanic families. Pre-service teachers make weekly visits to local immigrant families who teach our students about their language, their culture, and their educational expectations/challenges. This paper will describe this program and present recent data.

Intercultural Competence through Sociolinguistics

Lori Czerwionka, Northern Illinois University

The goal of this presentation is twofold: (1) to present a Spanish sociolinguistic critical pedagogy that approaches intercultural competence from a social diversity perspective, and (2) to investigate possible tools for the assessment of intercultural competence, including student-centered reflections on social dynamics in students’ local communities and Likert-scale questionnaires.

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Language Education in Mozambique: Stakeholders' Identities and Perspectives

Sandra Terra, University of Wisconsin-Madison
In this presentation, the presenter will explore stakeholders' (primary school teachers and school directors) constructions of identities influenced by the shifting politics and policies, while examining issues of language valorization, intercultural development and beliefs of local languages in both bilingual and monolingual education in Mozambique.

Cibola, An Hispanic and Luso-Brazilian Virtual Community

Juliana Luna Freire and Malcolm Compitello,
University of Arizona

Cibola is a region in Second Life designed to exploit the potential of SL's pedagogical uses and social networking power. It is based on the recreation of cultural spaces in the Hispanic and Luso-Brazilian world and offers possibilities for real-time language learning inside and outside of the classroom.

Session 17: Intercultural Competence in Study Abroad

Location: Canyon Room

Learner Autonomy in Acquiring Intercultural Communication Competence for Studies Abroad

Hélène Zumbihl, Université Nancy

Learner autonomy in acquiring intercultural skills is an essential element for a successful immersion experience. Based on theories of learner autonomy in language-and-culture learning, this paper describes the possibilities for enhancing the autonomization process for students attending intercultural courses for university studies abroad through self-reflection about experiential learning.

Emerging Imaginaries in Primary School Teachers Engaged in Short Professional Mobilities

Paola Riviuccio, Université Sorbonne Nouvelle

The paper is about teachers' imaginary evolution linked to their professional mobility abroad. In the frame of an exchange project between three schools

belonging to three different European countries, the presenter will analyze the extent to which professional mobilities abroad can modify initial teachers' imaginaries concerning their teaching roles.

Does Language Matter? Examining Intercultural Development in Study Abroad

Allison Spenader and Angela Erickson-Grussing,
College of St. Benedict and St. John's University

Study abroad is regarded as an effective way to improve intercultural competence and language proficiency. This paper presents the findings of a study of 95 university students who studied abroad in Ireland, Spain and Chile, and explores the complex relationship between their intercultural development and oral language proficiency development.

Finding Michelangelo in the Town Square: Navigating Culture

D.R. Ransdell, University of Arizona

While study abroad participants often expect to devour the "high" culture of the target country, they often find that their best learning comes from "low" culture instead. This paper will show how students in Italy learned to navigate between cultures and make suggestions for helping them do so.

Session 18: Intercultural Competence in Chinese-speaking and EFL Contexts

Location: Mesa Room

Inquiry into the ICC Development of EFL Students in Taiwan

Tsu Chia Julia Hsu,
University of Lughwa of Science and Technology

The Intercultural Sensitive Scale (ISS) is used to assess the effects of a short-term, faculty-led summer study-abroad language program during the summers of 2010 and 2011 on the students' intercultural sensitivity. Results show that students improve in both respect for cultural differences and interaction enjoyment factors of the ISS.

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Development of Pragmatic Competence and Cultural Awareness in Study-Abroad Environment

Li Yang and Jia Zhu, University of Iowa

This study is intended to explore development of pragmatic competence and cultural awareness of two American learners of Chinese in a study-abroad environment. Data collected from pre-and post-tests, e-journals, and interviews are analyzed to present these learners' development of expressions of gratitude and cultural knowledge during their stay in China.

Language Attitudes toward Heritage Language in Chinese Heritage Language Classrooms

Ming-Ying Li, Pennsylvania State University

The research presented in this paper studied the views of heritage language (HL) in a group of Chinese heritage language (CHL) learners at the university-level. The findings show that many factors have contributed to the awareness of CHL learners in learning their HL, including their proficiency in English and the support of their families.

