Announcements and news from our sponsors

Call for Papers

*Second Language Research & Practice* is accepting [submissions](#) for the journal’s fourth issue, to be published in Fall 2023. Submissions are accepted on a rolling basis at any time of the year; however to publish in the third issue, priority will be given to research articles and reports received by **January 30, 2023.**

Issue 4 will include a special reports section on the topic of textbooks and their role in postsecondary language education. A description of the special section, titled “Is the Textbook Dead?” and other details are included in the [call for papers](#).

SLRP Listserv

*Second Language Research & Practice* has a listserv! We invite you to [subscribe](#) to receive updates about the journal, including information about new issues.

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.

Acknowledgments

**Assistant Editor**

The journal co-editors extend their deepest gratitude to Julia Bach (University of Minnesota) who rejoined our team as assistant editor for this issue of *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 Volume 3, Issue 1 publication ready. Thank you, Julia!

**Reviewers**

The editors would like to recognize the colleagues—some of them members of the journal’s [editorial board](#)—who took the time to review manuscripts for Volume 3, 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: Mahmoud Azaz, Kirk Belnap, Carl Blyth, Stacey Katz Bourns, Kristin Davin, Robert Davis, Chiara Fabbian, Erin Kearney, Beatriz Lado, Ervin Malakaj, Mandy Menke, Nicole Mills, Terry Osborn, L.J. Randolph, Fernando Rubio, Christin Sagnier, Emma Trentman, Paula Winke.
Sponsors

Second Language Research & Practice is published on behalf of the American Association of University Supervisors and Coordinators (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
American Association of University Supervisors and Coordinators (AAUSC)

Founded in 1980, the AAUSC seeks to improve collegiate L2 instruction by establishing a professional forum for the free exchange of ideas, experiences, and materials among faculty concerned with L2 program direction. The AAUSC advocates on behalf of its 300+ members, who are typically charged with the organization and oversight of collegiate language programs. In addition, the AAUSC seeks to provide resources to graduate students and early career academics seeking information about collegiate language study, scholarly publishing, the academic workforce, and much more.

Excellence in Language Program Direction Awards

In 2020, the AAUSC inaugurated the Innovation in Language Program Direction Awards to recognize outstanding examples of curricular and pedagogical innovation in the field of foreign/second language education within U.S. institutions of higher education. The AAUSC gave two awards for racial/social justice innovation and two awards for innovation in online/remote teaching. For more information about the Excellence Awards please refer to the AAUSC website. Note that award applicants must be AAUSC members.

Congratulations to our 2022 award winners:

- Mahmoud Azaz (University of Arizona): Enhancing multidialectal competencies in the Arabic curriculum: A three-project initiative
- Tatjana Babic Williams (Purdue University): Redesigning the Italian language program at a large land-grant STEM-oriented university
- Katherine Brooke (Texas Tech University): Redesigned Spanish Foundations online program
- Ashlie Henery & Lauren Godspeed (University of Minnesota): «La fête des nouveaux francophones»: Rethinking the final exam
- Jorge Méndez (Yale University) & María Luisa Parra (Harvard University): Redesigning the language program to foster students’ growth as “glocal” citizens
- Claudia Sánchez-Gutiérrez (University of California Davis): Open-Educational Resources and teaching-informed research in a Spanish reading program

AAUSC @ SOLPHE 2022

AAUSC held its annual meeting in conjunction with SOLPHE 2022 (Symposium on Language Pedagogy in Higher Education) on October 7th and 8th. SOLPHE 2022 included an opening plenary by Dr. Ann Abbot (University of Illinois Urbana-Champaign) and a closing plenary by Dr. Mahmoud Azaz (University of Arizona). Information about the AAUSC @ SOLPHE will be posted on the AAUSC website.
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 professional development (summer institutes, workshops, conferences) and a website that offers research-based instructional and professional development materials on a wide range of topics.

New Language Resource Center Initiatives (2022–2026)

CARLA recently received grant funding from the U.S. Department of Education’s Title VI Language Resource Centers program. Over the next four years, CARLA will carry out seven initiatives in two focal areas. Language-Content Integration initiatives include Literacies in Language Education, Secondary DLI: Materials Development & Research, and Social Justice in Language Education. Teacher Education & Advocacy initiatives include Equity & Access to State Seals of Biliteracy, International Language Teacher Education Conference, Language Program Direction, and Practical Program Evaluation.

