

# Summer 2014 Workshops

The Center for Educational Resources in Culture, Language and Literacy offers summer workshops at the University of Arizona in which research and theory are linked with practical applications for the language classroom. Educators share what they have learned through their research and teaching. Each workshop includes discussion, hands-on activities, and opportunities for networking with colleagues.

CERCLL summer workshop participants generally include foreign and second language teachers, students planning to become teachers, language program directors and language teacher educators.

## Credit:

A certificate for AZ Continuing Education is available: 6 hours per workshop day.

## Registration Information:

There is no cost to attend these workshops, but all participants must register in advance. To do so, click on the registration button on the workshop information page:

[cercll.arizona.edu/development/workshops/2014](http://cercll.arizona.edu/development/workshops/2014)



REGISTRATION IS FREE!

## Contact Information

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**For more information  
on these workshops  
and other CERCLL events,  
see CERCLL's webpage at:**

**[cercll.arizona.edu /development](http://cercll.arizona.edu/development)**

Funded in part by a Title VI grant from the U.S. Department of Education, CERCLL supports nine current projects in:

- Professional Development
- Innovative Pedagogies
- Creation of Materials

Workshops and institutes that relate to these projects and other topics are run at various times throughout the year and are open to educators and students nationally and internationally; some are available for online attendance. Events are frequently added to CERCLL's calendar, so check the website often for updates. You may also request to be added to CERCLL's listserv by sending an e-mail to: [coh-cercll@email.arizona.edu](mailto:coh-cercll@email.arizona.edu)



*Summer  
Workshops  
2014*

*Professional Development  
Opportunities for K-16 Educators*

<http://cercll.arizona.edu/>



THE UNIVERSITY  
OF ARIZONA

**Monday June 2, 9 am - 4 pm**

## **Engaging K-12 Students in Global Inquiry through Fiction and Nonfiction Literature**

Presenters: Kathy G. Short, Richard Clift, Ke Huang, Mi-Kyoung Chang, Veronika Williams, Junko Sakoi (all University of Arizona), and Desiree Cueto (Tucson Unified School District).

This workshop will explore the ways in which K-12 classroom teachers can use children's and adolescent literature to engage their students in global inquiries. Nonfiction and fiction picture books and novels can support students in explorations of global perspectives and help them move beyond a tourist stance of only gaining surface knowledge about a culture. We will describe the development and use of Language and Culture Book Kits around specific cultures and languages in classrooms. We will share the types of books that have been most generative and strategies for using these books with students. These instructional strategies include literature response engagements, inquiry units, and beginning language explorations. Participants will interact with the books and experience the instructional strategies as well as work with international consultants. We will provide criteria and strategies so that participants can develop their own kits around other global cultures. The kits that will be available include Chinese Mandarin, Korean, Russian, Arabic-Speaking countries of the Middle East, Portuguese/Brazil, Japanese, West Africa/Somalian, Bhutan/Nepali, and American Indians of the Southwest. Finally, we will share the ways in which we have been assessing intercultural understanding of students and teachers. Participants will receive book lists, instructional strategies, and criteria for book selection as well as an opportunity to check out the kits for use in their own schools.

The Kits and other resources are available from Worlds of Words at the University of Arizona: [www.lit.org](http://www.lit.org).

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**Tuesday, June 3, 9 am - 4 pm**

## **Fostering Multiliteracies through a Global Simulation**

Presenters: Kristen Michelson and Beatrice Dupuy (University of Arizona)

Literacy-based approaches to FL teaching and learning represent an important paradigm shift from the predominant approach of communicative language teaching. While communicative competence focuses on interpersonal interactions through the linguistic mode with an emphasis on accuracy, literacy-

based approaches foreground an ability to engage in meaning construction through linguistic interactions, but also across a range of modes (e.g. visual, audio, gestural, tactile, and spatial) and genres (e.g. newspaper articles, interviews, short stories, blogs, diaries, editorials, literary works, documentaries).

This workshop presents an overview of multiliteracies approaches and their specific application to FL teaching and learning through the pedagogical approach known as Global Simulation (GS). In a GS, students adopt character roles for the duration of the class through which they act and interact through language and other modes of communication in order to enact specific social identities, thereby increasing their awareness of how language forms are linked to social identities and purposes. The workshop will be delivered in four parts. Part I consists of a discussion of multiliteracies approaches and a brief history of Global Simulation. Part II leads participants through a series of experiential activities framed in a multiliteracies approach which integrate the use of Web 2.0 tools and a range of textual genres. Part III presents and discusses assessment practices from a multiliteracies perspective. Finally, in part IV, participants will engage in guided activity planning to develop an instructional module framed in a pedagogy of multiliteracies. Participants are encouraged to bring a sample text (written text, video, image, etc.) relevant to their own teaching context which can be used as a foundation for development of an instructional sequence. A laptop computer is required.

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**Friday, June 6**

Friday's workshops are cosponsored by the Confucius Institute at the University of Arizona

Presenter: Eric Chipman (University of Utah Confucius Institute)

## **9am-Noon: Engaging Chinese Language Students through Instructional Strategies, Activities and Relationships**

It is important for any teacher to understand that technology does not equal engagement. So before we explore the role technology might play in engaging students, it is important to first understand how to engage students when it is just the teacher and the students: this is the foundation of engagement. In this session, we will discuss specific strategies (classroom procedures, organization, instructional methods, content presentation) used by presenter and other experienced teachers to help students focus in on what is being taught. We will also learn a variety of both

input and output activities (specific to Chinese) that both increase engagement and increase Chinese proficiency. In addition, we will discuss the importance of teacher-student relationships in engagement and discuss concrete steps towards building those relationships.

## **1 pm - 4 pm: Engaging Chinese Language Students using Technology and Multimedia**

This session will discuss technology and multimedia in engagement of Chinese language students. We will first discuss the role of technology and then turn towards specific technology resources (free websites, paid websites, software, apps) to be implemented in the classroom, including the pros and cons of each resource and experiences with implementation. Attendees will be given access to a teacher resource website including all the technology resources discussed throughout the session. We will spend the last hour looking at a websites and technology software in-depth and workshop-specific lesson plans using the resource, and go step by step through the process of set up. The goal of the session is for teachers to have a new technology resource setup on their computer with specific activities and plans for its use in their classroom. Please bring a laptop or other electronic device.

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**Saturday June 7, 9 am - 4 pm**

## **Developing Digital Game-Mediated L2 Literacies**

Presenter: Jonathon Reinhardt (University of Arizona)

This day-long workshop will focus on the activity of digital game adaptation and design as a means of developing L2 literacies, for both instructors and learners. Participants will begin by exploring a variety of digital game types and learn about creating game-enhanced L2 learning activities with commercial and educational games using the literacies framework developed as part of CERCLL's Games to Teach project. Participants will then learn about the concept of game-mediated literacies as comprised of system, play, and design literacies, and as a way of interacting with, through, and about the L2. Participants will then be introduced to several new user-friendly online digital game makers that can be learned by teachers to make games for their students, and for learners to make their own games for L2 learning, thereby developing the literacies that potentially lead to better L2 learning.