

## ANNOUNCEMENTS AND NEWS



## Announcements and news from our sponsors

### Call for Papers

*Second Language Research & Practice* is accepting [submissions](#) for the journal's third issue, to be published in Fall 2022. 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 15, 2022**.

### 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 Katrina Rost (University of Utah) who was the assistant editor for this issue of *Second Language Research & Practice*. Katrina 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 2, Issue 1 publication ready. Thank you, Katrina!

#### **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 1, Issue 2 of *Second Language Research & Practice*. This journal could not function without their academic service and we are grateful for their contribution. Thank you to: Lee B. Abraham, Heather Willis Allen, Mahmoud Azaz, Cathy Barrette, Carl Blyth, Stacey Katz Bourns, Cynthia DeRoma, Beatrice Dupuy, Sara Finney, Lauren Goodspeed, Rick Kern, Carol Klee, Angelika Kraemer, Lara Lomicka, Gillian Lord, Cherise Montgomery, Elyse Petit, Jennifer Redmann, Colleen Ryan, Madeline K. Spring, Joshua Thoms, Chelsea Timlin, Per Urlaub, Beth Wassell, Pamela Wesely, Germán Zárate-Sáñez.

## 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

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## American Association of University Supervisors and Coordinators (AAUSC)

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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.

### **Innovation 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 2021 Innovation Awards please refer to the [AAUSC website](#). Note that award applicants must be AAUSC members.

Congratulations to our 2020 award winners:

#### ***Racial/Social Justice Awards***

- [Cristina Sanz](#) (Georgetown University), [Timothy McCormick](#) (Georgetown University), and [Jorge Méndez Seijas](#) (Harvard University): “Redesign of Georgetown University’s 3rd-Year Spanish Courses”
- [Germán Zárate-Sánchez](#) (Western Michigan University): “Pathways to Empower Black and African-American students in College-Level Spanish Classes”

#### ***Online/Remote Teaching Awards***

- [Emma Trentman](#) (University of New Mexico): “We Can Learn Arabic Website”
- [Nicole Mills](#) (Harvard University): “Community Building Initiatives for Language Faculty, TAs, and TFs”

### **AAUSC @ SOLPHE 2021**

AAUSC held its annual meeting in conjunction with [SOLPHE 2021](#) (Symposium on Language Pedagogy in Higher Education, University of Illinois at Chicago) on October 1st and 2nd. SOLPHE 2021 included a plenary talk by Dr. Gillian Lord (University of Florida) and invited talks by Dr. Uju Anja (Carnegie Mellon), Dr. Stacey Johnson (Vanderbilt University), and Dr. Florencia Henshaw (University of Illinois, Urbana-Champaign). The meeting additionally included short presentations from authors whose work appears in Volume 2, Issue 1 of *Second Language Research & Practice*. Due to COVID-19, SOLPHE 2021 was held entirely online. Information about the AAUSC @SOLPHE will be posted on the [AAUSC website](#).

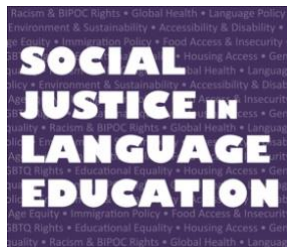
## Center for Advanced Research on Language Acquisition (CARLA)



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.

### Foreign Language Literacies

CARLA's [Foreign Language Literacies](#) project is designed to give teachers research-based tools, resources, and experiences that help them effectively apply literacies pedagogy and engage students with authentic texts in secondary and post-secondary classrooms. The project offers a [Literacies Bibliography](#) of thematically organized scholarly publications; [Text Resources](#) that include links to written, audio, and audiovisual texts in multiple languages; a [Lesson Analysis Checklist](#) for analyzing and adapting existing text-based lessons, and a new [Foreign Language Literacies Infographic](#) that helps teachers compare the main tenets and concepts of multiliteracies pedagogy and communicative language teaching.



