April 15-16
2011

Joint conferences of
South Central Association for Language Learning Technology and
Texas Foreign Language Education Conference
Welcome to the University of Texas at Austin

- SOCALLT 2011 – South Central Association for Language Learning Technology
  Language Teaching and Learning in an Open World
  Hosted by:
  The Center for Open Educational Resources and Language Learning (COERLL)

- TexFLEC 2011 – Twelfth Annual Texas Foreign Language Education Conference
  Language Education across the Academic Pipeline
  Sponsored by:
  The Foreign Language Education Program at the University of Texas at Austin
  Texas Language Center at the University of Texas at Austin
  The Department of Bicultural-Bilingual Studies at the University of Texas at San Antonio

Map of Campus Area

GSB Bldg. Floor Plan

Exit to MEZ Bldg.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:45</td>
<td>SOCALLT: Atrium - Registration and Breakfast</td>
</tr>
<tr>
<td>8:45-8:55</td>
<td>SOCALLT Welcome: Don WEASENFORTH</td>
</tr>
<tr>
<td>9:00-9:40</td>
<td>An Introduction to COERLL</td>
</tr>
<tr>
<td></td>
<td>Carl BLYTH, The University of Texas at Austin</td>
</tr>
<tr>
<td></td>
<td>Wikis for Teaching and Learning Content: The Case of a Literature-in-</td>
</tr>
<tr>
<td></td>
<td>Translation Course</td>
</tr>
<tr>
<td></td>
<td>Lana RINGS, University of Texas at Arlington</td>
</tr>
<tr>
<td>9:40-9:50</td>
<td>BREAK</td>
</tr>
<tr>
<td>9:50-10:20</td>
<td>Is All Culture Created Equal: Students’ Perceptions of Persian Language</td>
</tr>
<tr>
<td></td>
<td>and Culture</td>
</tr>
<tr>
<td></td>
<td>Shahla ADEL, The University of North Carolina at Chapel Hill</td>
</tr>
<tr>
<td></td>
<td>Action! Engaging Students in the New Millennium in an Italian Cinema</td>
</tr>
<tr>
<td></td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>Tina PUGLIESE, The University of Colorado at Boulder</td>
</tr>
<tr>
<td>10:20-10:30</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Open Textbooks, Online Communities: Do They Work?</td>
</tr>
<tr>
<td></td>
<td>Karen KELTON, The University of Texas at Austin</td>
</tr>
<tr>
<td></td>
<td>Georges DETIVEAUX, Lone Star College-CyFair</td>
</tr>
<tr>
<td></td>
<td>Nancy GUILLOTEAU, The University of Texas at Austin</td>
</tr>
<tr>
<td>11:00-11:10</td>
<td>Alan ASTRO, Trinity University</td>
</tr>
<tr>
<td>11:10-11:40</td>
<td>Marie SCHEIN, Texas Christian University</td>
</tr>
<tr>
<td></td>
<td>Kerstin SOMERHOLTER, Saint Edward’s University</td>
</tr>
<tr>
<td>11:40-12:30</td>
<td>SOCALLT and TexFLEC: Atrium</td>
</tr>
<tr>
<td></td>
<td>Lunch provided for SOCALLT registrants and early TexFLEC registrants.</td>
</tr>
<tr>
<td></td>
<td>Please visit our exhibitors!</td>
</tr>
<tr>
<td>11:40-12:30</td>
<td>TexFLEC Registration – Open Poster Sessions</td>
</tr>
</tbody>
</table>

**SOCALLT Officers:**
- Don WEASENFORTH, President
- Georges DETIVEAUX, President-Elect
- Sharon SELLARS, Treasurer
- Edwige SIMON, Secretary
- Hajime KUMAHATA, Immediate Past President

**FLESA Officers:**
- Daniel MOON, President
- Mieca JOHNSON, Social Program’s Officer
- Nancy MEREDITH, Communications Officer
- Crystal KUSEY, Treasurer
- Jeong-bin Hannah PARK, Alumni Representative
- Will SLADE, TexFLEC Liaison

**TexFLEC Co-chairs:**
- Chelsea SANCHEZ
- Will SLADE
- Shereen BHALLA
- Mieca JOHNSON
- Moises MORALES
- Christina KELLNER