Investigating the Pragmatic Competence of Foreign Language Learners and Teachers

Kaveh Jalilzadeh, Science and Research Branch, Islamic Azad University, and Mahdi Dehghan, Taft Branch, Islamic Azad University

This paper presents a study that investigated the pragmatic competence of EFL learners and non-native language teachers. The researchers used a pragmatic competence test developed by Jianda(2007). The independent variables of this study were language proficiency, years of experience, age and gender.

Session 19: Intercultural Competence in EFL Instructional Contexts

Location: Desert Room

From Cultural Alienation to Intercultural Competence in EFL Textbooks

Souryana Yassine, University of Birmingham, UK; Mouloud Mammeri University of Tizi Ouzou, Algeria

This paper highlights the development in attitudes towards cultural contextualization in three locally designed Algerian EFL textbooks. It shows how the cultural content of the textbooks moves from conveying cultural alienation by focusing on the Other (foreign culture) towards fostering intercultural communication by portraying dialogue between the Self and the Other.

Culture and Language within the Curriculum: One Colombian EFL Program

Gerriet Janssen, University of Hawai'i, Manoa; Universidad de los Andes, Colombia

This paper describes the good fit one Colombian undergraduate EFL course series has found in integrating content-based instruction, task-based language teaching, genre writing, critical perspectives, and socio-linguistic, socio-cultural, and inter-cultural content themes. Students gain academic task skill-sets and the understanding of global and local issues related to language, culture, and power.

Bringing Content-based English Language Instruction to Post-Soviet Azerbaijan

Patricia Szasz, Monterey Institute of International Studies, and Karen Hamilton, Palomar College

Two American teacher trainers share their experience delivering a curriculum development workshop to English teachers in Azerbaijan. The presenters discuss insights gained from working with teachers educated under the Soviet system who are moving toward content-based language instruction. Implications of creating an English-medium diplomatic university in the region are also addressed.

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Study, Work and Residence Abroad: Colombian EFL Pre-service Teachers' Experiences

John Jairo Viáfara González, University of Arizona,
and J. Aleida Ariza, Universidad Pedagógica y
Tecnológica de Colombia

This study discusses EFL Colombian student-teachers' perceptions of how their working, living and studying in the U.S. has shaped their pedagogical and language competencies, both of which are tied to their intercultural development. The research seeks to expand on the relatively rare exploration of this field in Latin American populations.

Saturday, January 28 5:30 - 6:30pm

PLENARY IV

Intercultural In/competence: The Top Challenge for Guest Chinese Teachers in US Schools

Jun Liu, Georgia State University

Details on page 26

Sunday, January 29 9:00 - 10:00am

PLENARY V

Pulsating Galactic Classrooms, Immersion Environments, Individual vs. Group Language Learning at Home and Abroad

Judith M. Maxwell, Tulane University

Details on page 27

Sunday, January 29 10:15am - 12:15pm

Session 20: Intercultural Competence in Spanish-speaking Contexts

Location: Sonoran Ballroom

Language and Culture Learning in Out-of-Class Interaction during Study Abroad

Rachel Shively, Illinois State University

This paper presents a study that provides an examination of the opportunities for social interaction, second language use, and culture learning by study abroad students in Spain in naturally-occurring service encounters. The results suggest that although service encounters are typically brief, they can contribute to language and culture learning during study abroad.

Moving Towards Interculturality in an Immersion Experience Abroad

Elizabeth Smolcic, Pennsylvania State

The presenter will outline research about teacher learning in an international immersion experience for novice ESL teachers in the Andean highlands of Ecuador. Using a Vygotskian-inspired theoretical approach to development, the study highlights specific affordances and constraints that impact teacher learning in this short-term experiential learning program abroad, particularly movement towards interculturality.

Teaching Culture Beyond Nationalist Boundaries: Stereotyping and National Identities

Peter Sayer, University of Texas at San Antonio,
and Bryan Meadows, Fairleigh Dickinson University

In early 2011 a controversy erupted between Mexico and England over remarks made by BBC commentators which disparaged Mexicans as "lazy, feckless, flatulent [and] overweight." The presenters analyze the incident for what it tells us about national cultures, but also for the possibilities of FL education for critiquing nationalist stereotypes.

