

FOURTH INTERNATIONAL CONFERENCE ON THE DEVELOPMENT AND ASSESSMENT OF INTERCULTURAL COMPETENCE

Preparing and Supporting K–16 Language Teachers to Teach
for Intercultural Competence in and Beyond the Classroom

January 23–26, 2014
Westward Look Resort
Tucson, Arizona



WELCOME!

Welcome to the Fourth International Conference on the Development and Assessment of Intercultural Competence hosted by the Center for Educational Resources in Culture, Language and Literacy (CERCLL). The conference is one of twelve projects partially funded by the U.S. Department of Education under Title VI. Although the international education programs of Title VI have suffered from congressional budget cuts in recent years, the conference has remained a cornerstone of CERCLL activity. It is one in which we are pleased to collaborate with many of our sister Title VI Language Resource Centers across the country, as well as several University of Arizona units.

What was conceived in 2005 as a small roundtable has blossomed into a biennial conference that has garnered international attention. The first conference took place in 2008 with invited presentations only; the event has since tripled in size and now consists of presentations selected among many proposals submitted by scholars and practitioners 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 excited that we are able to create a forum at which you can share, discuss, and learn alongside members of the University of Arizona community and beyond. Welcome, too, to the other scholars and practitioners who are attending the conference remotely. We hope that you will find the conference stimulating, and the contributions in the selected Conference Proceedings to be published later this year applicable to your work.

Currently the fifth conference is scheduled for January 2016. A decade after the birth of this conference, and in light of new and exciting work conducted on this important topic during those years, we will revisit the issues that were raised in 2005: conceptualization of intercultural competence and its constitutive elements, implementation in instruction, forms of assessment. We look forward to seeing you again then!

—CERCLL Co-Directors Beatrice Dupuy and Linda Waugh, and
Associate Director Kate Mackay

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Keynote (p.8)

Joan Kelly Hall, Pennsylvania State University

Plenaries (p.9-12)

Carl S. Blyth, University of Texas at Austin

Maria Carreira, California State University, Long Beach

Toni Theisen, ACTFL President 2013, Loveland High School

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Resource Center (NHLRC) at the
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SCHEDULE OF EVENTS

Thursday January 23rd

8:00am - 10:00am, 12:00pm - 5:00pm	Registration — Sonoran Foyer
9:00am - 12:00pm	Workshops * Pre- and post-conference workshops are open to all conference attendees, but require separate registration. See conference desk staff to register.
12:00pm - 1:00pm	Lunch break (on your own)
1:00pm - 4:00pm	Workshops

Friday January 24th

8:00am - 5:30pm	Registration — Sonoran Foyer
8:45am - 9:15am	Coffee — Sonoran Terrace
9:15am - 10:30am	Keynote Presentation: Joan Kelly Hall
10:30am - 10:45am	Coffee Break
10:45am - 12:45pm	Paper Sessions 1-4
12:55pm - 2:15pm	Luncheon — Sonoran Rooftop Terrace * Please select a table with signage from one of the focus group options you selected upon registration. * If you noted dietary restrictions at registration, place your color-coded lunch card on the table in front of you.
2:15pm - 3:15pm	Plenary I: Carl S. Blyth
3:15pm - 3:30pm	Coffee Break
3:30pm - 5:30pm	Paper Sessions 5-8

A Note about Room Locations

The Sonoran Ballroom will hold the keynote and plenary presentations. During breakout sessions, this room becomes Coyote, Quail and Javelina.

See map on p.45

FOR DETAILS ABOUT....

Keynote and plenaries, see p. 8-12

Workshops, p. 14-26

Paper sessions and panels, p. 27-41

Virtual Presentations, p. 42

Posters, p. 43-44

SCHEDULE OF EVENTS

Saturday January 25rd

8:00am - 3:30pm 5:00pm - 6:00pm	Registration — Sonoran Foyer
8:00am - 8:50am	Conference Proceedings meeting for presenters— Canyon Room
9:00am - 10:00am	Plenary II: Toni Theisen
10:00am - 10:30am	Coffee — Sonoran Terrace
10:30am - 12:30pm	Paper Sessions 9-12
12:30pm - 1:30pm	Lunch break (on your own)
1:30pm - 2:30pm	Poster Session — Desert Room
2:30pm - 3:30pm	Plenary III: Maria Carreira
3:30pm	Scholarship Recipient Photo
3:30pm - 3:45pm	Coffee Break
3:45pm - 5:45pm	Paper Sessions 13-15
6:00pm - 7:30pm	Reception — Sonoran Rooftop Terrace * <i>Hors d'oeuvres</i> with margaritas and a cash bar

Sunday January 26th

8:30am - 10:00am 12:00pm - 2:00 pm	Registration — Sonoran Foyer
9:00am - 12:00pm	Workshops
12:00pm - 1:00pm	Lunch break (on your own)
1:00pm - 4:00pm	Workshops

Dining Options

See the restaurant guide in your registration materials for information about nearby eateries. In addition, the resort has grab-and-go lunches available on the Lookout Terrace during our lunch breaks (\$10 all inclusive).

Westward Look restaurant hours:

* GOLD: Breakfast 6:30 am – 11am daily; lunch 11am – 2pm Mon – Fri; dinner 5:30pm – 10pm Wed – Sat

* Lookout Bar & Grille: 2pm – 11pm Mon – Fri; 11am – 10pm Sat & Sun.

* Monsoon Café: 6am – 11am daily during our event

About Intercultural Competence—

Intercultural competence “is not an extra facet of teachers’ professional development but should become an integral part of that profession.”

(Leeman, Y., and Ledoux, G. (2003), Preparing teachers for intercultural education. *Teaching Education*, 14, 3, p. 282)

Conference Description

With greater awareness of the importance of intercultural competence in enabling learners to communicate effectively in an increasingly interconnected world, and with global travel and instant international communications available to a growing number of people, one of the primary goals of language teaching is to promote the acquisition of intercultural competence in the classroom and beyond. In order for teachers to become intercultural mediators (Zarate, Gohard-Radenkovic, Lussier, & Penz, 2003) and facilitators of intercultural competence in the classroom, it is critical for them to understand the concept of intercultural competence, the process involved in its development, and the ways and means of assessing and evaluating it. However, this cannot be accomplished without a major paradigm shift in the professionalization of language teachers. Today’s language teachers must be equipped with the tools and strategies to effectively and efficiently foster the knowledge, skills, and attitudes of intercultural competence, as outlined by scholars in the field, in order to support all students and prepare them to become interculturally competent global citizens.

The Fourth International Conference on the Development and Assessment of Intercultural Competence, organized by the Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona, aims to bring researchers and practitioners across languages, levels, and settings to discuss and share research, theory, and best practices; to foster meaningful professional dialogue; and to enhance teacher effectiveness in teaching for intercultural competence in and beyond the classroom in order to support all students’ development of intercultural competence. The conference is attended by faculty, administrators and students at post-secondary institutions, as well as K-12 teachers and individuals from a wide range of other non-traditional educational contexts who are interested in language teaching/learning and cultural competence.

ADDITIONAL INFORMATION

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 2014:

Tuesday:	benson
Wednesday:	cottonwood
Thursday:	jerome
Friday:	mesa
Saturday:	prescott
Sunday:	bisbee

CERCLL STAFF

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With many thanks to all the University of Arizona students who volunteered at this event!

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KEYNOTE ADDRESS

FRIDAY, JANUARY 24TH: 9:15AM–10:30AM

How Current Understandings of Language and Culture (Should) Inform L2 Pedagogy

Joan Kelly Hall, Pennsylvania State University (United States)

This presentation is introduced by Mary Wildner-Bassett, Dean of the College of Humanities at the University of Arizona; and by Beatrice Dupuy and Linda Waugh, CERCLL Co-Directors.



Joan Kelly Hall is Professor of Applied Linguistics in the Department of Applied Linguistics at Penn State University where she teaches courses on second language acquisition theories and research, classroom discourse research methods, and language socialization. She is also Director of the Intensive English Communication Program and the affiliated Center for Research on English Language Learning and Teaching. Her research focuses on the interactional foundations of second and foreign language teaching and learning and her work appears in journals such as *Applied Linguistics*, *International Journal of Bilingualism, Linguistics & Education*, *Modern Language Journal*, and *Research on Language and Social Interaction*. She is the author of two texts, *Teaching and Researching Language and Culture*, 2nd ed (2011, Pearson) and *Methods for Teaching Foreign Languages* (2002, Prentice-Hall), and several edited volumes. Professor Hall is currently serving on the Executive Committee of the American Association for Applied Linguistics.

Abstract

In this presentation, Dr. Hall aims to lay out the major underpinnings of contemporary thought on two concepts considered to be at the heart of L2 pedagogy: language and culture, and consider their implications for L2 pedagogy. Current views consider language to be fundamentally dynamic, provisional, grounded in and emergent from its locally situated uses in culturally framed and discursively patterned communicative activities. Culture is considered to be equally dynamic, comprised of constellations of dispositions and expectations that are continually recreated in the myriad intellectual and practical communicative activities constituting our daily lives. After presenting an overview of current understandings, Hall will explore implications for language pedagogy with a specific focus on dialogic inquiry, a pedagogical approach that considers teaching and learning to be an integrated, collaborative and purposeful process of knowledge construction. She will conclude with specific recommendations for redesigning L2 classrooms.