### Social Justice in Language Education

CARLA's new federally funded project on [Social Justice in Language Education](#) is creating instructional materials to address a wide range of social justice topics (e.g., racism, global health, language policy, environmental sustainability) in Arabic, Chinese, Dutch, French, German, Portuguese, Russian, Spanish, and Turkish. Grounded in multiliteracies pedagogy, these materials will improve students' language abilities, intercultural understanding, and career competencies through critical engagement with target language texts.

### 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. The second of seven free self-study modules for novice and aspiring LPDs, [Conceptualizing and Creating the Syllabus](#), 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; and preparing instructors to teach beyond the language program. The project website also offers an extensive [bibliography of critical LPD topics](#).

### 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](#).

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

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### Professional Development and Related Teaching Resources

CERCLL is a National Language Resource Center whose mission is to promote the integration of languages, literacies, and intercultural perspectives. Our [Fall professional development series](#) offers five free webinars and workshops that focus on these themes. The first two incorporate digital methods in the classroom: *Translating Google Translate: Instructional Strategies for Machine Translation in the Language Classroom* (Emily Hellmich, University of Arizona; Kimberly Vinall, UC Berkeley Language Center) on September 29; and *Devices, Designs, and Algorithms: Strategies for Integrating Critical Digital Literacy in the Language Classroom* (Ron Darvin, The Chinese University of Hong Kong) on October 22.

The next three events focus on CERCLL resources created by University of Arizona educators: *Designing Translation Materials for the World Language Classroom* on October 30 is a 3-hour, application-only workshop led by Sonia Colina and Sara Albrecht; *Building Bridges Across Cultures through Global Inquiry with Children* on November 6 is an online workshop presented by Kathy G. Short and Dorea Kleker; and *Language Learners become Filmmakers: Connecting STEM, Digital Literacies, and Language Arts* on December 8 is a webinar presented by Veronica Oguilve, Jill Castek, Jessica Summers, and Lia Falco. Recordings for all presentations will be available on the CERCLL website.

CERCLL has recently focused on addressing the forms of inequity, racism, and discrimination that are often left unexamined. We have compiled a [set of resources](#) for language and culture educators to help teachers think about how anti-racist pedagogy might inform their practices—we welcome your additions to that list. [CERCLL's website](#) also hosts recordings from a series of webinars on this theme presented by L. J. Randolph, Stacey Margarita Johnson, and Michelle Nichola.

Recordings and tandem resources from other recent webinars are also available. These focus on a range of topics, among them: incorporating socio-scientific issues into the classroom (with lesson materials), literacy-based lesson planning for the language classroom, teaching with social networks (with an e-guide and tutorials), using digital tools in remote teaching contexts, differentiated teaching, and more.

### **Intercultural Competence Conference - *Decentering Mobility in Intercultural Education: Engagement, Equity, and Access***

Featuring experts in intercultural competence from across the United States and internationally, the Intercultural Competence Conference (ICC) is for K-16 educators, students, and others involved in government, NGOs, and the private sector who are interested in seeing and interpreting relationships between cultures. This biennial event brings together researchers and practitioners across languages, levels, and settings to discuss and share research, theory, and best practices, and to foster meaningful professional dialogue on issues related to the development and assessment of intercultural competence. The 8th hybrid conference will take place on January 27-30, 2022. It will focus on the ways in which intercultural communication and the teaching and learning thereof have been shaped through mobility, both virtual and physical. See the details on the event website: <http://icc.arizona.edu>.

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/>.

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## Center for Open Educational Resources and Language Learning (COERLL)

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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.

### New OER for L2 Learning

COERLL has recently published several openly licensed L2 curricula from UT-Austin faculty: Dr. Jeannette Okur's [Her Şey Bir Merhaba ile Başlar](#), a multimedia textbook with interactive supplementary materials for intermediate Turkish language learners; Dr. Christian Hilchey's [Reality Czech](#), a course in contemporary Czech language and culture for beginning to intermediate-level Czech students; and [Nahuatlahtolli](#), a new online, multimedia Nahuatl course for beginner to advanced level learners, developed by Sabina de la Cruz and Catalina de la Cruz, Josefrayn Sánchez-Perry, Dr. Sergio Romero, and Dr. Kelly McDonough. All of these OER carry a CC BY-SA license. Currently, we are working with Dr. Gabriela Zapata (Texas A&M) to finish [Trayectos](#), a first-year curriculum for collegiate Spanish. [Sign up for COERLL's news](#) to receive updates on all our OER!

