

Fourth International Conference on the Development and Assessment of Intercultural Competence

Preparing and Supporting Language Teachers to Teach for Intercultural Competence in and beyond the Classroom

Full Conference Details:

cercll.arizona.edu/development/conferences/2014_icc



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

Keynote Presentation

Joan Kelly Hall (Pennsylvania State University)
How Current Understandings of Language and Culture (should) Inform L2 Pedagogy

Plenary Presentations

Carl Blyth (University of Texas at Austin)
Preparing Language Teachers to Teach for Intercultural Competence: The Promise of Cultural Linguistics

Maria Carreira (California State University, Long Beach)
Heritage Language Teaching: Bridging the Gap between "what is" and "what should be"

Toni Theisen (ACTFL President, Loveland High School)
Activating Communication by Integrating

Remote attendance
options will be available

Pre- and Post-Conference Workshops

Thursday January 23, 2014

Sunday January 26, 2014

(see over for details)

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.

Organized by the Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona, the conference 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. Pre- and post-conference workshops will provide opportunities for participants to work with practical applications for the classroom.

Please direct questions to coh-cercll@email.arizona.edu or (520) 626-8071

Attendees may register separately for these 3-hour and 6-hour professional development workshops offering practical applications in language instruction. See the conference website for complete workshop details: cercll.arizona.edu/development/conferences/2014_icc/workshops

**12 hours of Continuing Education
available at the workshops**

Pre- and Post-Conference Workshops

Thursday January 23, 2014

Wendy Ashby, Defense Language Institute Foreign Language Center

Beyond Surface Behaviors Interdisciplinary Approaches to Developing Effective Culture Lessons (6 hours)

Alain-Philippe Durand, University of Arizona

The Wind Blows in Arizona: Hip-Hop Cultures and Intercultural Studies

Alvino E. Fantini, SIT Graduate Institute

Developing Intercultural Communicative Competence: A Common Task for Language Educators and Interculturalists (6 hours)

Lily Anne Goetz and **William C. Holliday**, Longwood University

Designing Programs to Foster Intercultural Competence through Interdisciplinary Study Abroad

Kacy Peckenpaugh, Weber State University

Fostering Intercultural Competence for Study Abroad

Chantelle Warner, with **Sonia Shiri**, **Katia Bezerra**, **Zuleima Gonzalez**, and **Mohammed**

Tamimi, University of Arizona

Hypermedia Texts in the Classroom

Sunday January 26, 2014

Gwen Barnes-Karol and **Maggie Broner**, St. Olaf College

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

Albrecht Classen, University of Arizona

Intercultural Competence Through a Travel Course: Theory and Pragmatics

Brad MacDonald, Nova Scotia Community College

Learning Centered Portfolio Approach to Intercultural Effectiveness

Kristen Michelson and **Elyse Petit**, University of Arizona

Teaching and assessing interculturality through multiliteracies: A Global Simulation Curricular Project

Paul Renigar and **Stefano Maranzana**, University of Arizona

Web 2.0 for Language Instruction and Intercultural Competence

Erin Watters, Portland State University: Language, Literacy and Technology Group, and **Angelica da Costa**, University of Maryland: National Foreign Language Center

A cultural patchwork: Discovering and developing a multicultural classroom community (6 hours)

**Workshop abstracts are on the
conference website:**

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



This conference is organized by the Center for Educational Resources in Culture, Language and Literacy (CERCLL) and co-organized by the Second Language Acquisition and Teaching Program at the University of Arizona. It is co-sponsored by the Center for Latin American Studies, Center for Middle Eastern Studies, Confluentcenter for Creative Inquiry, Confucius Institute at the University of Arizona, College of Humanities, and College of Social and Behavioral Sciences, all at the University of Arizona; and by the Center for Advanced Language Proficiency Education and Research (CALPER) at Pennsylvania State University, Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota-Twin Cities, Center for Applied Second Language Studies (CASLS) at the University of Oregon, Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin, Language Acquisition and Resource Center (LARC) at San Diego State University, and the National Heritage Language Resource Center (NHLRC) at the University of California - Los Angeles