PAPER SESSIONS AND PANELS

Cultural Stereotypes and Intercultural Competence among University Students in Mexico

Ana Cecilia Villarreal Ballesteros, Frank Malgesini
and Emma Escobedo Chavez, Universidad
Autónoma de Chihuahua

Students in a university major taught in English in Mexico were asked to write short descriptions of culture and education in Mexico and the United States to test whether their responses would demonstrate intercultural awareness. Most students, whether in majors taught in English or Spanish, responded with stereotypes.

Session 21: Fostering and Assessing Cultural Humility in Short-Term Studies Abroad (Panel)

Location: Palm Room

This panel will discuss how to arrange short-term study abroad opportunities for teachers that take them out of their cultural and linguistic comfort zones into a new critical awareness and will present their research regarding these transformative experiences.

“Othering” Teachers: Developing Cultural Humility in Short-term Programs Abroad

Mary Benedetti, University of Cincinnati

“Cultural humility” is a concept relatively new in the field of Education but one that has real significance in teacher preparation and professional development. This presentation will discuss a research study into how “otherness” may lead to cultural humility in short-term study abroad programs.

Short-term Studies Abroad for Professional Development

Rebecca Hale and Irene Trunick,
University of Cincinnati

This paper will discuss the reasons for the development of the short-term study abroad experience as the preferred model for teacher professional development.

Embedded Visiting Scholars as Cultural Experts in PK-12 Settings

Denise Dallmer, Northern Kentucky University

This paper explores the concept of cultural immersion within a familiar context. International visiting scholars were placed into traditional suburban schools as part of a Department of State initiative. Research demonstrates that the students in the schools gained a remarkable level of cultural understanding from these embedded visitors.

Critically Evaluating Short-term Study Abroad Programs

Angel Añorga, Raymond Walters College

Evaluation of study abroad programs has often been casual and related to student satisfaction or foreign language progress. The goals of short-term studies abroad, however, are often more focused on cultural rather than linguistic proficiency. This paper will discuss effective means of evaluating this aspect of study abroad.

Session 22: Intercultural Competence in German-speaking Contexts

Location: Canyon Room

Intercultural Competence: Meeting the Bar and Falling Short in Study Abroad

Kacy Peckenpaugh, University of Arizona

This study presents case studies of two seemingly ideal candidates for displaying an ethnocentric perspective, as outlined in the Intercultural Development Inventory (Hammer, Bennett, & Wiseman 2003) during and after a short term study abroad program in Leipzig, Germany. While the bilingual, bicultural female students both demonstrated Intercultural Competence (Byram, 1997), one continually demonstrated an ethnocentric perspective.

PAPER SESSIONS AND PANELS

A Successful Immersion Program for Adults: A Longitudinal Case Study

Peter Schroeck, German Language School Conference, and Alexander Pichugin, Rutgers University, School of Communication and Information

The paper presents a longitudinal observational case study of a travel/study program for adults in Germany and Switzerland for English-speaking participants with different levels of language knowledge and heterogeneous cross-cultural experience. Both the results of the study and the methods used are transferable to other studies of immersion programs.

Decoding Socio-pragmatic Utterances in Intercultural Contexts – A Think-aloud Study

Veronika Timpe, TU Dortmund

Sociolinguistic comprehension is an essential factor in Intercultural Communicative Competence. This paper will present a study in which the author used

think-aloud methodology to investigate the cognitive processes of two groups of university-level German learners of English (study abroad experience vs. no study abroad experience) when solving receptive intercultural sociolinguistic assessment tasks.

Re-theorizing Interculturality on the US-Canadian Frontier: A Three-part Borderland Medley

Gael Fonken and Rex Veeder, St. Cloud State University

Theorizing interculturality as a unique local, borderland practice helps transcend restrictive monolingual styles of interaction. By recovering the diasporic histories of minority heritage languages—Platt, Somali, and Ojibwa—in a traditional “German” community composed of 10% (more) recently-arrived Somalis, we immerse ourselves in the very auditory aesthetic that we retrieve. Collaborative student/faculty research is central to this mosaic style of interculturality.