**Program Design and Printing**
- Nathalie STEINFELD CHILDRE, COERLL Publications Manager
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12:20-12:30</td>
<td>TexFLC Opening</td>
<td>TexFLC Opening</td>
<td>Poster Round Table A: Focus on Policy</td>
<td>Poster Round Table B: Focus on the Classroom</td>
<td>Solving a Mystery in the Spanish Classroom: A Look at the Effectiveness of Computer Games in Language Instruction</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Remarks: Will SLADE Anxiety in Learning Chinese as a Foreign Language (CFL): Teachers’ Perspectives</td>
<td>1. Eunjeong CHOI The University of Texas at Austin</td>
<td>1. Nancy MEREDITH The University of Texas at Austin</td>
<td>Arthur WENDORF The University of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Han LUO, The University of Texas at Austin</td>
<td>2. Haia-peg WU The University of Texas at San Antonio</td>
<td>2. Fehintola MOSADOMI The University of Texas at Austin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Yeongeon SUNG University of Central Oklahoma</td>
<td>3. Aracali LOVETT The University of Texas at San Antonio</td>
<td>3. Mieca Johnson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Reducing Foreign Language Anxiety in Heritage Language Students</td>
<td>1. Nancy MEREDITH The University of Texas at Austin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michael TALLON The University of the Incarnate Word</td>
<td>2. Fehintola MOSADOMI The University of Texas at Austin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-1:40</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40-2:20</td>
<td>Strategies for Effective Detailed Language Item Test Specifications</td>
<td>How to Foster Reading and Engagement with Texts through Peer Interaction</td>
<td>SOCALLT: CBA 3.304</td>
<td>Chinese Take-In: Interactive Listening Comprehension Exercise for Beginning Chinese Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Luis PEREA</td>
<td>Cathy GRAJEDA The University of Texas at El Paso</td>
<td>Berlin as an Intercultural Text</td>
<td>Wen-Hua TENG The University of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pearson Assessment &amp; Information</td>
<td></td>
<td>Louise STOEHR Stephen F. Austin State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:20-2:30</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>TexFLC: GSB 2.120</td>
<td>TexFLC: GSB 3.104</td>
<td>TexFLC: GSB 2.122</td>
<td>TexFLC: CBA 3.304</td>
<td>SOCALLT: GSB 3.138</td>
</tr>
<tr>
<td></td>
<td>Elaine HORWITZ, Hayriye KAYI-AVDAR The University of Texas at Austin</td>
<td>Francis M. HULT, Sarah E. COMPTON, Amira ABDUL-HAFIZ, Diana M. J. WHITNEY The University of Texas at San Antonio Katherine WOODSON Barton Middle School, Hays CISD</td>
<td>Thomas GARZA The University of Texas at Austin</td>
<td>Randa JAD-MOUSSA The University of California at San Diego/The University of Texas at San Antonio</td>
<td>Karina COLLENTINE Northern Arizona University</td>
</tr>
<tr>
<td>3:00-1:10</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lida COPE East Carolina University</td>
<td>Shannon SAURO, Joshua M. BRUNOTTE, Kaori FUJITAKI, Christopher J. POPE The University of Texas at San Antonio</td>
<td>Jeong-bin PARK The University of Texas at Austin</td>
<td>Edwige SIMON The University of Colorado at Boulder Georges DETIVEAUX Lone Star College-CyFair</td>
<td></td>
</tr>
<tr>
<td>3:40-3:50</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:50-4:20</td>
<td>On Investigating the Dynamics of Language Learning Aptitude with the CANAL-F test</td>
<td>Collaborative Learning in an Advanced Spanish Course</td>
<td>Designing Visual Arguments with New Media to Stimulate Writing Proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diana PULIDO David Z. HAMBRICK The University of Texas at Austin, Michigan State University</td>
<td>Maryellen GARCIA The University of Texas at San Antonio</td>
<td>Marie M. SCHEIN Texas Christian University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:20-4:30</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30-5:30</td>
<td>Joint Panel Discussion GSB 2.124</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Panel Introduction: Mieca Johnson; Moderated by Shannon SAURO, The University of Texas at San Antonio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joint Panel Discussion: Vertical Articulation and the Academic Pipeline for Modern Language Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Panelists: Georges DETIVEAUX, Thomas GARZA, Comfort PRATT, Diana PULIDO, Verónica SARDEGNA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lone Star College-CyFair, The University of Texas at Austin, Texas Tech University, University of Texas at Austin, The University of Texas at Austin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30-5:40</td>
<td>Closing Comments: Carl Blyth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td>Joint Fajita Dinner at Serranos Symphony Square (1111 Red River St. 78701)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sponsored by Teaching Systems and ESL Services - UT-Austin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SOCALLT – Language Teaching and Learning in an Open World
### TexFLEC 2011 – Language Education across the Academic Pipeline