This address was co-sponsored by the Center for Advanced Language Proficiency Education and Research (CALPER) at Pennsylvania State University.

PLENARY ADDRESSES

FRIDAY, JANUARY 24TH: 2:15PM–3:15PM

Preparing Language Teachers to Teach for Intercultural Competence: The Promise of Cultural Linguistics

Carl S. Blyth, University of Texas at Austin (United States)



Carl S. Blyth (PhD, Cornell University) is Associate Professor of French Linguistics and Director of the Center of Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin. His research includes computer-mediated discourse, corpus linguistics, cross-cultural and intercultural pragmatics, interactional sociolinguistics, and pedagogical grammar. He has published on metalinguistic awareness, native and non-native role models for language learning, narrative discourse, pedagogical norms, stance taking in interaction and open models for educational publishing. A proponent of Open Education, he is developing an open-source application for annotating texts to facilitate collaborative approaches to L2 reading. He is the former series editor of *Issues in Language Program Direction*.

Abstract

This presentation is based on the premise that language teachers must deepen their understanding of the language/culture interface before they can successfully teach for intercultural competence. It is argued that cultural linguistics is a promising framework for helping teachers conceptualize “language as culture,” a prerequisite for understanding intercultural competence. A new field, cultural linguistics is a blend of anthropology and cognitive linguistics. More specifically, cultural linguistics represents a theory of culturally defined mental imagery. The term imagery applies not only to visual images, but also to any perceived experience. Research has shown that language education focuses primarily on the linguistic code while largely ignoring the target community’s interpretive frames. As a solution, cultural linguists have recently suggested that language education should strive to foster meta-cultural competence, that is, the knowledge that different cultural groups may conceptualize experience differently. To that end, this presentation demonstrates three activities for raising teachers’ meta-cultural awareness. All three activities employ heuristics to help teachers view language as a culturally embedded, cognitive activity. The first activity demonstrates the concept of semantic frame by comparing lexical associations for the same word in the target and native language community as found in the Cultura archives. This activity helps teachers understand that word meaning depends on life experience and thus differs from person to person.

This address was co-sponsored by the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin.

PLENARY ADDRESSES

The second activity focuses on the concept of interactive frame that refers to the speaker's global understanding of a given speech event. Interactive frames are key to determining cultural expectations for communication. The third activity asks teachers to observe and analyze how learners collaboratively construct the meaning of a foreign text in real time using Web-based annotation tools. This activity underscores the idea of reading as an interpretive process guided by cultural frames of reference.

This presentation was co-sponsored by the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin.

SATURDAY, JANUARY 25TH: 9:00AM—10:00AM

Activating Communication: Focusing Lenses

Toni Theisen, ACTFL President 2013, Loveland High School (United States)



Toni Theisen, the 2013 ACTFL President and the 2009 ACTFL Teacher of the Year, teaches French at Loveland High School in Loveland, Colorado where she is also the district WL Curriculum Supervisor. A Google Certified teacher, she is also a National Board Certified Teacher with a M.A. in Foreign Language Teaching and French and a M. A. in Education of Diverse Learners. Theisen has presented many workshops on Multiple Intelligences, Differentiated Learning and 21st Century Technology. She recently chaired the 2009 revision of the Colorado Standards for World Languages and served as the co-chair for the revision of the National Board for Professional Teacher Standards for World Languages. Her honors include the ACTFL Nelson Brooks Award, The Colorado Governor's Award for Excellence in Teaching and the SW-COLT Outstanding Teacher Award. As an ACTFL Executive Board member, Toni served as the program chair for the 2004 and 2005 annual conference.

Abstract

How does fostering appreciation for diverse worldviews enhance skills for global citizenship? Is it true that the more learners encounter and engage with other worldviews, the more they develop compassion, empathy, and understanding? How can we use focusing lenses to guide thinking when creating instruction? Can an old unit "going to a café" be changed to a thematic unit on food and hunger that focuses on interpersonal tasks integrated to create a meaningful cultural context? How can images, videos and other technology encourage learners to critically think of solutions to real-world global issues on environment in innovative ways? We will explore these questions through the lenses of an UbD designed thematic unit and the concepts of the ACTFL 21st Century Skills Map.

This presentation was co-sponsored by the Center for Applied Second Language Studies (CASLS) at the University of Oregon.

PLENARY ADDRESSES

SATURDAY, JANUARY 25TH: 2:30PM—3:30PM

Heritage Language Teaching: Bridging the Gap Between "what is" and "what should be"

Maria Carreira, California State University, Long Beach (United States)



Maria Carreira is professor of Spanish at California State University, Long Beach and co-director of the National Heritage Language Resource Center at UCLA. She is co-author of four Spanish textbooks including *Sí se Puede*, for heritage speakers. She is also associate editor of *Hispania* and chair of the SAT Spanish committee. Her research focuses on Spanish in the U.S. and Spanish as a heritage language. Her recent publications focus on Differentiated teaching, assessment in heritage language teaching, community language programs in Spanish, and the state of Spanish in the US in a capacity-opportunity-desire paradigm (LoBianco 2008). Her forthcoming book, *Voces: Growing up Latino in the U.S.*, is an annotated collection of writings by Latino youth on their experiences in school, home, and their communities of residence

Abstract

How well matched are the linguistic needs of heritage language (HL) learners with the pedagogical practices of language programs at the post-secondary level? Two studies of the National Heritage Language Resource Center (NHLRC) provide some answers to this question and identify areas of development for the field of HL teaching. The first study, a national survey of 1800 college-level heritage language learners from a wide range of language backgrounds, offers an unprecedented look at the linguistic profiles, goals, and attitudes of these students. The implications of this study for teaching are twofold. On the one hand, the existence of significant commonalities between HL learners suggests a set of common core principles of heritage language teaching. At the same time, differences between individual learners and groups of learners underscore the need for variable approaches. The second study, a national survey of some 300 post-secondary language programs, documents common institutional practices and perspectives surrounding heritage language teaching. As in the learner survey, however, the existence of significant language and program-specific differences argue against one-size fits all approaches. The study also identifies practical impediments that constrain heritage language teaching (e.g. low enrollments, budgetary constraints, lack of materials and trained instructors, etc.), as well as innovative solutions by programs for dealing with these impediments.

PLENARY ADDRESSES

A side-by-side comparison of the two studies reveals a gap between “what is” and “what should be” in heritage language teaching. Bridging this gap requires a multidimensional approach, which involves (1) identifying common principles of heritage language teaching that hold across all institutional contexts and languages; (2) identifying the parameters of variation that arise when teaching learners from different backgrounds and when dealing with different institutional constraints, and (3) identifying best practices for responding to this variation. The studies cited yield important insights on all three fronts.

This presentation was co-sponsored by the National Heritage Language Resource Center (NHLRC) at the University of California - Los Angeles.

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Photo: "International volunteers accompany Palestinian shepherds to graze," by Angela Storey, student

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PRE- AND POST- CONFERENCE WORKSHOPS

THURSDAY, JANUARY 23RD: 9:00AM—4:00PM
(LUNCH BREAK 12:00PM— 1:00PM)

Developing Intercultural Communicative Competence: A Common Task for Language Educators and Interculturalists

with Alvino E. Fantini, SIT Graduate Institute (United States)

Dr. Alvino E. Fantini holds degrees in anthropology and applied linguistics and has worked in both language education and intercultural communication for over 45 years. He has worked with various languages and cultures, in education and training, in academia and in field situations, in the U.S. and abroad, for the Peace Corps, development projects, and international educational exchange programs. He has conducted research and published on bilingualism, language development, and language and cross-cultural matters, including the seminal work, *Language Acquisition of a Bilingual Child*, and TESOL's *New Ways in Teaching Culture*. Fantini served on the U.S. National Advisory Panel that developed the National Foreign Language Standards. He is past president of SIETAR International, and recipient of its highest award, "Primus inter Pares". Fantini served as graduate faculty at Matsuyama University in Japan and is professor emeritus at the SIT Graduate Institute in Brattleboro, Vermont. He currently serves as international consultant.

Abstract

This session arises from an international impact study and a literature survey that explored indicators of intercultural success. Clearly, language proficiency alone is inadequate and other abilities are also essential, just as other competencies without host language proficiency are also insufficient. Language educators must expand their role to promote development of intercultural communicative competencies (ICC) to ensure that students are able to communicate as well as interact effectively and appropriately in other cultures, just as interculturalists must also broaden their work to address host language abilities.

In this workshop, language educators and interculturalists explore how language and culture form our initial worldview and how each language-culture (LC) shapes a different view of the world. Given the pervasive role of our LC1, the questions arise: how to transcend and transform that initial paradigm later in life? And what abilities are needed to do so?

Participants explore multiple dimensions of ICC – definitions, characteristics, components, developmental levels, and the role of language during intercultural contact. A curriculum model is presented to ensure all areas are addressed – language, interactions, and behaviors. Participants then experience techniques that embed small "c" cultural aspects in every lesson unit. Finally, multiple strategies for measuring and monitoring their students' ongoing ICC development are considered.

Audience: Language educators and interculturalists, all levels.