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KEYNOTE ADDRESS

RECONSIDERING CROSSCULTURAL ABILITIES: THE LINK TO LANGUAGE LEARNING AND ASSESSMENT

Developing cross-cultural abilities has traditionally been associated with learning a non-native language. At the same time, the language profession has not been entirely successful at making a principled case for how language as a meaning-making system in and of itself is deeply implicated in ways of cultural knowing. By extension, it has also not considered the activity of learning a second language, including learning it in an instructed setting, as developing new forms of cross-cultural knowing.

Dr. Byrnes will pursue these issues from three perspectives: First, from the standpoint of language as a semiotic system, she will explore how language is ‘naturally’ functional, that is, how the resources of a language itself, including its grammar, are meaningful.

Second, because learning a second language in educational settings is about learning content, including cultural content, Byrnes will propose that a language-based approach to knowing presents ‘critical thinking’ as a form of multivoicedness and will argue that such an approach is particularly well suited to an increasingly globalized world.

Finally, because educational contexts are inherently charged with assessing students’ learning, Byrnes will consider how the construct of multivoicedness, as theorized in systemic functional linguistics, can make cultural knowing in and through and with a second language visible. In that fashion such learning not only becomes amenable to being assessed but also to being appropriately valued in educational contexts.

Heidi Byrnes

Georgetown University, Washington, D.C.



Heidi Byrnes, Ph.D, is the George M. Roth Distinguished Professor of German at Georgetown University. Her research focuses on the acquisition of academic literacy in a second language by adult instructed learners from curricular and pedagogical perspectives. Recent co-authored, edited, and co-edited book publications include: *Educating for Advanced Foreign Language Capacities: Constructs, Curriculum, Instruction, Assessment* (2006); *Advanced Language Learning: The Contribution of Halliday and Vygotsky* (2006), *The Longitudinal Study of Advanced L2 Capacities* (Routledge, 2008), and *Realizing Advanced Foreign Language Writing Development in Collegiate Education: Curricular Design, Pedagogy, Assessment* (MLJ, 94, Supplement-1, 2010). As Associate Editor of the *Modern Language Journal*, Byrnes edits “Perspectives,” which deals with diverse issues in language education and policy. She has been active in the major professional organizations, the Northeast Conference, AATG, ACTFL, MLA, and AAAL, an organization for which she currently serves as president. In 1989 the American Association of Teachers of German recognized her with its outstanding educator award at the postsecondary level. In 2002 the Association of Departments of Foreign Languages recognized her with the Award for Distinguished Service in the Profession; and in 2004 she received the ACTFL Nelson Brooks Award for the teaching of culture.

PLENARY ADDRESS I

TARGETING THE TARGET LANGUAGE: STRATEGIES IN A MULTILINGUAL ENVIRONMENT

Celeste Kinginger

Pennsylvania State University



Celeste Kinginger, Ph.D., is Professor of Applied Linguistics and French at Penn State University where she teaches courses in second language education, research methods, and French. Her research program focuses on qualitative variation in learning

experiences and its developmental consequences for both language learners and their teachers. She lectures and publishes on a variety of related topics, including environments for language learning, cross-cultural autobiography, and foreign language teacher education.

Funded by the Center for Advanced Language Proficiency Education and Research at Pennsylvania State University.

Thank you to CALPER for funding some of the registration scholarship awarded to K-12 teachers and graduate students!

Many applied linguists and language educators accept the notion that language and culture learning are inextricably linked. Neologisms such as ‘languaculture’ (Agar, 1994) represent the profession’s resolve to overcome the dual legacy of structuralist emphasis on language as a system abstracted from use and of utilitarianism’s strict focus on the instrumental in language education. Yet, in research on study abroad, relatively little attention is given to the intercultural in relation to language learning. In this talk Dr. Kinginger will first trace several lines of inquiry leading to the intercultural aspects of cross-border language learning. These include research on the development of pragmatic competencies, studies of language socialization in specific interactive contexts, and ethnographic or other qualitative investigations analyzing students’ own accounts of their experiences. Kinginger will then outline some limitations of this research in terms of its ability to enhance our understanding of language learning as an intercultural phenomenon.