### SATURDAY, April 16 - MORNING

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Speakers/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:45</td>
<td>SOCALLT and TexFLEC: Atrium Registration and Breakfast (SOCALLT &amp; TexFLEC)</td>
<td>Atrium</td>
<td></td>
</tr>
<tr>
<td>9:00-9:50</td>
<td>Poster Round Table C: Focus on Assessment</td>
<td>Atrium</td>
<td>- Stefanie BORST, Helge STRADMANN, Pam FURHMEISTER&lt;br&gt;- Texas Tech University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Ranimukalage CHANDRASOMA&lt;br&gt;- Universidad Catolica del Norte Antofagasta Chile</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Patricia SCHEMPP, Helge STRADMANN, Pam FURHMEISTER&lt;br&gt;- Texas Tech University</td>
</tr>
<tr>
<td>9:50-11:00</td>
<td>GSB 2.124 Joint Welcome &amp; Opening Remarks: Rebecca CALLAHAN, The University of Texas at Austin</td>
<td>GSB 2.124</td>
<td></td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Joint Keynote: English Learners in the Transition from High School to College</td>
<td>Atrium</td>
<td>Linda HARKLAU, The University of Georgia</td>
</tr>
<tr>
<td>11:00-11:10</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:10-11:40</td>
<td>Peer Interactions and Bilingual Development in a Pre-K One-Way Dual Language Classroom</td>
<td>GSB 2.120</td>
<td>Kathryn HENDERSON, The University of Texas at Austin&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>ClicaBrasil: A Website for Teaching Language and Culture</td>
<td>GSB 3.104</td>
<td>Vivian FLANZER, The University of Texas at Austin</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Learning Strategies among Adult Learners of Spanish as a Foreign Language</td>
<td>2.122</td>
<td>Dieter A. WALDVOGEL, The University of Texas at Austin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CBA 3.304</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We’ve Got Video. Now What?</td>
<td>GSB 3.138</td>
<td>Ted JOBE &amp; Abby DINGS, Southwestern University</td>
</tr>
<tr>
<td></td>
<td>Storytelling to Improve Writing and Speaking Skills</td>
<td>2.120</td>
<td>Anna LOVE-WILDE, Fort Smith Public Schools</td>
</tr>
<tr>
<td>11:40-11:50</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:50-12:20</td>
<td>The GREAT Collaborative Distance Learning Research Initiative</td>
<td>Atrium</td>
<td>Glenda L. ROSE, Denise GUCKERT, Texas State University</td>
</tr>
<tr>
<td></td>
<td>RP for teaching English in multi-ethnolectal Cameroon</td>
<td>2.122</td>
<td>Kelen Ernessa FONYUY, University of Bayreuth, Germany</td>
</tr>
<tr>
<td></td>
<td>Recording and Sharing Oral Presentations with the Flip Camera</td>
<td>CBA 3.304</td>
<td>Kayla PRICE, The University of Houston</td>
</tr>
<tr>
<td></td>
<td>Technology, Community and Language Learning: Photostories beyond Cyberspace</td>
<td>2.120</td>
<td>Luziris PINEDA TURI, Rice University</td>
</tr>
<tr>
<td>12:20-1:20</td>
<td>Lunch in the Atrium provided for all TexFLEC and SOCALLT registrants</td>
<td>Atrium</td>
<td>Business Meeting: SOCALLT&lt;br&gt; All SOCALLT Registrants Welcome!</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Special Events Room (CBA 3.304)</td>
<td></td>
<td>Open Poster Sessions&lt;br&gt; Intended overlap</td>
</tr>
</tbody>
</table>
### SATURDAY, April 16 - AFTERNOON