PRE- AND POST- CONFERENCE WORKSHOPS

THURSDAY, JANUARY 23RD: 9:00AM—12:00PM

Fostering Intercultural Competence for Study Abroad

with Kacy Peckenpaugh, Weber State University (United States)

Currently Assistant Professor of German and French at Weber State University in Ogden, Utah, Kacy Peckenpaugh is a 2013 graduate of the Second Language Acquisition and Teaching (SLAT) program at the University of Arizona. She is also a member of the faculty at Middlebury College's Summer German School.

Abstract

As language educators respond to the call to action in the 2007 MLA report to target transcultural/translingual competence in the language classroom and study abroad professionals attempt to answer administrative demands for intercultural learning in study abroad, many seek a framework for how this competence can be developed. The challenge lies in extracting practical curricular designs for the "difficult-to-pin-point nature" of intercultural learning (Sinicrope, Norris, & Watanabe, 2007). This workshop will provide a brief, yet critical, overview of the theoretical underpinnings of intercultural and transcultural competence as outlined by scholars in SLA, the humanities, and study abroad literature (Kramsch, 1993; Byram, 1997; Seidl, 1998; Hammer, Bennett, & Wiseman, 2003; Schulz et al., 2005; Vande Berg, Paige, & Hemming Lou, 2012; Wildner-Bassett, 2008).

This workshop draws from this brief overview in order to derive practical applications for developing intercultural competence pre-, during, and post-study abroad. In order to truly understand the practical extensions of theories of intercultural competence, attendees will participate in a number of shorter and longer intercultural simulations. In these intercultural simulations, participants will assume the roles of cultural actors with varying values and beliefs, simulating what it can be like to participate in an intercultural encounter. Additionally, participants will be introduced to examples of intercultural pedagogy at various levels of the academic curriculum, before brainstorming and collaborating on materials that can be used in their own classrooms.

Workshops are open to all conference attendees, but require separate registration. Please see conference desk staff (hours on page 4-5) to register.

PRE- AND POST- CONFERENCE WORKSHOPS

THURSDAY, JANUARY 23RD: 1:00PM—4:00PM

Designing Programs to Foster Intercultural Competence Through Interdisciplinary Study Abroad

with Lily Anne Goetz and William C. Holliday, Longwood University (United States)

Dr. Lily Anne Goetz is Professor of Spanish and Dr. William Holliday is Assistant Professor of History at Longwood University. Both have studied and taught in Spain and Latin America. They created Longwood University's General Education Summer Abroad program in Spain, now in its fourth year.

Abstract

Longwood University's interdisciplinary General Education Summer Abroad in Valencia, Spain, attempts to sensitize students to cultural differences, to engage students to a higher degree in historical inquiry, and to develop Spanish language skills by weaving together three General Education requirements in an immersion setting. Courses in History, Intermediate Spanish, and an English Advanced Writing Seminar merge their activities to provide an exploration of history and culture in the historic city of Valencia, Spain.

This workshop will present a model for Longwood University's program that attendees may use to design their own programs abroad to foster intercultural competency.

Presenters will provide definitions of intercultural competency, and will describe how their program differs from most study abroad programs, achieving a measure of intercultural transformation and Spanish language skills growth among students. Handouts will be provided, as well as a website with links to the handouts and PowerPoint.

After completion of the workshop, participants will be able to:

- Design a study abroad program to develop intercultural competency involving two or more disciplines that fits their institution's curriculum and responds to their strategic plan;
- Plan travel and logistics abroad within their institution's framework for study abroad;
- Plan for publicity, student recruitment, and student preparation for study abroad;
- Create syllabi and course activities for the development of intercultural competence, in which a substantial number of activities intersect among courses;
- Design assessment activities to measure growth in intercultural competence, student engagement, and language skills development.

PRE- AND POST- CONFERENCE WORKSHOPS

THURSDAY, JANUARY 23RD: 1:00PM—4:00PM

Hypermedia Texts in the Classroom

with Chantelle Warner, with co-presenters Sonia Shiri, Katia Bezerra, Zuleima Gonzalez, Mohammed Tamimi, all University of Arizona (United States)

Dr. Chantelle Warner is Assistant Professor of German and a faculty member of the Interdisciplinary Program in Second Language Acquisition and Teaching at the University of Arizona. She received her M.A. and Ph.D. from the University of California, Berkeley, where she specialized in 20th-century and contemporary German literature and applied linguistics. Dr. Warner's teaching and research interests cross the fields of literary and linguistic study. Her scholarly work focuses broadly on issues of reader response, aesthetics, and the regulation of and control of meanings and linguistic practices. These common theoretical issues drive her approach to literary texts as linguistic practices and her work on foreign language literacy and language/literature pedagogy. Dr. Warner has published on a variety of topics related to literary pragmatics, foreign language literacy, collegiate language teaching in the U.S., and playful uses of language in foreign language computer-mediated communication.

Kátia da Costa Bezerra is Associate Professor and Associate head of the Department of Spanish and Portuguese at the University of Arizona. She received her Ph.D. from the University of Arizona in 1999. She has published essays on Contemporary Portuguese, Brazilian and Lusophone African literature and cultures. Her theoretical approaches include questions on gender, space, nationhood, memory and race. Her most recent research focuses on some of the actors and narratives involved in the production of urban spaces.

Sonia Shiri is Assistant Professor and Middle East Language Programs Coordinator at the University of Arizona and acted as Arabic Program Coordinator at UC Berkeley prior to that. She is currently the Academic Director of the newly launched Arabic Language Flagship Program. Dr. Shiri's most recent research focuses on language learning in study abroad, computer-assisted language learning, and critical discourse analysis.

Mohammed Tamimi is a Ph.D. Candidate in Second Language Acquisition and Teaching (SLAT) Program at the University of Arizona. He teaches Levantine Arabic and Intermediate Modern Standard Arabic (MSA) at the school of Middle East and North African Studies and English at the Center for English as a Second Language (CESL) at the University of Arizona. Mr. Tamimi's field of research is in teaching culture, blended (hybrid) language learning, hypermedia, Computer Assisted Language Learning (CALL), and using Web 2.0 to teach culture. He conducts workshops on teaching culture using Web 2.0 tools.

Zuleima González Morales holds a B.A. in Spanish from Iowa State University and a M.A. in Spanish from The University of Arizona. She is currently a Ph. D. student at The University of Arizona in Luso-Brazilian and Hispanic American Literary Studies. She has taught Spanish and Portuguese as a Foreign Language at The University of Arizona. In addition to Spanish and Portuguese languages, she has taught undergraduate courses in Brazilian Literature. Her research interests focus on Performance and Gender Studies.

Abstract

This workshop will introduce participants to TIARA (The Interactive Annotated Reading Application), an online software developed in conjunction with the CERCLL Hypermedia Texts Project, which allows instructors to upload texts and easily create a variety of different annotations in the form of additional texts, images, audio files, and videos. The workshop leaders will share lessons and pedagogical principles that they have developed while implementing the software in the teaching of language, cultural literacy, and critical language awareness. The sample texts will be in Arabic, Portuguese, German, and Turkish, but teachers and researchers working in all languages are welcome. During the second half of the workshop, participants will get an opportunity to work with the software on their own, either developing possible lessons for existing texts housed in TIARA or beginning to create new texts of their own.

SUNDAY, JANUARY 26TH: 9:00AM– 4:00PM
(LUNCH BREAK 12:00PM– 1:00PM)

***A Cultural Patchwork: Discovering and Developing
a Multicultural Classroom Community***

with Erin Watters, Portland State University: Language, Literacy and Technology Group, and Angelica da Costa, University of Maryland: National Foreign Language Center (United States)

Erin Watters teaches English and German at Portland State University. Her interests include heritage languages, global citizenship and CALL. She currently directs a community ESL program in Portland, OR.

Angelica da Costa received her MA TESOL after years teaching English in Brazil in K-12 and Bi-national Centers. Her interests include ESP, materials design and cross-cultural communication.

Abstract

A patchwork or “pieced work” is the art of sewing together small pieces of fabric into a larger design. These pieces, in different colors and shapes, can become rare works of art when sewn together. Our classrooms provide all the materials necessary to make a multicultural, quilt. The key component is the master crafts-person who can put it all together - the teacher that draws on all the many colors, shapes and cultures and facilitates the creation of a unique work of art. Awareness, dedication and practice are required for this activity to be successful.

A patchwork or “pieced work” is the art of sewing together small pieces of fabric into a larger design. These pieces, in different colors and shapes, can become rare works of art when sewn together. Our classrooms provide all the materials necessary to make a multicultural, quilt. The key component is the master crafts-person who can put it all together - the teacher that draws on all the many colors, shapes and cultures and facilitates the creation of a unique work of art. Awareness, dedication and practice are required for this activity to be successful.

In order for language teachers to be able to help students develop multicultural competencies, they must first have a personal foundation to work from. By providing participants with opportunities to share their culture and building on the activities within this workshop, we scaffold a foundation that participants will be able to use as a springboard for developing their own community of multiculturally competent students.

In this all-day workshop, we set the stage for a classroom community that can learn from each other. Participants will interact in hands-on exploration of techniques and activities that focus on development of multicultural community in the classroom. The first half of the day includes three activities surrounding cross-cultural, community-building that can be used as-is or adapted for each teacher’s professional toolbox. After lunch, participants will build upon the morning experiences to develop multiculturally relevant materials and lesson planning ideas that they can take home with them and apply within their own classrooms.