Finally, she will offer a wish list of design features for the future of research on language learning abroad, emphasizing the need to reframe both the topic of the research and the research itself as collaborative, dialogic, and truly intercultural activities.

References: Agar, M. (1994). *Language shock: Understanding the culture of conversation*. New York: William Morrow & Co.

PLENARY ADDRESS II

INTERCULTURAL COMPETENCE OF HERITAGE LANGUAGE LEARNERS: MOTIVATION, IDENTITY, LANGUAGE ATTITUDES AND THE CURRICULUM

Heritage language learners differ from typical L2 students in a variety of ways, including: 1) their language proficiencies; 2) reasons for studying their home language in the formal setting of a foreign language classroom; and 3) perception of themselves as Americans and, at the same time, the “other.” Dr. Kagan will discuss the results of a national survey that demonstrates heritage language learners’ intrinsically intercultural attitude toward their heritage language. She will also focus on specific pedagogical implications of the learners’ identities, motivations, and language perceptions for the heritage language curriculum.



Olga Kagan

University of California, Los Angeles

Olga Kagan, Ph.D. is Professor, Coordinator, and Undergraduate Advisor in the UCLA Russian Language Program. She is Director of the UCLA Center for World Languages and National Heritage Language Resource Center; Director of the UCLA Russian Flagship Program, and Co-editor of the Heritage Language Journal. She is a Member of the Board of Directors of the American Council of Teachers of Russian. Her main research and teaching interests are heritage language learners. In 2000, she co-authored a textbook, *Russian for Russians*, for students who speak Russian at home but do not have sufficient literacy in the language.

Funded by the National Heritage Language Resource Center at the University of California, Los Angeles.

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PLENARY ADDRESS III

TARGETING THE TARGET LANGUAGE: STRATEGIES IN A MULTILINGUAL ENVIRONMENT

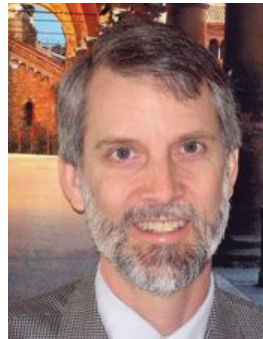
Of the many challenges along the path to achieving intercultural competence in a foreign language is the necessity for untangling the target language from a potentially frustrating “they’re speaking in tongues!” language learning environment. Foreign language students around the world seldom live and study in monolingual environments.

World Learning’s experience in Oman—where an American student of Arabic might live with a Swahili-speaking host family and buy all her groceries from an Urdu speaker while “friending” someone back home in English—presented them with an at-times vexing range of pedagogical and programmatic decision-points. These revolved around the question of how to zero in on the target language amid what students sometimes felt to be a cacophonous—or even unfair—learning environment. Add to this the “diglossic” nature of spoken and Modern Standard Arabic, and you can quickly see how some students came to feel the language acquisition deck was stacked against them.

This plenary will explore which of these decisions led to strategies that improved results, and which ones were quickly (or should have been!) abandoned. Among these are language pledges, peer tutors, news media, educational technologies, exclusive use of the target language in the classroom, and variations in “exposure” time to activate (using the good term of Brustad, et al.) new skills. Lastly, the talk will advocate for intentional partnerships between and among students, teachers, administrators and the larger community to create the kind of environment and policies that allow students to hit their target and their stride in learning a second language.

David Fenner

World Learning



David Fenner came to World Learning from the University of Washington where he was Assistant Vice Provost for International Education. He lived in the Sultanate of Oman from 1979 to 1982 where he served as a Peace Corps Volunteer and worked for the

United Nations Development Project. Following his return to the US and for the next 24 years, David coordinated international programs and exchanges for the University of Washington in Seattle. During that time, he negotiated and administered over 200 partnership agreements with universities around the world. He lived in Muscat again from 2007-2010 to establish and direct the World Learning Center in Oman.

Funded by the Center for Middle Eastern Studies at the University of Arizona.