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
<th>Presenters</th>
<th>Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30-2:00</td>
<td>TexFLEC: GSB 2.120</td>
<td>L2 learning across the Global Academic Pipeline: Experiences of Adult Transmigrants Studying English in the United States</td>
<td>Shannon Giroir, The University of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TexFLEC: GSB 3.104</td>
<td>Systemic Functional Linguistics Analysis on Three College Students' Reflective Writings</td>
<td>Pei-Yu Shih, The University of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TexFLEC: 2.122</td>
<td>Spanish Boot Camp: Differentiated Instruction through Online Learning Modules</td>
<td>Flavia Belpoliti, The University of Houston</td>
<td></td>
</tr>
<tr>
<td>2:00-2:10</td>
<td></td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:10-2:40</td>
<td></td>
<td>Fun with Funds of Knowledge</td>
<td>Alma S. Pérez, Eleanor A. Bernal, Learning Time Institute, San Antonio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Comparison of Readability Between Senior High English Textbooks and College EFL Readers in Taiwan</td>
<td>Carla Ghaniem, Luca Giupponi, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer-Based Homework for Students of Japanese</td>
<td>Naoko Suito, Yukie Aida, The University of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td>2:40-3:10</td>
<td></td>
<td>Extensive Reading on a Budget</td>
<td>Kindra Santamaría, Marie Schein, Texas Christian University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concept-Based FL Curriculum: Bridging Learner, Intellect, and Language</td>
<td>Sarah J. Whitehead, The University of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td>3:10-3:20</td>
<td></td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:20-4:20</td>
<td>GSB 2.124</td>
<td>Panel Introduction: Will Slade; Moderated by Francis Hult, The University of Texas at San Antonio</td>
<td>Linda Harklau, Rebecca Callahan, Lucila EK, Holly Hansen-Thomas, The University of Georgia, The University of Texas at Austin, The University of Texas at San Antonio, Texas Women’s University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joint Panel: The Academic Pipeline for Linguistic Minority Students in the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:20-4:30</td>
<td>GSB 2.124</td>
<td>Closing Comments: Elaine Horwitz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30-6:30</td>
<td></td>
<td>Happy Hour at Gabriel's at the AT&amp;T Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dinner on your own.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOCALLT 2011 thanks its confirmed exhibitors:**
- Teaching Systems, Inc. (http://teachingsystems.com/)
- Pearson Higher Education, World Languages (http://www.pearsonhighered.com/educator/discipline/World-Languages/91000014.page)
- Texas Educational Solutions (http://www.txedsol.com/)
- DynEd English Language Learning Solutions (http://www.dyned.com/)

**Special thanks also to our generous sponsors:**
- Teaching Systems, Inc. (http://teachingsystems.com/)
- Pearson Higher Education, World Languages (http://www.pearsonhighered.com/educator/discipline/World-Languages/91000014.page)
- Texas Educational Solutions (http://www.txedsol.com/)

**Sincere gratitude to our generous prize donors:**
- DynEd English Language Learning Solutions (http://www.dyned.com/)
- Texas Educational Solutions (http://www.txedsol.com/)

**TexFLEC thanks its generous sponsors:**
- ESL Services at the University of Texas at Austin
- The Department of Germanic Studies
- The Department of Linguistics
- The Foreign Language Education Student Association
- The Texas Language Center

**SOCALLT 2011 thanks its host:**
- COERLL (http://www.coerll.utexas.edu)
FRIDAY, April 15 - MORNING

SOCALLT: CBA 3.304
9:00-9:40
An Introduction to COERLL
Carl Blyth, University of Texas at Austin

The goal of this presentation is to give foreign language educators and technologists a clear idea about the materials and services of the Center for Open Educational Resources and Language Learning (COERLL). Housed at the University of Texas at Austin, COERLL is the newly established National Foreign Language Resource Center (NFLRC) dedicated to serving the south central region of the United States. The core mission of all the NFLRCs is to promote the teaching and learning of foreign languages. However, COERLL's emphasis on Open Educational Resources (OERs) is what distinguishes it from the other centers. The "open" features of COERLL's products will be demonstrated (e.g., user-generated content). The talk will also focus on COERLL's efforts to reframe foreign language learning in terms of bilingualism and/or multilingualism. As such, all COERLL resources strive to represent more accurately language development and performance along dialectal and proficiency continua.

SOCALLT: GSB 3.138
9:00-9:40
Wikis for Teaching and Learning Content: The Case of a Literature-in-Translation Course
Lana Rings, University of Texas at Arlington

Literature survey courses, as well as literary histories, can be informative at best, bland at worst. To solve the problem of depth and breadth, and to facilitate student engagement in understanding literary history, I used a textbook of individual essays by various scholars with specialized expertise (A NEW HISTORY OF GERMAN LITERATURE), a "divide-and-conquer" approach, and a wiki. Within the wiki students wrote individual summaries, evaluations, and explanations of individually assigned/chosen essays they read, linked important clarifying concepts and visuals from the web, then read the wiki posts of fellow students to incorporate those ideas into the construction of creative fictitious narratives about the times.

SOCALLT: CBA 3.304
9:50-10:20
How do students experience the cultural inquiry pedagogy? 