Participants will leave this workshop with a workbook that includes activities used in the workshop, a resource list and a framework of how to include experiential learning in their own classrooms.

Audience: Pre-service and experienced language teachers at all grade levels and those interested in facilitating the development of multicultural classroom communities.

PRE- AND POST- CONFERENCE WORKSHOPS

SUNDAY, JANUARY 26TH: 9:00AM–12:00PM

Images and Texts: Teaching for Intercultural Competence —A Hands-On Approach

with Gwen Barnes-Karol and Maggie Broner, St. Olaf College (United States)

Gwen Barnes-Karol (Ph.D, Minnesota, Hispanic and Luzo-Brazilian Literatures) is Professor of Spanish at St. Olaf College where she teaches a broad range of language, culture, and (Spanish peninsular) literature courses. She has been involved in a variety of innovative programs at St. Olaf, including: the creation of a content-based third-semester Spanish curriculum with co-presenter Maggie Broner; the teaching of January-term immersion courses abroad in Costa Rica, Ecuador, and Spain; and the development of foreign language across the curriculum courses with Spanish discussion components in collaboration with colleagues from anthropology, history, political science, and religion. Her publications have appeared in the ADFL Bulletin, Foreign Language Annals, Hispania, and several edited volumes.

Maggie Broner (Ph.D, Minnesota, Hispanic Linguistics) is Associate Professor of Spanish and Chair of the Department of Romance Languages at St. Olaf College. She teaches courses in language, culture, and Hispanic linguistics in the Spanish program as well as through Linguistics Studies and Women's and Gender Studies. In addition to her work in the creation of a content-based third-semester Spanish curriculum, she is currently involved in several initiatives that integrate sustainability and design thinking into intermediate- and advanced-level Spanish courses. She has published on language play in Spanish immersion settings and curricular issues in The Encyclopedia of Applied Linguistics, Foreign Language Annals, The Modern Language Journal, and edited volumes.

Both share a joint research agenda that includes content-based instruction with a focus on the development of intercultural competence, critical thinking skills, academic language, and reading skills by foreign language learners and have presented workshops together for over 10 years.

Abstract

For years the profession has been, repeatedly, calling for the teaching of intercultural competence, stressing how it should be a central feature of world language education and teacher preparation. The National Standards calls for teachers to prepare students to demonstrate an understanding of the “relationship between the practices and the perspective of the cultures studied” (p. 50). The 2007 MLA report challenges the profession to redefine the goal of the undergraduate language major to help students develop “deep translingual and transcultural competence” (p. 3).

PRE- AND POST- CONFERENCE WORKSHOPS

The on-going challenge for teachers, and teacher educators, is how to translate these big picture ideals into the everyday reality of our own classrooms. In their Fall 2010 Foreign Language Annals article, “Using Images as Springboards to Teach Cultural Perspectives in Light of the Ideals of the MLA Report,” Gwendolyn Barnes-Karol and Maggie Broner presented a framework for teaching students to analyze images (cultural “products”) as a point of departure for exploring target culture “perspectives” and developing intercultural competence through a variety of authentic texts. In this workshop, Barnes-Karol and Broner will give an overview of their framework and how it can be adapted to a number of different settings and languages. They will share the curricular reforms that they have implemented at their institution to make their curricula more culture/content centric. Participants will have a chance to try out a step-by-step process using texts and tasks developed and/or adapted for Barnes-Karol and Broner's classrooms. Then participants will have the opportunity to apply the principles of the approach to sets of images pertinent to various languages and levels of instruction. The goal is to illustrate how participants can take small, concrete, steps that can make the development of intercultural competence a central aspect of language education.

Audience: secondary and tertiary language educators, those interested in Teacher pre- and in-service education

References:

National Standards in Foreign Language Education Project, Standards for Foreign Language Learning in the 21st Century, 3rd revised ed., Lawrence, KS: Allen Press, 2006.

“Foreign Languages and Higher Education: New Structures for a Changed World,” 2007, <http://www.mla.org/flreport>

This workshop was sponsored by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota.



PRE- AND POST- CONFERENCE WORKSHOPS

SUNDAY, JANUARY 26TH: 9:00AM– 12:00PM

Teaching and Assessing Interculturality through Multiliteracies: A Global Simulation Curricular Project

with Kristen Michelson and Elyse Petit, University of Arizona (United States)

Kristen Michelson is a doctoral student in Second Language Acquisition and Teaching at the University of Arizona with research interests in the development and assessment of interculturality, multiliteracies approaches to culture and language teaching, and discursive and semiotic representations of cultural patterns in literary and non-literary multimodal texts.

Elyse Petit is currently a student in Second Language Acquisition and Teaching at the University of Arizona. Her research interests focus on SLA in development of intercultural competence and language learning through films, videos and French literature. She is also interested in teacher training, SLA in study abroad contexts, and teaching French as a foreign language using multimodal texts.

Abstract

Views of culture within the context of FL teaching have gradually shifted from notions of culture as a unitary, stable object associated with a particular target language and/or national context toward understanding culture as an “interpersonal process of meaning construction” (Kramsch, 2003, p. 21). This more recent view calls for culture-teaching to move beyond a mere focus on factual knowledge about language, institutions, and objects (Arens, 2010, p. 322) and instead to expose learners to the multitude of identities associated with particular languages, their histories, and the manner in which these identities are constructed through language and other modes of communication.

One approach conducive to the development of interculturality from this viewpoint is a pedagogy of multiliteracies, which defines literacy as an ability to understand and participate in a variety of discourses from the standpoint of particular social roles (Gee, 2011). From a multiliteracies perspective, meaning-making occurs across multiple modes and genres, and involves ongoing negotiation of the specific identities and social contexts in which texts are created and interpreted.

This workshop presents a curricular project designed for second year college French using a multiliteracies, genre-based framework for instruction of language and culture through the French language. The project, Global Simulation, in which students adopt character roles for the duration of the semester, aims to develop students’ awareness of how language forms are linked to social identities and purposes.

PRE- AND POST- CONFERENCE WORKSHOPS

This workshop will be delivered in three parts. Part one will consist of a description of the project including a discussion of multiliteracies approaches, a brief history of Global Simulation, and an overview of the project implementation. Part two will consist of a mock teaching sequence in which sample texts, assessments, and Web 2.0 tools are presented. Finally, in the third segment, participants will engage in guided activity planning to develop an instructional module framed in multiliteracies pedagogies. Participants are encouraged to bring tablets or laptops.

SUNDAY, JANUARY 26TH: 1:00PM– 4:00PM

Web 2.0 for Language Instruction and Intercultural Competence

with Paul Renigar and Stefano Maranzana, University of Arizona (United States)

Paul Renigar is a Ph.D. student in Second Language Acquisition and Teaching at the University of Arizona where he teaches Italian. His interests range from pedagogical uses of social networking using frameworks of ecology and dynamic systems; Critical Discourse Analysis and Corpus Analysis; and post-performativity frameworks of language and identity.

Stefano Maranzana is a Ph.D. student in Second Language Acquisition and Teaching as well as Italian instructor at the French and Italian Department of the University of Arizona. His main research interests include Italian as an L2, technology in SLA, telecollaboration and Sociocultural Theory.

Abstract

This is a hands-on course on how to effectively use the latest communications technology, the Internet’s Web 2.0, for second language (L2) and culture teaching. These tools include everyday familiar platforms such as Facebook, Twitter, YouTube, etc., as well as blogs, wikis and podcast. In this workshop we will consider how to use these new technologies to enhance and liven up the classroom environment. As a social phenomenon, language is acquired and used through interaction, in an array of contexts for a multitude of practical purposes (Firth & Wagner, 2007). Web 2.0 allows for a broad array of activities that can situate learning in context and foster interaction. This workshop is intended for, but not limited to, instructors of any foreign language, regardless of their familiarity with computer-mediated tools.

Studies have shown that Web 2.0 tools enrich the classroom setting by 1) exposing students to real texts and cultural artifacts in the target language (Warschauer & Grimes, 2007); 2) allowing real and meaningful communication

PRE- AND POST- CONFERENCE WORKSHOPS

with peers and native speakers (Garrett, 2008); 3) motivating the students and giving them a sense of authorship (Sykes et al., 2008); 4) transforming students into active learners, collaborators and explorers (Thorne, 2008); 5) developing intercultural competence (Elola & Oskoz, 2008). A literature review will be followed by a demonstration of practical uses of these tools. The workshop will define what Web 2.0 platforms are available, which ones to choose according to the intended pedagogical goals, why, and how to set them up, maintain them, and integrate them into foreign language teaching.

The second part of the workshop will demonstrate “hands-on” activities to stimulate higher levels of critical thinking among L2 communities of practice (Wenger, 1996). Participants in the workshop will experience language acquisition from the perspective of today’s Digital Native students who intake and process information in non-linear and multimodal ways (Prensky, 2011). The central tool of choice will be Facebook. The activities will show a variety of practical ways to guide classroom discussions, grammar/vocabulary/culture lessons in ways that continue outside of class. English will be used as the L2 of choice for the workshop and the focus will be on dialogism. While hovering around Facebook as a “central hub” we will discuss how to use videos, articles, chat, threads, PowerPoint presentations, images and games that enhance the learning experience and promote a more meaningful engagement with the topics studied.



