

ANNOUNCEMENTS AND NEWS



Announcements and news from our sponsors

Call for Papers

Second Language Research & Practice is accepting submissions for the journal's second issue, to be published in Fall 2021. Please [submit](#) research articles and reports **by January 15, 2021** for consideration in Issue 2.

Request for Reviewers

Interested in reviewing submissions for potential publication in *Second Language Research & Practice* or know someone who might wish to serve as a reviewer? If so, register on the journal's [submission site](#)! Be sure to include your areas of research expertise to help the editors match submissions with qualified reviewers.

AAUSC's Innovation in Language Program Direction Awards

The [AAUSC](#) is pleased to inaugurate the annual *Innovation in Language Program Direction Awards* to recognize outstanding examples of curricular and pedagogical innovation in the field of foreign/second language education within American institutions of higher education. This year, AAUSC will give **four awards worth \$500 each**: two awards for racial/social justice innovation and two awards for innovation in online/remote teaching. In addition to receiving monetary awards, the winners will be recognized during AAUSC's annual Business meeting.

Eligibility

Open to all AAUSC members (tenure-track faculty, non-tenure track faculty, adjunct faculty, graduate students) who are currently employed in an American institution of higher education.

Criteria for evaluating the innovative project

- *Relevance*: Does the project directly relate to language program direction and foreign/second language education?
- *Innovation*: Does the project leverage novel theories, technologies, and/or practices?
- *Replicability*: Can the project be replicated by other language programs in the United States?
- *Impact*: How many students are potentially impacted? How profound is the impact?

Timeline

Applicants must submit an 800-1000 word description of their programmatic innovation by **October 31, 2020**. Applications will be evaluated in a blind peer review process. Winners will be contacted by November 14 and awards will be presented during AAUSC's annual Business meeting on November 20, held via Zoom.

AAUSC Annual Meetings Held via Zoom: November 19-20, 2020

Given that ACTFL will be online this year, AAUSC has decided to hold its annual meetings via Zoom. You do NOT need to be registered for the ACTFL online convention in order to participate in AAUSC's Zoom meetings. The Business meeting and the Language Section meetings (Arabic, Asian, French, Italian, German, Spanish, and Portuguese) are open to all AAUSC members. The Board of Directors and Editorial Board meetings are for board members only. Check the [AAUSC website](#) for days and times of meetings. Zoom links will be sent to AAUSC members the week of the meetings.

Acknowledgments

Assistant Editor

The journal co-editors extend their deepest gratitude to Julia Bach (University of Minnesota) who served as the inaugural assistant editor for *Second Language Research & Practice*. Julia copy edited all of the research articles and reports in this issue, prepared all page proofs, communicated with authors, and worked closely with our publisher, the National Foreign Language Resource Center, to get our first issue publication ready. Thank you, Julia!

Guest Editor

The editors would also like to thank Carl Blyth (University of Texas at Austin) for serving as guest editor of the nine essays on COVID-19 that appear in this issue. We are grateful to Carl for coming to us with the idea for this special section and for working closely with authors to shape the focus of their essays.

Reviewers

The editors would like to recognize the colleagues who took the time to review manuscripts for Issue 1 of *Second Language Research & Practice*. This journal could not function without their academic service and we are grateful for their contribution. Thank you to: Robert Davis, David Gramling, Claire Kramsch, Beatriz Lado, Judy Liskin-Gasparro, Gillian Lord, Hiram Maxim, Kristen Michelson, Ben Rifkin, Susanne Rott, Chantelle Warner

Sponsors

Second Language Research & Practice is published on behalf of the AAUSC by the [National Foreign Language Resource Center](#) (NFRLC) at the University of Hawai'i at Mānoa. The journal is also supported by the following centers:

- [Center for Advanced Research on Language Acquisition](#) (CARLA), University of Minnesota
- [Center for Educational Resources in Culture, Language, and Literacy](#) (CERCLL), University of Arizona
- [Center for Open Educational Resources and Language Learning](#) (COERLL), University of Texas at Austin
- [Open Language Resource Center](#) (OLRC), University of Kansas
- [Second Language Teaching and Resource Center](#) (L2TReC), University of Utah

Center for Advanced Research on Language Acquisition (CARLA)



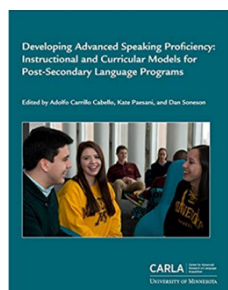
CARLA at the University of Minnesota is an internationally known research and resource center devoted to improving language teaching and learning. Launched in 1993, CARLA supports language teachers around the world with summer institutes, workshops, conferences, and research-based instructional and professional development materials. CARLA's extensive website offers free, practical teacher resources on a wide variety of timely topics in language education.