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PLENARY ADDRESS IV

INTERCULTURAL IN/COMPETENCE:

THE TOP CHALLENGE FOR GUEST CHINESE TEACHERS IN US SCHOOLS

Jun Liu

Georgia State University

Due to the high demand for Chinese language classes in K-12 schools in the US, every year the Office of Chinese Language Council International (known as Hanban) sends more than 100 guest teachers to the US. Most of these guest teachers go through a training program prior to their departure. As chief designer for Standards for Teachers of Chinese to Speakers of Other Languages as well as Chinese Language Teacher Training Programs, Liu recently conducted an ethnographic study to understand the challenges and difficulties these guest teachers encounter and also strategies they use to deal with the challenges. An on-line survey coupled with on-site visits and interviews with guest teachers, school principals, and host families reveal that the No. 1 challenge these teachers face is intercultural incompetence while being immersed in the US environment. Implications will be discussed with regards to curriculum development and course design for the training programs, methodology of teacher training, and selection criteria for guest teachers. Liu will further point out that intercultural competence cannot be learned, but acquired and experienced in immersive environments which can be designed through simulation, sharing, observing, and reflection.



Jun Liu is Associate Provost for International Initiatives, Chief International Officer, and Professor of Applied Linguistics at Georgia State University in Atlanta, USA. Prior to this position, he served as Professor and Head in the Department of English and Director of Confucius Institute at the University of Arizona between 2007 and 2011. His research interests include language planning, curriculum and standards development and syllabus design, teacher education, classroom-based second language learning and teaching, second language reading and writing, and intercultural communication. He has published in *TESOL Quarterly*, *ELT Journal*, *Journal of English for Academic Purposes*, *Journal of Asian Pacific Communication*, *Asian Journal of English Language Teaching*, *Language and Intercultural Communication*, and *Educational Research Quarterly*, among others. He is the author of numerous books including *Teaching English in China: New Perspectives, Approaches and Standards* (The Continuum Publishing 2007), *Asian students' classroom communication patterns in US universities* (Greenwood Publishing Group, 2001) and *Peer Response in Second Language Writing Classrooms* (University of Michigan Press, 2002 co-authored). He is also co-editor of *Michigan Series on Teaching Multilingual Writers*. Past President of TESOL (2006-2007), Dr. Liu is currently TESOL Representative in China and on the Board of Trustees of TIRF (The International Research Foundation for English Language Education). Liu is also Vice President of International Society of Chinese Language Teaching (ISCLT) and senior advisor for Office of Chinese Language International (Hanban) in Beijing, China.

PLENARY ADDRESS V

PULSATING GALACTIC CLASSROOMS, IMMERSION ENVIRONMENTS, INDIVIDUAL VS. GROUP LANGUAGE LEARNING AT HOME AND ABROAD

Judith M. Maxwell

Tulane University

Some constants of language learning are “cultural immersion and relevance”, “creating safe environments for learning”, and “full involvement of the student in the language acquisition process”. Oxlajuj Aj, the Tulane summer intensive Language and Culture class, has been running now for 24 years. Over this time these principles have held, while the “classroom” experience “pulsated” around them. The course as instantiated in Guatemala has a near one-to-one native speaker teacher to student ratio. New material can be presented in dramatizations with multiple “actors”, while other teachers remain among the student viewers and can elucidate. At each stage in the five-step process of moving from passive reception to active production teachers are literally at the students’ sides, encouraging, whispering, supporting, modelling the language. Practice sessions expand and contract from tutorials to dyads to small groups and back. Regular interaction with the host community keeps the language relevant in the students’ daily rounds.

Yet this luxurious model of multiple teachers in a classroom is often rendered infeasible by salary considerations. Nonetheless, master teachers from Oxlajuj Aj are “colonizing” more traditional classroom settings in Guatemala. One teacher using the methodology solo successfully ran a week-end course for 45 students; another has transferred the techniques to teaching 8-12 graders. At Tulane this Fall semester we have scaled down to two teachers in the classroom, with the participation of veteran students adding to the dynamism.

Learning outcomes from these enriched language learning environments confirm that students who take risks and speak learn; students who opt out by giving minimal responses (no response being disallowed) consistently score lower on both oral and written evaluations. Movement, laughter, games, and application hold the key to fostering the confidence to speak. Interaction with host communities provides both re-enforcement and reward for the effort at learning the language.