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PRE- AND POST- CONFERENCE WORKSHOPS

SUNDAY, JANUARY 26TH: 1:00PM– 4:00PM

Learning Centered Portfolio Approach to Intercultural Effectiveness

with Brad MacDonald, Nova Scotia Community College (Canada)

Brad MacDonald degreed in Business Administration and completed 3 years of study with the Forum for International Trade Training. He also completed a Community based Tourism project for the Canadian International Development Agency, and has 23 years of experience teaching Business subjects at the College level. In addition, he co-developed the International Field School for the Nova Scotia Community College.

Abstract

Nova Scotia Community College (NSCC) developed a program to instill Intercultural Skills in the Staff and Faculty in which participants traveled to Mexico or Asia to be immersed in a foreign culture. This workshop outlines the unique structure of the course, environment and activities to accomplish the change needed to effectively engage interculturally. Workshop participants will be shown an integrative experiential learning model and the key success factors that need to be present in order to mitigate risk as a cost effective process for creating Intercultural Competence in faculty, staff or students.

In 1999 Nova Scotia Community College (NSCC) was strengthening its brand as Canada’s Portfolio College by recognizing student learning experiences in the international community. The development of flexible learning pathways was at the forefront of this institutional strategy with the dual objectives of a) recognizing prior learning and b) attracting international students. One of the identified key success factors was the development of Intercultural Competence. NSCC needed faculty and staff to have these skills to support our foreign students. Also, employers were looking for these skills in graduates of NSCC’s advanced diploma program in International Business.

NSCC’s Strategic Plan recognized the need to create a global outlook in its curriculum, student learning, and employee experiences. The College committed its resources and focus to ensure an inclusive learning environment that “meets students where they are” and thereby honors the unique background and potential of each learner and the diversity of cultures in our global community.

To accomplish this, a global outlook needs to be infused into academic curriculum, co-curricular and extra-curricular student learning experiences, in addition to the professional development and learning opportunities of front line employees.

PRE- AND POST- CONFERENCE WORKSHOPS

SUNDAY, JANUARY 26TH: 1:00PM– 4:00PM

Findings/Insights: Recognizing this, the School of Business developed a Field School for NSCC Students, Faculty and Staff. NSCC partnered with Educational Institutions in Mexico and Asia to create a program where faculty, staff and students would live, work and study international business culture for a three week period. Each year the program became more robust, and feedback indicated it was a meaningful experience for all participants. Moreover, the Field School program achieved the objectives set out in the international strategies of NSCC, NSCC International and NSCC School of Business. The unique structure of this program saw staff, faculty and students of NSCC become interculturally effective, culminating with them working with learners of another culture!

Audience: This unique field school was developed by faculty for faculty, staff and students. It is intended for administration and interested faculty and staff. It is a cost effective process for creating Intercultural Competence in faculty, staff or students.

Latin American Studies Resources for Educators

The Center for Latin American Studies (CLAS) at the University of Arizona offers a variety of resources for K-12 educators including:

- Online Curriculum Units
- Special Events and Workshops
- for Professional Development
- Resource Lending Library
- Speakers Bureau
- Sonoran Field Study in Mexico

For more information please visit our website at <http://las.arizona.edu/outreach> or contact Program Coordinator, Tad Pfister, (520) 626-7242 or tpfister@email.arizona.edu.



The CLAS Outreach Program is supported by a grant from the U.S. Department of Education, Title VI.

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 or in photos taken at the conference.

FRIDAY, JANUARY 24TH: 10:45AM– 12:45PM

Session 1: COYOTE Room

Hélène Zumbihl, Université de Lorraine, *Language Teachers as Facilitators in Preparing for Study Abroad*

Language teachers have an essential role to play in students' acquisition of intercultural communicative competence. This paper will focus on a theoretical discussion of this major evolution in the professionalization of language teachers through the study of a curriculum aimed at preparing students for study abroad experiences.

Andrew Nowlan, Kwansai Gakuin University, *Facilitating Intercultural Exchange in a Culturally Homogenous Learning Environment*

This presentation reports on a study where EFL students at a culturally homogenous university in Japan were exposed to in-class interactions with foreign exchange students. The presenter will share how students realized the benefits of intercultural exchange and how this resulted in motivated learning behavior.

Kacy Peckenpaugh, Weber State University, *Unpacking the Study Abroad Experience: An Intercultural Process*

This paper presents research on the process of post-study abroad students unpacking their experiences upon return home. Students' coursework from an intercultural competence course was analyzed using the developmental model of intercultural sensitivity (Bennett, 1986), experiential learning theory (Kolb, 1994), and transformation theory (Mezirow, 2000).

Fahd Alalwi & Peter Ecke, University of Arizona, *Saudi Students' Development of Intercultural Competence during Study Abroad*

This study compares Saudi students' attitudes and assumptions about their own culture with the U.S. culture, as well as their predisposition to develop intercultural competence before the start of an ESL program in the U.S. with corresponding measures of cultural attitudes, assumptions and predispositions at the end of the program.

PAPER SESSIONS AND PANELS

FRIDAY, JANUARY 24TH: 10:45AM–12:45PM

Session 2: JAVELINA Room

Misumi Sadler, University of Illinois at Urbana-Champaign,
*Co-constructing Intercultural Views and Identities
in a Teaching Methods Class*

Considering a classroom as a “third space”, this study explores the perceptions of newly appointed graduate student teachers about academic language teaching and learning and the teaching practices that were the product of those beliefs, and also presents how external factors (i.e. intercultural competence) can influence these teachers’ practices.

Theresa Catalano, University of Nebraska-Lincoln, *Boosting Intercultural Competence in a Teacher Education Course*

This presentation examines innovative multilingual, multimodal and interactional activities implemented in a graduate language teacher education course in intercultural communication. Data collected includes lesson plans, observations and student assignments/evaluations. Results illustrate how these activities work to make teachers of diverse classrooms interculturally competent global citizens and mediators.

Paula Garrett-Rucks, Georgia State University,
*Problematizing Pre-service Foreign Language Teachers’
Interpretations of the Culture Standards*

This study investigated pre-service world language teachers’ perceptions of cultural instruction after Standards-based training. An analysis of the participants’ descriptions of meaningful cultural instruction provides insight into their interpretations of culture standards (2.1, 2.2, 4.2) compared to notions of intercultural competence. Suggestions for training beyond the culture standards are explored.

Carmen Helena Guerrero Nieto, Universidad Distrital & Bryan Meadows, Fairleigh Dickinson University,
Intercultural Competence in Second Language Teacher Education: Creating Deterretorialized Spaces

This proposal discusses the benefit of deterretorialized, online platforms as intercultural spaces in which Non-Native English Speaking Teachers (NNESTs) may develop a professional identity that challenges conventional boundaries that marginalize their positioning within the English Language Teaching (ELT) field.

PAPER SESSIONS AND PANELS

FRIDAY, JANUARY 24TH: 10:45AM–12:45PM

Session 3: QUAIL Room

Jeffrey R. Watson & Richard L. Wolfel, U.S. Military Academy - West Point, *The Intersection of Language and Culture During Study Abroad*

Language and culture are inextricably linked in study abroad (SA) but what is their interrelationship? This study investigates the relationship between the “product” of SA (language proficiency, intercultural competence) as well as the “process” (during-immersion socialization aspects). Findings & analysis from a longitudinal SA program will be presented.

Robert R Greene Sands, Institute for the Study of Culture and Language at Norwich University, *Thinking Differently: Promoting Cross-cultural Competence in 21st Century Military*

Cross-cultural competence is a means to engage perspectives contrary to our influential worldviews and belief systems that inform thinking while culturally making sense of those perspectives. 3C engages self-awareness and requires openness to reflexive learning that is contrary to existing thinking strategies and training employed by the military.

Cheri Boyer & Gail Emily Fey, University of Arizona’s Eller College of Management, *Suddenly “Expert”: Global Business Communication at the University of Arizona*

This paper explores the often missed opportunities to connect American and international students attending U.S. universities. It describes a project in an undergraduate Business Communications course at the University of Arizona that brings the two student populations together in a meaningful way to enhance the intercultural competencies of all involved.

Ana Gonzales, Department of Defense, *Slang Chain and Criminal Competence*

Through authentic sources we highlight the usage of the Spanish language in specific scenarios in which slang is used as the most powerful weapon to foster criminal competencies. The use of lexical chain based featured on machine tasks - clustering and classification might not be effective to analyze the same.

PAPER SESSIONS AND PANELS

FRIDAY, JANUARY 24TH: 10:45AM–12:45PM

Session 4: CANYON Room

**Kimberly Vinall, UC Berkeley, “Putting a Face on it”:
*Community Service-learning and Intercultural Competence***

This paper explores the limitations of intercultural competence when difference is decontextualized and experienced without interrogating conflicting spaces of power, ultimately reinforcing stereotypes and fortifying national boundaries. Using qualitative data from a university language class this study focuses on students’ and instructors’ community-service learning experiences on the U.S./Mexican border.