CARLA Presentations and Workshops

CARLA offers a presentation series and a variety of workshops throughout the year. During the pandemic, all programs will be offered online. See our [full listing of fall events](#), including:

- **Presentation:** [Teaching Gulf Colloquial Arabic Online: Something Else After the Colon That is Really Long](#)
Wednesday, December 2, 2020 • Noon 1 p.m. (Central Time) • Free
- **Workshop:** [Teaching Writing Through Reading to Promote Learner Success](#)
Saturday, November 14, 2020 • 9 a.m. – noon (Central Time) • \$30

CARLA Working Papers



[Developing Advanced Speaking Proficiency: Instructional and Curricular Models for Post-Secondary Language Programs](#)

Edited by Adolfo Carrillo Cabello, Kate Paesani, and Dan Soneson

The six chapters in this volume report on curricular and pedagogical interventions based on work from the Language Flagship Proficiency Initiative that are designed to improve students' speaking proficiency in upper-level postsecondary language, literature, and linguistics courses. The practical examples and curricular models are easily adaptable to multiple contexts, languages, and courses and can assist language programs wishing to facilitate students' advanced-level speaking development.

Language Program Direction Modules

CARLA's [Language Program Direction](#) project equips new and future postsecondary language program directors (LPDs) with the knowledge and skills necessary to support their daily work. [Understanding the Roles and Work of the Language Program Director](#), the first of seven free online self-study modules for novice and aspiring LPDs, is now available! Additional modules will be available throughout the year on the following topics: Developing and sustaining a coherent teacher professional development program; Program evaluation and improvement; The LPD as scholar; Open educational resources in language program direction; Conceptualizing and creating programmatic syllabi; and Preparing instructors to teach beyond the language program.

Keep Current with CARLA

Receive news from CARLA by signing up for our quarterly e-newsletter, the [CARLA Update](#) or by following us on social media – you'll find CARLA on [Facebook](#) and [Twitter](#).

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



Professional Development and Related Teaching Resources

As a National Language Resource Center whose mission is to promote the integration of languages, literacies, and intercultural perspectives, the CERCLL has recently focused on addressing the forms of inequity, racism, and discrimination that are often left unexamined in that work. To this end, we have new resources and professional development opportunities that surround ways to incorporate issues of social justice into the language classroom. See [CERCLL's website](#) for recordings from a series of webinars on this theme presented by L. J. Randolph, Stacey Margarita Johnson, and Michelle Nichola. We are also compiling a set of resources for language and culture educators that will help teachers to think about how anti-racist pedagogy might inform their practices—we welcome your additions to that list.

Our next three-part webinar series *explores literacy-based lesson planning for the language classroom*. Presented by Cherice Montgomery (November 7), José Aldemar Alvarez Valencia (November 18), and Heather Willis Allen (December 5), participants can attend one, two or all webinars in the series. Continuing education and micro-credentials are newly available for our professional development events, and for those who create OERs that are shareable on our website.

Recordings and tandem resources from other recent webinars are also on our website. These have focused on a range of topics including: teaching with social networks (complete with an e-guide and tutorials), using digital tools in remote teaching contexts, differentiated teaching, and more.

L2 Digital Literacies (L2DL) Symposium: *Critical Transnational Dialogue and Virtual Exchange*

The online L2DL symposium is a biennial international event offering synchronous and asynchronous sessions that allow academics to make connections across the globe. In 2020, L2DL explores intersections between international education, digital literacies, and virtual exchange. Recorded, virtual presentations and livestreamed papers and panels take place between October 19 and 24. Registration is free for this event; find the details on the symposium website: <http://L2DL.arizona.edu>.

New OER resources

[DORMTALK](#) hosts supplementary Chinese learning materials for teachers and students based on Chinese L2 learners' authentic language use outside class. Modules focus on recurring topics and patterns of organization in conversations between American study abroad students and their Chinese peers.

The [LLC COMMONS](#) web portal holds resources that can be used in online, hybrid/blended, or technology-enhanced courses in Slavic language, literature, and culture; Information about Slavic programs and courses in the US; and resources related to online and technology-enhanced teaching.