Judith M. Maxwell is Full Professor of Anthropology at Tulane University and head of the Interdisciplinary Program in Linguistics. She began her work with Mayan languages and speech communities in Guatemala in 1976. Having begun with Chuj and Ixil, she

has since worked with Yucatec, Tojolab’al, Q’anjob’al, Popti’, Mam, Poqomam, Poqomchi’, Tz’utujil, Sakapulteko, Uspanteko, Sipakapense, K’ichee’ and Tz’utujil. She teaches courses at Tulane on Nahuatl, Yucatec, and Kaqchikel. For the past 24 years she has run a field school on Kaqchikel Language and Culture, Oxlajuj Aj. In Guatemala, she has served as a consultant to the Proyecto Lingüístico Francisco Marroquín the Academia de las Lenguas Mayas de Guatemala, UNICEF, and the Ministerio de Educación. Her recent publications include *La Ütz Awäch: Introduction to Kaqchikel Language*, *Tijonik Kaqchikel Oxlajuj Aj*, *Rub’eyal Tijonik Ruka’n Ch’ab’äl*, *Kaqchikel Chronicles*, and *Kulik Kaqchikela’ pa Iximulew*.

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Photo: "International volunteers accompany Palestinian shepherds to graze," by Angela Storey, student from the School of Anthropology

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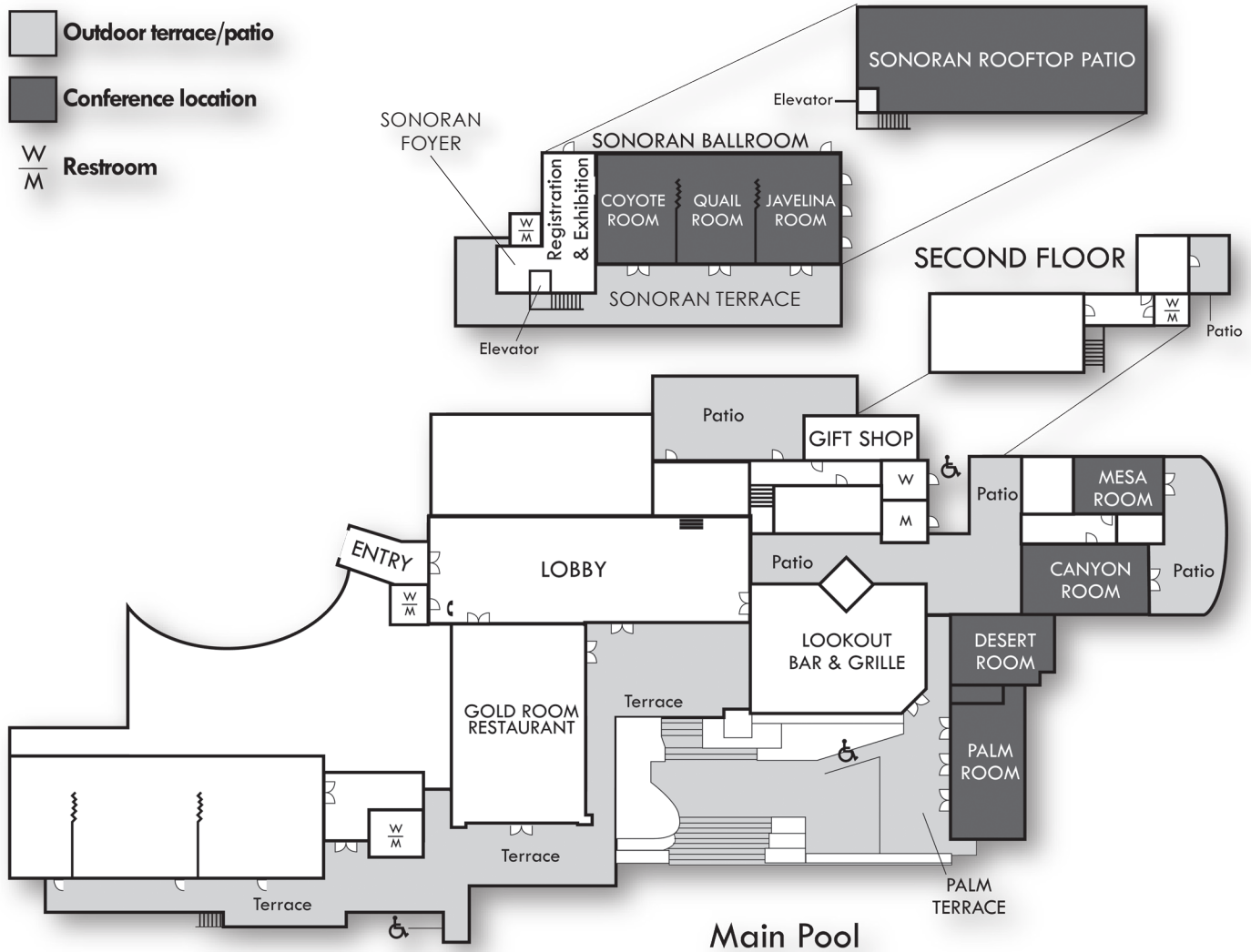
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CONFERENCE MAP & EVENTS BY ROOM