Adolfo Carrillo Cabello, Valdosta State University, *Gatekeeping Strategies in FL Courses: Rethinking Home Backgrounds*

An analysis of students’ preferences and reasoning for selection and viewing of materials for cultural learning investigated in this study suggest that gatekeeping policies that prevent heritage speakers from enrolling in language courses need to be re-examined to consider cultural competencies. Results show that heritage students can benefit from enrollment.

Jessica Sierk, University of Nebraska-Lincoln, *Teaching Culturally and Linguistically Diverse Students: Volunteer Teachers’ Learning Curve*

This study looks at individuals who have served as teacher volunteers at Cristo Rey Jesuit High School in Chicago, a dual-language Catholic school that serves a diverse student population. Topics of interest include teacher volunteers’ development of intercultural competence, how to work with diverse student populations, and in-service professional development.

Friederike Fichtner, University of Wisconsin-Madison, *Between Diversity and Essentialization: The Teachability of Culturally Contextualized Words*

Teaching intercultural competence frequently involves the instruction of cultural difference. This study explores whether native speakers of German and American English describe the use of their expressions of affection and friendship homogeneously enough to warrant their status as cultural traits, and how American students and teachers of German perceive them.

PAPER SESSIONS AND PANELS

FRIDAY, JANUARY 24TH: 3:30PM–5:30PM

Session 5: JAVELINA Room

Wenhao Diao, University of Arizona, *Study Abroad: Being a Laowai or Becoming Like a Chinese*

This study investigates how a group of American students negotiate participation in linguistic and cultural practices during their semester in China. It focuses on the discourse of laowai that marginalizes White sojourners as the privileged, and examines how it was enacted and negotiated between the students and their Chinese interlocutors.

Rachel L. Shively, Illinois State University, *L2 Pragmatic Development during Study Abroad: Listener Responses*

Using a language socialization framework, the present study examines everyday conversations between expert speakers of Spanish and L2 learners of Spanish studying abroad in Spain, investigating L2 learners’ pragmatic development over time in the role of listener.

Michelle Pasterick, The Pennsylvania State University, *Mediating Pre-service Teachers’ Development of Intercultural Competence During Study Abroad*

This study examines ways in which systematic mediation in an online blog course supports the development of intercultural competence in pre-service world languages teachers studying abroad. Data demonstrates that the mediation creates an environment for critical dialoging and reflection and in some cases reorients student actions within the target community.

Alain-Philippe Durand, University of Arizona, *The Wind Blows in Arizona: Hip-Hop Cultures and Intercultural Studies*

This presentation will fully introduce and assess two innovative ways to train students in intercultural competence. In 2012–2013, the Africana Studies Program and the School of International Languages, Literatures, and Cultures (SILLC) at the University of Arizona launched two minors: one in hip-hop cultures and the other in Intercultural Studies.

PAPER SESSIONS AND PANELS

FRIDAY, JANUARY 24TH: 3:30PM–5:30PM

Session 6: COYOTE Room

**Katie Angus, University of Southern Mississippi,
*Culture in the Methods Course for
Foreign Language Teaching Assistants***

Given the importance of TAs in FL departments, the development of graduate students with the ability to foster intercultural competence is crucial. Using data from twenty-seven syllabi, this presentation explores how culture is addressed in the most common form of professional development: the teaching methods course.

**Carla Ghanem, Arizona State University,
*Intercultural Communicative Competence:
Have TAs Heard of Such a Thing?***

For this study, research on students' ICC development was conducted. Few studies investigate FL instructors; this study investigates graduate instructors' perceptions on ICC. The study shows that instructors lack the expertise to transfer the theoretical concepts into practical application. Findings suggest the need for continuous professional development for graduate instructors.

**Christelle Palpacuer Lee, Rutgers Graduate School of
Education, *Learning to Look, Learning to See:
Developing Teachers' Intercultural Gaze***

Preparing world language teachers to become intercultural mediators involves educating their intercultural gaze. This paper outlines several strategies on how to achieve this goal through an examination of teachers' lesson plans, designed during a summer training program at the Louvre Museum in Paris, France.

**Heather Richards & Clare Conway, Auckland University of
Technology, *Teachers' Understanding and
Implementation of Intercultural Communicative
Language Teaching Principles***

The paper reports on a 2013 research project investigating teachers' understanding and implementation of Intercultural Communicative Language Teaching Principles (iCLT) in a New Zealand context. Data provides insights into the iCLT knowledge and practice of teachers of Chinese, Japanese, French, German, Samoan, and Spanish to learners aged 11-17.

PAPER SESSIONS AND PANELS

FRIDAY, JANUARY 24TH: 3:30PM–5:30PM

Session 7: QUAIL Room

**Symposium: Linguistic Landscapes and Foreign/Second
Language Education**

This symposium explores the role of Linguistic Landscapes as a teaching and learning tool for developing linguistic and intercultural competence in foreign/second language learners. It will demonstrate how foreign/second language programs can utilize Linguistic Landscapes to enrich linguistic and cultural input in the target language, from local and global perspectives.

**Olga Bever, University of Arizona, *Linguistic Landscapes:
Bringing a New Approach to Teaching Foreign/Second Language***

The multidisciplinary field of Linguistic Landscapes offers new approaches to language learning, developing cultural awareness, and intercultural competence. This presentation illustrates the range of linguistic and semiotic features of Linguistic Landscapes, which provide a rich input that can be used as teaching and learning tools in the foreign/second language classroom.

**Diane Richardson, University of Arizona, *Linguistic Landscapes:
A Tool in the Foreign (German) Language Classroom***

Activities developed around Linguistic Landscapes can complement the goals of various approaches to second and foreign language instruction, including the enhancement of linguistic, intercultural, as well as literary competence. Concrete examples of such activities for the German foreign language classroom in the U.S. will be the focus of this presentation.

**Tasha Jackson, University of Arizona, *Linguistic Landscapes:
Experiences of Immigrant English Language Learners***

This presentation reveals how three English language learners interact with local Linguistic Landscape as they ride to school each morning. The signage affects each case study in a different way as shown by their personalities. As study shows, representations are created, and new connections made as students experience ever-changing landscape.

**Mahmoud Azaz, University of Arizona, *Linguistic Landscapes:
Language and Culture of the Egyptian Revolution***

Linguistic Landscapes of the Egyptian Revolution at Tahrir Square are a key window into the intricate relationship between ideology, power, culture and language. Multilingual and multimodal protest texts reflect complexities of this relationship. Implications of how protest Linguistic Landscapes can be used in teaching Egyptian Arabic and culture are addressed.

PAPER SESSIONS AND PANELS

FRIDAY, JANUARY 24TH: 3:30PM–5:30PM

(...continued) **Co-Discussants: Linda Waugh & Kristin Helland,
University of Arizona**

This discussion will focus on specific aspects of the symposium presentations and put them in more general perspectives in relation to the role of Linguistic Landscapes in foreign/second language education.

Session 8: CANYON Room

**Eva Lambertsson Björk & Jutta Eschenbach, Østfold
University College, *Reel Life: Intercultural Competence Through
Flicks and Feelings***

“Reel Life” uses film to promote intercultural competence. Focus is on world views and family values. Selected film fragments create a complex hypertext and students use their individual imagination and cultural backgrounds to make sense of the narratives. By interacting and exchanging views the students move from knowledge to understanding.

**D.R. Ransdell, University of Arizona, *Blogging into Culture:
Strategies for Building Intercultural Competence***

By incorporating blogs about college life into our classrooms, international students make great strides towards cultural understanding. Students’ language and writing skills increase exponentially as they enjoy the benefits of a current, interactive technology. This paper describes a one-semester curriculum and its participants’ progress.

**Satyakesavarao Dronamraju, National Institute of
Technology, Warangal, India, *Intercultural Competence for
Engineering Students: A Course Design***

This paper reports on a course designed for enabling engineering students to acquire intercultural competence. It describes the pedagogical approach and the type of tasks and assignments learners were engaged in. The findings suggest that learners value courses that prepare them to deal with global workplace situations.

PAPER SESSIONS AND PANELS

SATURDAY, JANUARY 25TH: 10:30AM–12:30PM

Session 9: QUAIL Room

**Lisa M. Kuriscak & Christopher L. Luke, Ball State University,
*Preparing to Teach Culture: Connecting
Study-Abroad and Methods Courses***

This pedagogical intervention brings together at-home and study-abroad students to share ideas and resources in the creation of teaching materials. Data on students’ attitudes toward intercultural competence, study abroad, and level of confidence in their field and details of the intervention (procedures, materials, challenges, issues, and solutions) will be shared.

**Lori Czerwionka, Mara Barbosa & Tatiana Artamonova, Purdue
University, *Intercultural Competence during Study Abroad:
Accounting for Individual Variability***

Considering learners as individual experiencers, multiple methods are employed to understand their perspectives and development of intercultural competence (IC) during study abroad in Madrid. This presentation presents quantitative and discourse data related to student development of IC. Findings indicate changes in student perspectives, mostly related to attitudinal changes.

**Nurhan Tütüncü, TOBB University of Technology and
Economics, & Betil Eröz Tuğ, Middle East Technical University,
Ankara,
*Erasmus, Comenius and ICC in English Language
Teacher Education***

This presentation reports the results of a research study that has investigated the effectiveness of the sojourn experiences of a group of language teacher candidates on their self-reported ICC development. Pedagogical implications and suggestions for revising partnership programs will be provided by the presenters.