[MACAWS](#): The Multilingual Academic Corpus of Assignments - Writing and Speech is an ongoing project building a learner corpus of assignments (texts, spoken discourse, multimedia products) produced by learners in Portuguese and Russian language programs. There is also a repository of pedagogical artifacts (e.g., syllabi, assignment sheets, lesson plans), and webinars that explain these materials.

Stay up to date on these and other resources by following CERCLL on [facebook](#), [twitter](#) and [Instagram](#), and by joining our listserv: <https://cercll.arizona.edu/contact/>.

Center for Open Educational Resources and Language Learning (COERLL)



A leader in the development and dissemination of Open Educational Resources (OER) such as textbooks, videos, and websites, COERLL works to create an open digital environment for sharing rooted in the use of open licenses, which allow foreign language learners and teachers to exchange products, practices, and findings through workshops and online communities.

NEW OER Coming Soon!

COERLL will soon be releasing several new openly licensed online curricula for beginner and intermediate students! We are currently working with faculty project directors to put the finishing touches on the following resources: [Reality Czech](#), coming October 2020, developed by Christian Hilchey; [Her Şey bir Merhaba ile Başlar](#), coming January 2021, developed by Jeannette Okur; [Trayectos](#), coming in 2021, developed by Gabriela Zapata and a team of students at Texas A&M University. Learn about these projects and more [on COERLL's website](#).

New Book

Multilingual Matters announces the February 2021 publication of *Open Education and Second Language Learning and Teaching: The Rise of a New Knowledge Ecology*, a volume edited by Carl Blyth (University of Texas at Austin) and Joshua Thoms (Utah State). The book contextualizes open education in FL learning and teaching via an historical overview of the movement, along with empirical studies of open pedagogy and an in-depth exploration of how the open movement is affecting language teacher education and the field of second language studies at large. Thanks to its open license (CC-BY-ND), readers will be able to download the book for free and share the book's content with others.

Join COERLL in OER Hangouts this Fall

During the Fall 2020 semester, COERLL will be hosting a series of “OER hangouts”, discussion-based webinars where you can hear about your colleagues’ work, ask questions, and join in discussion. We'll be addressing topics such as critical pedagogies, remote assessment, and intercultural communication. Learn more on [COERLL's event page](#).

View Video of COERLL's Summer Workshops

This summer, we met in Zoom for two workshops, “Get Your Students Speaking! Intentionally Raising Oral Proficiency in the Language Classroom” and “Effective methods to advance Heritage Spanish teaching.” All of COERLL's workshops are available [on our YouTube channel](#).

For updates about the above projects and more, sign up for COERLL news! <https://goo.gl/5zPVze>

Open Language Resource Center (OLRC)



The Open Language Resource Center (OLRC) focuses on the creation of Open Educational Resources for language learners at the secondary and post-secondary level. Center projects strike a careful balance between breadth of audience and degree of need, prioritizing projects that are of a scale to replace or significantly supplement commercial curricula.

Available OER

Acceso (acceso.ku.edu): a complete online curriculum for Spanish learners at the Novice High to Intermediate Low level that explores the varied groups who share Spanish as a common language

Между нами (mezhdunami.org): a web-based textbook and a series of downloadable workbooks that provide a comprehensive introduction to Russian language and culture

Le pont (olrc.ku.edu/french): a downloadable textbook and workbook for French learners at the Intermediate Mid/High level that bridges the transition to more advanced coursework

Incorporating Corpora (corpora.ku.edu): a guide for the use of language corpora in the classroom that introduces a specific suite of German corpora and provides a selection of corpus-based assignments

Добра форма (dobraforma.ku.edu): an online overview of Ukrainian grammar with activities to help students internalize correct grammatical forms as they focus on the communication of meaning

听一听 (tingyiting.ku.edu): online modules that train learners to hear and identify phonemic categories in Mandarin and to associate those phonemes with correct Pinyin orthography

OER in Development

Konuşan Paragraflar: a complete curriculum for Turkish learners at the Intermediate Mid/High level structured around task-based, communicative activities provided in cultural context

Hujambo!: a communicative curriculum for introductory Kiswahili that chronicles the adventures of two American students studying abroad in Tanzania for an academic year

Russian Aspect in Conversation: online modules for learners at the Intermediate to Advanced level that provide a detailed overview of Russian verbal aspect and inline quizzes to check comprehension

For more information about OLRC events, including workshops and a foreign language OER conference in Spring 2021, see our website at olrc.ku.edu.