### New 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](#)!

### Texas Coalition for Heritage Spanish (TeCHS)

Led by Dr. Jocelly Meiners (UT-Austin) and Dr. Flavia Belpoliti (Texas A&M-Commerce) with support from UT-Austin graduate student Luis Avilés, [TeCHS](#) has published a series of Heritage Spanish Professional Development Modules, launched a student spotlight program, hosted webinars and workshops, and promoted new heritage Spanish OER. Join the coalition!

### Get Started with Critical Language Study

Dr. L.J. Randolph (UNC-Wilmington) shared five posts on COERLL's blog "Open Up" about the subject of critical pedagogy, social justice oriented teaching, inclusivity, and anti-racism in the language classroom. Read the full series [here](#).

### OER Office Hours for Language Teachers

This fall, in partnership with the Open Language Resource Center at the University of Kansas, COERLL will host three virtual "OER Office Hours" during which OER experts will answer your questions. Learn more on [COERLL's events page](#).

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## Open Language Resource Center (OLRC)

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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](https://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](https://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](https://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](https://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](https://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](https://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 2022, see our website at [olrc.ku.edu](https://olrc.ku.edu).

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## Second Language Teaching and Resource Center (L2TReC)

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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. 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](mailto: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

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. Access to the video library is available to educators with a K-12 or university email address by submitting a request at <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.

### 8th International Conference on Immersion and Dual Language Education

L2TReC is hosting the [8<sup>th</sup> International Conference on Immersion and Dual Language Education](#) on **March 2-5, 2022**. Registration is now open: <https://l2trec.utah.edu/dliimmersionconference/registration.php>



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## National Foreign Language Resource Center (NFLRC)

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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.

### Supporting Students in Online Language Learning: Voices of Experience

The National Foreign Language Resource Center has released its fifth Online Language Pedagogy (OLP) Module: [Supporting Students in Online Language Learning: Voices of Experience](#). Fourteen online language teachers across the country shared their strategies for successfully engaging and supporting students. The module consists of 10 TED-Ed lessons on topics such as:

- best practices in onboarding at the outset of a course
- assessment practices, including self-assessment and peer assessment
- cultivating strong relationships with your students and building peer communities
- finding support for students facing challenges
- keeping students engaged
- personalizing instruction in mixed groups and helping remedial students

Check out this free resource today and share it with your colleagues!

### NFLRC Mentoring Program for Project-Based Language Learning

Are you a beginning practitioner of Project-Based Language Learning (PBL)? Have you ever thought about working with a mentor? The [Mentoring PBL Teachers program](#) leverages the experience and expertise of a skilled cadre of veteran PBL practitioners as resources supporting the professional learning of the rising generation of new PBL practitioners. NFLRC Mentors are world language teachers who have completed one or more courses of professional learning from NFLRC and have implemented PBL in their classes. Mentees in the program are world language teachers who are interested in learning more about PBL and how to implement PBL in their classrooms. One mentor is paired with one mentee through a semester to provide support and consultation about PBL. Mentors also share their personal experiences and knowledge in adopting PBL. Mentors and mentees use [open educational resources \(OERs\) on PBL developed by NFLRC](#) as supporting materials. The mentoring will be conducted virtually via email, phone, or videoconferences. After completing the mentoring program and submitting an evaluation survey, the mentor will be awarded with a digital badge as a PBL Mentor.

The NFLRC invites prospective mentors and mentees to [sign up](#) as part of the mentorship database. The NFLRC performs mentor-mentee matching based on requests submitted by mentees. Mentor-mentee matches are based on mentees' preferences to the extent possible.

### 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 4,500+ fans on [Facebook](#) or our 1,100+ followers on [Twitter](#). All key announcements will be posted there as well.