**Jen Stacy, Kristine Sudbeck & Jessica Sierk, University of
Nebraska-Lincoln, *Building Teachers’ Intercultural Competence
Through Study Abroad: A Collaborative Autoethnography***

This collaborative autoethnographical research explores the influence of a study abroad trip to South Africa on building practicing instructors’ intercultural competence. Toward this end, we discuss reflective teacher practices, relating with culturally and linguistically diverse students, and use of language in the classroom. Strategies for improving intercultural competence are advanced.

PAPER SESSIONS AND PANELS

SATURDAY, JANUARY 25TH: 10:30AM–12:30PM

Session 10: COYOTE Room

Sabine H. Smith, Kennesaw State University, *The “3 Ps” Method: Intercultural Inquiry and “Third Place” Experiences*

This paper is a report on a 2012 case study with the following research question: “How does intercultural inquiry via discipline-based methodology advance intercultural competence?” According to ACTFL standards, the “3 Ps” method facilitates student learning. By extending the “3 Ps” method, learners have “third place” experiences deemed invaluable in advancing intercultural competence.

Kristin Hoyt, Kennesaw State University, *Perspectives: The Marginalized ‘P’ of Cultures in the Five Cs*

Perspectives are featured in both the “Cultures” standards for practices and products, but often discounted in actual practice. This paper highlights an approach ushering perspectives to the fore in foreign language education methods courses. Examples of lesson-planning written assignments and “three Ps” class presentations for pre-service teachers will be shared.

Taiane Malabarba & Marília dos Santos Lima, Universidade do Vale do Rio dos Sinos (UNISINOS), *Teaching is Working: The Case of Adult Brazilian Beginners*

This study takes place in a Brazilian language school and investigates how a teacher participates in the construction of a community of language learning that ultimately seems to be facilitative to both teaching work and student learning/development as well as for promoting the acquisition of intercultural competence in the classroom.

PAPER SESSIONS AND PANELS

SATURDAY, JANUARY 25TH: 10:30AM–12:30PM

Session 11: JAVELINA Room

Silvia Rodriguez Sabater, College of Charleston, *Representations of Indigenous and Minority Cultures in Spanish L2 Textbooks*

This paper presents an exploration of college Spanish textbooks as sources of cultural information for L2 learners. Particularly, it examines the representations of indigenous peoples in Latin America and minority cultures in Spain within the Spanish-speaking world, and it considers consequences for L2 learners.

Lynn Goldstein, The Monterey Institute of International Studies, *Moving from Communicative Competence to Intercultural Communicative Competence*

This presentation differentiates communicative competence (CC) from intercultural communicative competence (ICC) and addresses the need to educate language teachers about ICC. Distinctions between CC and ICC will be explored through video clips, and suggestions for topics, readings and activities for working with language teachers for developing ICC will be shared.

Anthony M. Ocaña, Minnesota State University Moorhead, *Assessing the Impact of Intercultural Communication Education on International Students*

In an effort to assess the effectiveness of an introductory intercultural communication course for international students, 38 Chinese students completed surveys measuring ethnocentrism and intercultural communication apprehension at the beginning and end of their course. Male and female students differed in how these scores changed. Possible explanations are discussed.

Clare Conway & Heather Richards, Auckland University of Technology, *A Useful Teacher Tool to Develop Language Learners’ ICC?*

Linking theory to classroom practice is a challenge for the foreign language teacher when implementing an intercultural language learning (ICLL) approach. In an attempt to bridge the theory-practice gap we present a tool, with five domains and question prompts, to scaffold teachers in fostering learners’ ICLL.

PAPER SESSIONS AND PANELS

SATURDAY, JANUARY 25TH: 10:30AM–12:30PM

Session 12: CANYON Room

Symposium: Intercomprehension, Intercommunication, and the Multilingual Romance Language Classroom

This symposium presents the three-year NEH grant “French and Italian for Spanish Speakers” awarded to CSU Long Beach. The grant trains community college and high school faculty in the methods of Intercomprehension and Intercommunication. The speakers will focus on the intercultural pedagogies utilized, materials, survey data, and outcomes.

Clorinda Donato, California State University, Long Beach,
Linguistic and Cultural Affinities: The Romance Languages in Intercomprehension

American high school and college students are increasingly multilingual and transnational, with experiences of language and culture that no longer match current language acquisition pedagogies. This paper will present the affective, demographic, and perceptive underpinnings of California State University, Long Beach’s Italian for Spanish Speakers program

Claire Emilie Martin, California State University, Long Beach,
The Student Perspective on Intercomprehension: Survey Data Analyzed

This presentation will summarize survey data from the courses French and Italian for Spanish speakers to gauge student motivation for taking such a course and their perceptions of the multilingual classroom.

Markus Muller, California State University, Long Beach,
Rethinking Language Teaching: Familiarity and Acceleration in Learning Strategies

Intercomprehension and Intercommunication are based on familiarity and the recognition of similar patterns and cultures. This has meant that acquisition times are shorter. This paper will discuss the acceleration strategies utilized in our courses.

Cedric J. Oliva, California State University, Long Beach,
Modules in Intercomprehension: French and Italian for Spanish Speakers

This paper will offer sample modules used to teach French and Italian for Spanish speakers in Intercomprehension/Intercommunication.

PAPER SESSIONS AND PANELS

SATURDAY, JANUARY 25TH: 3:45PM–5:45PM

Session 13: COYOTE Room

Justin Tyrel Parry, University of Arizona,
Intercultural Competence during Study Abroad: The Role of Heritage Status

This research investigates the role of heritage status (heritage versus non-heritage language learners) in the development of intercultural competence during study abroad in Israel. Data collected from surveys, interviews, and blogs show several differences between these two groups; results also provide implications toward improving learners’ intercultural development during study abroad.

Fred Dervin, University of Helsinki,
Post-intercultural Competencies in Finnish Language Teacher Education

This paper explains how a renewed approach to the intercultural has been achieved in Finnish teacher education through the idea of post-intercultural competencies. A portfolio on which the student teachers worked for a year is problematised.

Prikhodko Maria Yurevna, Indiana University of Pennsylvania,
Deploying Ethnocentric Frames through Visual Literacies: Fulbrighters’ Transformative Learning

This study investigates how current Russian Fulbright students foster skills of intercultural interpreting and relating by analyzing ethnocentric and axiological components of authentic animated cartoons.

PAPER SESSIONS AND PANELS

SATURDAY, JANUARY 25TH: 3:45PM–5:45PM

Session 14: JAVELINA Room

Erin Kearney, University at Buffalo, *Foreign Language Teacher Educators and Culture-in-Language-Teaching*

How culture is addressed in the preparation of new foreign language teachers is a consequential yet under-examined issue. The exploratory interview study reported in this session highlights teacher educators' perspectives and suggests the role they might play in more closely aligning the field's scholarly, professional and practical approaches to culture-in-language-education.

Elizabeth Smolcic, Pennsylvania State University, *Developing Intercultural Competencies in Two Contexts: Abroad and At Home*

The presenter describes specific intercultural competencies that emerged in preparing teachers to teach K-12 ELLs by synthesizing findings from two empirical studies: 1) a short-term study abroad program for teacher candidates preparing to work with ELLs, and, 2) a cross-cultural student partnership embedded within a stand-alone diversity course for teachers.

Stefano Maranzana, University of Arizona, *Web-Mediated Intercultural Telecollaboration: an Italian-American Project*

This presentation will illustrate a research project on a web-mediated intercultural telecollaboration connecting ten Italian high-school students of English and ten American University students of Italian. It will review the most relevant outcomes of this study and discuss the methodology employed to promote authentic interaction online.

Guadalupe Rodriguez Bulnes, Universidad Autónoma de Nuevo León, *Intercultural Competence and University Education: A Curriculum Developers' Discussion*

This presentation describes the design and implementation of a course on culture of the English language. It will include the role of stereotypes in studying cultures, the different Englishes in the world, and how to evaluate students' intercultural competence. The availability of teacher training and teaching materials will also be discussed.

PAPER SESSIONS AND PANELS

SATURDAY, JANUARY 25TH: 3:45PM–5:45PM

Session 15: QUAIL Room

Said Hannouchi, University of Wisconsin-Madison, *An Analysis of Cultural Awareness Among Postsecondary Students of Arabic*

This study explores first year Arabic students' understandings of Arab cultural practices and perspectives. A baseline of native speakers' views on the same practices and perspectives is used as a backdrop for analysis and as a means of capturing native speakers' expectations of cultural awareness in learners of Arabic.

Kristin Lange & Diane Richardson, University of Arizona, *Teaching and Assessing Intercultural Competence: Wladimir Kaminer's Mein deutsches Dschungelbuch*

The presentation focuses on key aspects of intercultural competence in foreign language instruction: materials development and assessment. The materials and forms of assessment that were developed for use with the literary text *Mein Deutsches Dschungelbuch* (Wladimir Kaminer) in an intermediate/advanced German language classroom will be presented and evaluated.