Language Program Direction

CARLA’s Language Program Direction initiative equips new and future language program directors with the knowledge and skills necessary to support their daily work through a series of interactive modules. Authored by experts in the field, each module addresses a different topic related to directing lower-level language programs in postsecondary language departments:

- Module 1: Understanding the Roles and Work of LPDs
- Module 2: Conceptualizing and Creating the Syllabus
- Module 3: Language Program Evaluation and Improvement
- Module 4: The Language Program Director as Scholar
- Module 5: The Methods Course and Ongoing Teacher Professional Development—Coming Soon!

Modules that will be developed over the next four years include: Directing LCTL Programs; Building Relationships and Navigating Hierarchies; Evaluating Language Teachers; The Emotional Labor of Language Program Direction; The Pre-Semester Orientation; Selecting and Adapting the Textbook; and OERs in Language Program Direction.

Social Justice in Language Education

The Social Justice in Language Education initiative aims to improve teachers’ understanding and application of critical pedagogies as they teach social justice themes. The initiative has three components: research, resources for teachers, and professional development. This summer, curriculum developers created social justice units in five less commonly taught languages and will pilot them during this academic year. In addition, curriculum developers in French, German, and Spanish revised units that they created and piloted last year. The planning templates used for creating these social justice units are now available on the CARLA website as OERS.

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

CERCLL is a National Language Resource Center (LRC) with a mission to promote the integration of languages, literacies, and intercultural perspectives. This summer, CERCLL received a new cycle of funding from the U.S. Department of Education to operate as one of sixteen LRCs across the nation through the 2025-2026 academic year. Twenty projects and initiatives will focus on four main themes: Socially-situated Materials for LCTLs, L2 Multiliteracies in Action, Intercultural Perspectives in K-12 Teaching, and Inclusive L2 Pedagogies. The Center already has a range of resources for teaching and learning foreign languages and culture, and looks forward to adding to those over the next four years and to hosting more professional development opportunities for educators regionally, nationally, and internationally. Existing resources and details about the new ones are on CERCLL’s website: http://cercll.arizona.edu.

Multiliteracies Takes on Language Teaching

Over the coming year, CERCLL is offering a free series of professional development webinars in which presenters bring multiliteracies approaches to address topics in language teaching; continuing education and micro-credentials are available for participants in these events and those who create OERs based on them. Registration for the Fall webinars is open now: on November 2, Kate Paesani (Director of the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota) will present Using Language Forms to Communicate About Texts: A Multiliteracies Perspective; on December 10, Amanda Shufflebarger (Indiana University East) will present Poetry and Creative Texts in Any Language Classroom. Spring webinars will be led by Bruna Sommer-Farias (Michigan State University), Christelle Palpacuer-Lee (Rutgers University), and Elyse Petit (Santa Rosa Junior College). Details are here: https://cercll.arizona.edu/blog/newtakeswebinars/.

Call for Proposals: Second Language Multimodal Literacies Symposium

Building on the Digital Literacies Project and the three associated Second Language Digital Literacies Symposia (L2DL) that CERCLL hosted, the Second Language Multimodal Literacies Symposium (L2ML) will bring together educators, practitioners, and researchers, who share common interests in exploring the role of multimodality in contexts of second or multiple language and culture learning. This free, two-day, virtual event in April 2023 will include a series of digital presentations and discussions, including three invited talks by experts in the fields of multimodal language and literacy education: Denise Newfield (University of the Witwatersrand, South Africa), Ana Oskoz (University of Maryland Baltimore County, USA), and Jennifer Rowsell (University of Sheffield, UK). The symposium will culminate in a panel discussion, where participants will consider future directions for multimodal scholarship and pedagogical practice in second language and multilingualism studies. The call for proposals for digital presentations is out now, with a submission deadline of January 6, 2023. See the full details on the L2ML website: http://L2ML.Arizona.edu.

Stay up to date on these events and other resources and language- and culture-related opportunities by following CERCLL on Facebook, Twitter and Instagram, and by joining CERCLL’s listserv: https://cercll.arizona.edu/contact/.
The Center for Open Educational Resources and Language Learning (COERLL) works to create an open digital environment for sharing rooted in the use of open copyright licenses, which allows L2 learners and teachers to exchange their products and practices more freely.

**America’s Language Portal**

COERLL is pleased to announce the America’s Languages Portal, a registry of innovative programs and practices to increase enrollment of learners from historically underserved populations and to expand the number of languages offered. The goal of the America’s Languages Portal is to demonstrate ways for L2 educators to increase access to underserved learners as well as access to underrepresented languages.