Second Language Teaching and Resource Center (L2TReC)



L2TReC supports research on Second Language Acquisition (SLA) and works with L2 teachers at all levels of instruction. The Center hosts events and workshops on SLA research, curriculum development and assessment, and is a resource for the university and the community on foreign language education. Through its partnership with the Utah State Board of Education, the Center promotes a K-16 vision for Utah's Dual Language Immersion (DLI) Program.

Corpus Work

L2TReC is compiling two large corpora of L2 learners' language: The Multilingual Corpus of Second Language Speech ([MuSSeL](#)) and the Corpus of Utah Dual Language Immersion (CUDLI). The MuSSeL corpus includes samples from three learning contexts (child classroom immersion, adult classroom, adult immersive) across six languages: Chinese, French, German, Portuguese, Russian and Spanish. CUDLI covers the same languages, but only the child immersion context.

The Bridge Program for Advanced Language Learning

L2TReC administers the state-wide (Utah) Bridge Program that offers an advanced language pathway for high school students who have passed the Advanced Placement (AP) Language and Culture Exam, "bridging" the gap between completion of the exam and higher education. Students begin upper division language course work in the high school setting, where each 3-credit college course extends over a full academic year of high school. This rigorous and supportive environment establishes a university and career pathway in two languages, and seeks to promote access to bilingual, biliterate, and bicultural citizenship in Utah.

DLI video library

We continue to develop our library of video samples that illustrate effective pedagogies in DLI classrooms. Each video is accompanied by narrative descriptions and analysis of the teaching practices. Contact us at l2trec@utah.edu if you are interested in getting access to the directory.

Virtual learning resources for DLI

L2TReC has compiled a [list of resources](#) to facilitate the work of parents and teachers of Dual Language Immersion (DLI) students as they navigate learning in non-classroom settings. Our collection of resources is constantly being updated. Contact l2trec@utah.edu if you have any suggestions for resources that should be included.

Project Based Language Learning (PBLL)

In collaboration with the National Language Resource Center at the University of Hawaii, L2TReC organized a PBLL workshop in June 2020. The final products generated by the participants are available [here](#).

National Foreign Language Resource Center (NFLRC)



The University of Hawai‘i National Foreign Language Resource Center engages in research and materials development projects and conducts workshops and conferences for language professionals among its many activities.

Integrated Performance Assessments

In August, the NFLRC released its 7-part [Integrated Performance Assessments podcast series](#). All episodes are hosted by Nicole Naditz (2015 ACTFL National Language Teacher of the Year) and feature interviews with world language professionals who share their insights and experience in incorporating performance assessments into the language classroom.

7th International Conference on Language Documentation & Conservation: Recognizing Relationships

The [7th International Conference on Language Documentation & Conservation](#) (ICLDC) will take place on March 4-7, 2021. Because of the COVID-19 pandemic, the conference will take place virtually. Regarding the conference theme, we propose to initiate a dialogue on how *Recognizing Relationships* can help overcome the many critical challenges in language documentation and language reclamation. We believe that this focus will lead to improved connections among academic linguists, various communities, researchers from other disciplines, educational practitioners, and many other stakeholders. We specifically aim to draw attention to the transformative power of recognizing relationships to overcome critical challenges. Please visit our website for more details and join us online. The NFLRC co-organizes this biennial event.

More Open Journals

Did you know that, in addition to *SLRP*, the NFLRC publishes and co-sponsors three additional free, refereed [online journals](#)? [Language Learning & Technology](#) seeks to disseminate research to foreign and second language educators on issues related to technology and language education and is published three times a year. [Reading in a Foreign Language](#) focuses on issues in foreign language reading and literacy and is published twice a year. [Language Documentation & Conservation](#) focuses on issues related to language documentation and revitalization and publishes articles and special issues year round. Check them out and subscribe today!

Join the NFLRC Listserv

To get announcements and reminders on NFLRC news, publications, professional learning events, and more, please subscribe to the [official announcements email list for the National Foreign Language Resource Center](#) at the University of Hawai‘i at Mānoa. We may occasionally post announcements of other news and events of interest to our listserv subscribers, but in general, posts will be kept to a minimum.

If you prefer social media, you could instead join our 4,500+ fans on [Facebook](#) or our 1,100+ followers on [Twitter](#). All key announcements will be posted there as well.