Sonoran Ballroom*

Friday, Jan. 27th

- Keynote Address
- Plenary Address I
- Session 1
- Session 6

Saturday, Jan. 28th

- Plenary Address II
- Session 11
- Plenary Address III
- Session 15
- Plenary Address IV

Sunday, Jan. 29th

- Plenary Address V
- Session 20

Coyote Room

Thursday, Jan. 26th

- Techniques for the Teaching and Assessment of ICC
- The Interface of Language and Culture

Sunday, Jan. 29th

- Documenting Interculturality with LinguaFolio

Javelina Room

Thursday, Jan. 26th

- Designing VoiceThread Activities to Promote ICC

Sunday, Jan. 29th

- The Use of Images in the Development of ICC

Quail Room

Thursday, Jan. 26th

- Intercultural Dialogue in the Military Science Curriculum

Sunday, Jan. 29th

- Hands-On Training On Using Web 2.0 To Teach Culture

Sonoran Foyer

- Registration Desk
- Exhibition Area

Sonoran Terrace

- Coffee Breaks
- Boxed Lunches

Sonoran Rooftop

Friday, Jan. 27th

- Reception**

Palm Room

Friday, Jan. 27th

- Session 2
- Session 7

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- Session 12
- Session 16

Sunday, Jan. 29th

- Session 21

Desert Room

Friday, Jan. 27th

- Session 5
- Session 9

Saturday, Jan. 28th

- Session 14
- Session 19

Canyon Room

Friday, Jan. 27th

- Session 4
- Session 8

Saturday, Jan. 28th

- Session 13
- Session 17

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- Session 22

Mesa Room

Friday, Jan. 27th

- Session 3
- Session 10

Saturday, Jan. 28th

- Proceedings Meeting
- Session 18

* Sessions and addresses located in the Sonoran Ballroom will be streamed live online. Those present may appear in these videos.

** Coyote Room in case of inclement weather.

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DISCUSSION



HANDS-ON ACTIVITIES



NETWORKING



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Presenter: Susan Penfield (CERCLL, University of Arizona)

May 31-June 1, 2012
Becoming Multilingual: Fostering Symbolic Awareness in the Language Classroom
Presenter: Chantelle Warner (University of Arizona)

June 4-5, 2012
Implementing Literacy-Based Instruction in Collegiate FL Programs (Cosponsored by AAUSC)
Presenters: Beatrice Dupuy (CERCLL, University of Arizona), Heather Willis Allen (University of Wisconsin-Madison), Kate Paesani (Wayne State University) and Karen Johnson (Pennsylvania State University)

June 6, 2012
Developing Intercultural Competence: An Expanded Role for Foreign Language Educators

Presenter: Alvino Fantini (SIT Graduate Institute)

June 7-8, 2012
Designing Digital Game-Mediated L2 Learning Environments

Presenters: Jonathon Reinhardt (University of Arizona) and Julie Sykes (University of New Mexico)

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