This presentation will discuss the success in organizing, building, and cultivating the practice of the Italian language in an Italian Cinema course inside and outside the traditional classroom setting in Fall 2010. In the context of film, students find the experience of learning Italian less taxing and more exciting. The presenter has created for this course a social network where students are encouraged to share their own ideas, interests and questions. Recently, thanks to an increased availability and use of technological tools, students have been posting their own movie comments as well as sharing pictures taken in Italy while studying abroad or visiting. The students also download from the Internet their own favorite Italian songs and videos related to the Italian culture. The course aims to instill in students, early in their careers, the importance of cultivating and enriching their own learning experience with other students here at CU. The presenter will show some students’ projects such as creating movies subtitles, movie audio commentary and others.

SOCALLT: GSB 3.138
9:50-10:20
Action! Engaging Students in the New Millennium in an Italian Cinema Class
Tina Pugliese, University of Colorado at Boulder

Although Persian Studies Programs have experienced a consistent and notable increase in enrollment in course offerings since 9-11, there is no study in the literature that focuses on the experiences of Persian language learners. The current study is the first research attempt to examine American university students of Persian’s cultural learning experiences by incorporating cultural inquiry pedagogy via multimedia and technology. This qualitative case study explored how cultural inquiry was integrated into a third-year Persian class via printed texts, film, WebQuests and PowerPoint presentations, and how that cultural inquiry was made sense of and understood by the students in the course, addressing two research questions: 1. How do students experience the cultural inquiry pedagogy? 2. How do students’ understandings about Persian culture develop?
nity during their online cross-cultural collaboration. The presenters begin by summarizing how the students participated in designing, creating and presenting their own digital stories to enhance research, organization, technology, presentation, and interpersonal skills. The presenters demonstrate examples of digital stories developed by K-12 students, community college and university level students in Dallas and Yakutsk (Siberia, Russia). Finally, the presenters will share guidelines for creating digital stories for cross-cultural collaboration.

**SOCALLT: GSB 3.138**
11:10-11:40
**Spanish Proficiency Training: Learner Corpus and Exercises**
*Dale Koike, The University of Texas at Austin  
Robert Sauveur, The University of Texas at Austin  
Jocelly Meiners, The University of Texas at Austin  
Karyn Rayburn, The University of Texas at Austin*

This demonstration will illustrate the features of the UT Spanish Proficiency Training Corpus and Exercises (SPT) website. The objectives of the site are to: (1) provide Spanish language learner data to teacher candidates and students of Spanish applied linguistics and second language acquisition to familiarize them with learner language of different levels; (2) interactively focus viewers on discourse features that can help indicate the learners’ proficiency level; (3) serve as a corpus of Spanish language learner data that can be used as the basis for future class assignments and research projects in more advanced undergraduate and graduate Spanish courses.

---

**FRIDAY, April 15 - AFTERNOON**

**TexFLEC: GSB 3.104**
12:30-1:00
**Anxiety in Learning Chinese as a Foreign Language (CFL): Teachers’ Perspectives**
*Han Luo, The University of Texas at Austin*

The drop-out rate of Chinese language classes is very high. Many researchers (e.g. Gardner, Moocroft, & MacIntyre’s, 1987) believe high drop-out rate is related to the anxiety experienced by foreign language learners. The present study attempts to explore CFL teachers’ perspectives on student anxiety in learning Chinese. Below are the research questions:

1. Do CFL drop-outs tend to experience a higher level of anxiety?
2. What are the sources of anxiety in learning Chinese as a foreign language?
3. What are the methods for reducing CFL learners’ anxiety?
4. Do heritage and non-heritage CFL learners differ in terms of anxiety experienced in the CFL class?
5. Do CFL learners experience the same amount of anxiety in speaking, understanding, reading and writing Chinese?

**TexFLEC: Atrium**
12:30-1:30
**Reduction Foreign Language Anxiety in Heritage Language Students**
*Michael Tallon, The University of the Incarnate Word*

Recent research has suggested that, just like “traditional” foreign language students, heritage language students can also experience foreign language anxiety (FLA). The purpose of this presentation is to share ways that teachers can help reduce foreign language anxiety in heritage language learners. The presentation will include: (1) a definition of FLA, (2) thoughts on why we should care about FLA, (3) an instrument that can be used to measure FLA, (4) sources of FLA, and, most importantly, (5) what we as teachers can do to reduce anxiety and help heritage students learn to cope with it.