Nausica Marcos Miguel, University of Pittsburgh, *Analyzing Vocabulary Instruction as an Approach to Intercultural Teaching*

Although vocabulary instruction makes room for impromptu cultural reflections that raise learners' intercultural awareness, teachers do not explore this possibility. Five instructors of L2-Spanish at the college level were observed in their classrooms. Instances of intercultural teaching through vocabulary were almost nonexistent. Ways to improve this situation will be discussed.

VIRTUAL PAPERS

PRESENTATIONS ARE ON THE CONFERENCE WEBSITE:
CERCLL.ARIZONA.EDU/DEVELOPMENT/CONFERENCES/2014_ICC

Ana Beaven & Claudia Borghetti, Università di Bologna, *IEREST: Developing Intercultural Competence during Study Abroad*

This paper presents the theoretical background, as well as practical considerations, of the IEREST European project, whose aim is to develop specific teaching resources for the development of intercultural competence in the context of student mobility. The modules are designed to be taught before, during and after study abroad.

Fang Bian & Dongyan Blachford, University of Regina, *Color Purple- Heritage Language and Identity Development for Chinese Adoptees*

This paper reports the findings of a qualitative study exploring the unique needs of children adopted from China. It informs teachers of the importance of intercultural competence in these childrens' identity development.

Sydney Merz & Rebecca Fox, George Mason University, *Fostering Intercultural Competence: Central U.S. Teachers' Perspectives of International Education*

This study investigated the perceptions of teachers living in the central U.S. toward international education and international mindedness. Findings indicate that these teachers hold varying understandings of the concept of international education; additional resources and professional development are called for to implement facets of international education in culturally less-exposed educational settings.

María Isabel Pozzo, University of Rosario, *Teachers' Awareness about Intercultural Competence in Teaching Socioculture in SFL*

This paper deals with history teachers' intercultural competence when teaching sociocultural contents in SFL. Data collection was carried out through a self-evaluation, in which teachers expressed their own successes and miscalculations. Thus, we conclude which aspects should be fostered in teacher training to achieve a thorough development of this competence.

Hamid Saffari Shahrabaki, Stendhal University (Grenoble 3), *"Telecollaboration" and the Development of Intercultural Competence*

This proposal shows the results of a Franco-Iranian online intercultural exchange (telecollaboration) which had been established for 6 months in order to develop the learners' intercultural competence.

POSTER SESSIONS

SATURDAY, JANUARY 25TH: 1:30-2:30PM

DESERT Room

Margaret Alvarado, Arizona State University, *Activity Theory and Spanish L2 Bloggers in a Telecollaborative Community*

This action research case study explores the use of individually published blogs within a telecollaborative community by second-year students of Spanish at a large public university in Arizona from an ecological and sociocultural perspective, principally in the framework of Cultural Historical Activity Theory.

Joan Clifford & Deb Reisinger, Duke University, *Voices in Global Health: Building Perspectives through Language and Culture*

This poster showcases a CLAC program that was piloted at Duke University in 2012-2013. The poster outlines the steps taken to develop these courses, display student work created during the course and share pre- and post-program survey results related to the development of skills in intercultural competence.

Denise Dallmer, Northern Kentucky University, *Using Technology to Create Intercultural Competency Among High School Students*

This project describes a partnership between Kentucky high school students/teachers studying French and Senegalese students/teachers studying English through the use of innovative technology. The project sought to engage all students and teachers in the knowledge, skills and dispositions needed in global educational contexts while meeting National Curriculum Standards.

Kirk Johnson, Chiba Institute of Technology, *Cultivating Intercultural Competence among Japanese University Students in the EFL Classroom*

This poster presentation details efforts to cultivate the intercultural competence of Japanese university students in two disparate EFL settings. Crozet and Liddicoat's ILT framework was employed to generate class methodologies and materials. Discussion will include analysis of student feedback and teacher observations as well as pedagogical outcomes and future implications.

Yeun Ku Keong, Kyungnam University & Boonjoo Park, Catholic University of Daegu, Development of Korean Primary Students' Intercultural Competence through Telecollaborative Learning

The purpose of this ongoing research is to investigate the contribution of telecollaboration with Australian peers on the developmental process of Korean primary students' intercultural communicative competence by analyzing pre- and post-surveys, class observations, and pre- and post-interviews, based on Bennett's Development of Intercultural Sensitivity. Findings and pedagogical implications are discussed.

Eiko Ujitani, Nagoya University of Foreign Studies, The Effect of a Short-term Study Abroad Program on ICC

This study investigates the effect of a summer program at an American university on the ICC of Japanese participants. The effect of the program will be assessed by pre- and post- questionnaires. Group interview data and journal data will also be analyzed to corroborate the results of questionnaires.

**A Selected Conference Proceedings
will be published in late 2014**

If you are presenting a paper at the conference, pick up some information about the paper submission guidelines at the Proceedings information meeting on Saturday morning.

**The Proceedings from the 2012 and 2010 conferences
are on CERCLL's website:**

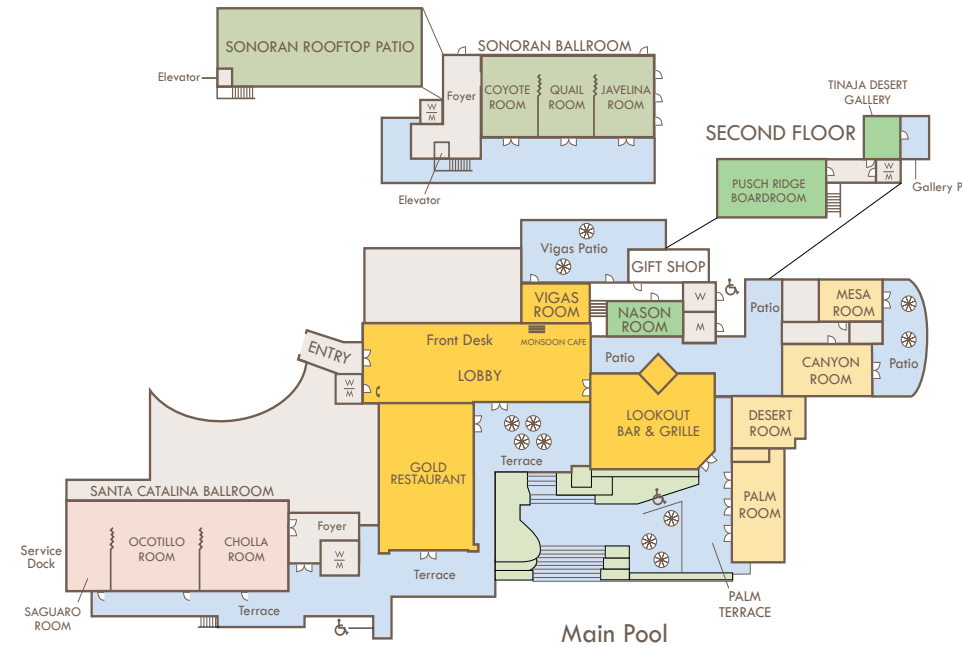
cercll.arizona.edu

Look for the conferences under the professional development tab.

You can also purchase print volumes at the registration desk

RESORT MAP

MAP OF MEETING ROOMS



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COYOTE

Thursday January 23rd
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Besides the **2016 Intercultural Competence conference**, don't miss CERCLL's upcoming professional development events:

LaTeS: Language Teacher Symposium, March 8, 2014

Beginning in 2014, CERCLL will host an annual day-long symposium at the University of Arizona at which K-12 language teachers can share ideas and issues specific to their community.

Summer 2014 Series, June 2-6, 2014

CERCLL offers summer workshops at the University of Arizona in which research and theory are linked with practical applications for the language classroom. This year they are on gaming, multiliteracies and exploring global cultures.

Digital Literacies in and beyond the L2 Classroom: A Hybrid Symposium on Research and Practice, October 2014

See over for details.

Look for the Call for Proposals!

More information on these events is at the registration desk

DIGITAL LITERACIES IN AND BEYOND THE L2 CLASSROOM: A HYBRID SYMPOSIUM ON RESEARCH AND PRACTICE

**Jonathon Reinhardt (University of Arizona)
Chantelle Warner (University of Arizona)**

As digital technologies continue to radically change the social acts of meaning making in which we engage, boundaries once taken for granted between semiotic consumption and production and among various modes and medialities have begun to break down, pushing applied linguists and scholars of language pedagogy to reconsider conceptualizations of literacy in teaching and learning language and cultures. If new literacies afford new forms of meaning making, then they also demand new understandings of the ways in which we acquire and evaluate knowledge and communicate.

This hybrid symposium, held between **October 3 and October 11, 2014**, online and at the University of Arizona, will explore the wide array of practices captured by the concept of digital literacies from social networking to gaming to fan fiction to micropublishing as they relate to particular circumstances of learning and living in a second or additional language and culture.

In addition to a series of talks and panels hosted at the University of Arizona on October 11, the event will provide opportunities for remote participation through streamed plenary events and week-long poster presentations beginning on October 3. Posters will be presented on the symposium web site, where their creators will engage in both synchronous and asynchronous discussion with their audience. An official call for poster proposals will be available at <http://cercll.arizona.edu/projects/digitalliteracies> starting in February 2014.

Inquiries and requests for additional information can be directed to Jon Reinhardt (jonrein@email.arizona.edu) and Chantelle Warner (warnerc@email.arizona.edu).