**Access To More Of America’s Learners**

- American Indian, Alaska Native, Native Hawaiian and Pacific Islander
- Heritage, immigrant and refugee
- Latino/Latina/Latinx populations
- English Learners (ELs)
- African American and People of Color
- Economically disadvantaged learners in rural and inner-city communities of all ages

**Access To More Of America’s Languages**

- LCTLs (e.g., Arabic, Hindi, Korean, Portuguese, Russian, etc.)
- Heritage
- ESL
- Indigenous
- Sign

**New and Forthcoming OERs for L2 Learning**

COERLL has published several openly licensed L2 curricula: Her Şey Bir Merhapa ile Başlar, a multimedia textbook for intermediate Turkish language learners; Reality Czech, a beginning course in contemporary Czech language and culture; and Nahuatlalolli, a new online, multimedia Nahuatl course for beginner to advanced level learners. Currently, we are finishing Trayectos, a first-year curriculum for collegiate Spanish.

**Multilingual Matters Book About L2 Open Education**

Compared with STEM fields, second language education has been relatively slow to embrace open education and the new knowledge ecologies it produces. This book contextualizes open education for L2 educators and explores its impact on L2 teaching and scholarship. Download the book for free in either PDF or eBook formats!
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](http://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](http://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](http://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](http://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](http://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](http://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 2023, see our website at [olrc.ku.edu](http://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 Updates

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. If you are interested in conducting research or developing language teaching materials using MuSSeL and/or CUDLI, you may contact Elnaz Kia (elnaz.kia@utah.edu).

The Center has also hosted two webinars on the use of corpora in the language classroom in an attempt to make corpora more accessible to language teachers and to train language teachers to develop corpus-based authentic teaching materials. You can access the webinar recordings on-demand.

- **Webinar 1**: Corpus Linguistics for Language Teachers: An Introduction
- **Webinar 2**: Creating Data-Driven Pedagogical Materials Using Learner Corpora: A Guide for Language Teachers

Please stay tuned to our social media accounts for future events and corpus updates. L2TReC is on Twitter, Facebook, and LinkedIn!

DLI Video Library

The ongoing development of our library now includes 37 published videos in the languages of Chinese, French, German, Russian and Spanish. Videos are published in both short form and longer form video and continue to be accompanied by narrative descriptions and analysis of teaching practices, as well as downloadable supporting materials. Fifty educators from 48 U.S. educational organizations have requested access to and viewed the library, with over 300 unique pageviews to the library main page. An additional 30 videos are in production to be published by the end of 2022 at which time the Portuguese language will be added to the library.

Access to the video library is available to educators with a K12 or university email address by submitting a request at [https://l2trec.utah.edu/instructional-strategies-for-immersion-classrooms.php](https://l2trec.utah.edu/instructional-strategies-for-immersion-classrooms.php). Contact us at [l2trec@utah.edu](mailto:l2trec@utah.edu) if you are interested in getting access to the directory.
National Foreign Language Resource Center (NFLRC)

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

NFLRC Funding Continued to 2026

NFLRC has again been selected to serve as one of a small number of national Language Resource Centers (LRCs) to help improve the learning and teaching of foreign languages throughout the United States, particularly less commonly taught languages (LCTLs). The University of Hawai‘i at Mānoa will receive an estimated total of $730,000 to cover operations of the NFLRC from 2022 to 2026. This brings the total amount awarded to the NFLRC to date to over $11 million, not counting money brought in through other grants linked to NFLRC projects.

The U.S. Department of Education’s Title VI LRC program began in 1990 with the funding of the NFLRC and two other centers. With subsequent funding cycles, the number of centers increased to 16 in all. The NFLRC, however, remains the only LRC in the nation to have been funded in every cycle since the program’s inception and will celebrate its 35th anniversary in 2025.

The NFLRC’s new grant focuses on three key areas: project-based language learning (PBLL), online and mobile learning, and intercultural competence. All projects are designed to yield maximum national impact, be rigorously evaluated, and result in resources that will increase national capacity for the teaching and learning of LCTLs, particularly Chinese, Filipino, Japanese, Korean, Portuguese, and Russian.

Its research program will generate much needed knowledge to support and disseminate high impact practices, such as PBLL, across language education contexts. Its research dissemination program will continue sponsorship of four high-quality open refereed journals, including SLRP, and co-organize several international professional conferences.

More Open Journals

Did you know that, in addition to Second Language Research & Practice, 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 can instead join our fans on Facebook or our followers on Twitter. All key announcements will be posted there as well.