---

**SOCALLT: GSB 3.138**
11:10-11:40
**Spanish Proficiency Training: Learner Corpus and Exercises**
*Dale Koike, The University of Texas at Austin  
Robert Sauveur, The University of Texas at Austin  
Jocelly Meiners, The University of Texas at Austin  
Karyn Rayburn, The University of Texas at Austin*

This demonstration will illustrate the features of the UT Spanish Proficiency Training Corpus and Exercises (SPT) website. The objectives of the site are to: (1) provide Spanish language learner data to teacher candidates and students of Spanish applied linguistics and second language acquisition to familiarize them with learner language of different levels; (2) interactively focus viewers on discourse features that can help indicate the learners’ proficiency level; (3) serve as a corpus of Spanish language learner data that can be used as the basis for future class assignments and research projects in more advanced undergraduate and graduate Spanish courses.
An ever increasing interest in the potential usefulness of computer games in second language instruction has created a need for re-
search involving computer games to be performed in real language classrooms. In this study 9 students used a computer game as a supplement to their regular coursework in a first semester university Spanish course. Their acquisition of the target grammar and vocabulary items was compared with that of 16 students who were provided with worksheets that contained the same material as that covered in the game and with that of 10 control students who received essays to read. The results showed that the students who played the game benefited significantly more from using the supplemental materials than did students in either of the other two groups. Nevertheless, questionnaire responses showed that students perceived the worksheets and essays as being more helpful than the game, and that, contrary to what was expected, students did not perceive the game as being more entertaining than the other materials.

**SOCALLT: GSB 3.138**

1:00-1:30

**Monsieur, Does Hybrid French Mean We Don’t Have to Do Any Work?**

Georges Detiveaux, Lone Star College-CyFair

In this presentation, I will share lessons learned from having switched from a publisher-sponsored textbook to open source materials and language software in teaching first-semester college French. At Lone Star College-CyFair, in Cypress, TX, and in all other sections of beginning French within our college system, students are required to purchase titles from various publishers for use in their French courses. In an effort to reduce costs incurred by students in their first-year college experience, I have abandoned these materials in favor of using Français interactif (from the University of Texas) in combination with several language learning software programs in the college’s Language Labs. I have also altered the method of course delivery from completely in-person (5 hours per week) to a hybrid 3:2 format, adjusting assignments and assessment accordingly.

**TexFLEC: GSB 2.120**

1:40-2:20

**Strategies for Effective Detailed Language Item Test Specifications**

Luis Perea, Pearson Assessment & Information

The presentation will provide effective strategies for creating specifications and will demonstrate sample real specs used for large scale and localized assessment. Participants will recognize the steps that go into creating these guidelines in testing companies, and they will understand the importance and complexity of the process. The demonstration will provide the opportunity for those interested in creating classroom test specifications to gather ideas and strategies through a theoretical approach.

**TexFLEC: GSB 3.104**

1:40-2:20

**How to Foster Reading and Engagement with Texts through Peer Interaction**

Cathy Grajeda, The University of Texas at El Paso

This session describes how upper-grade beginning and intermediate English Language Learners (ELLs), who usually lag behind in reading, and for whom vocabulary frequently is a serious handicap, enrich their vocabulary as they help younger peers learn English through reading primary level children’s books. Both groups benefit from listening, speaking, and internalizing Eng-
lish sounds, rhythms and patterns while enhancing vocabulary, fluency and leadership skills. This activity boosts confidence, promotes feelings of community, sparks interest in other subjects and motivates both groups of students to READ. Training for the older ELLs demonstrates that children’s books contain more “sophisticated” vocabulary than adult conversation.

SOCALLT: CBA 3.304
1:40-2:20
Berlin as an Intercultural Text
Louise Stoehr, Stephen F. Austin State University

In July 2010—as a participant in a two-week seminar on multiculturalism in Berlin, Germany, sponsored by the American Association of Teachers of German—I collaborated on a German-language multimedia project, Berlin als interkultureller Text (Berlin as an Intercultural Text). The three segments of the multimedia project combine video, stills, recorded speech, as well as narration to examine the colorful diversity of peoples who call Berlin home and to introduce students to the multitude of cultures that together give the modern capital of Germany its unique flair. The presentation will focus on how, with limited time and financial resources, it is possible to create engaging materials that spark the interest of students at various levels of language ability and cultural awareness. To this end, the discussion will include a brief description of how the video was created, and provide suggestions on how to incorporate more such resources in the language classroom.

SOCALLT: GSB 3.138
1:40-2:20
Chinese Take-In: Interactive Listening Comprehension Exercise for Beginning Chinese Learners
Wen-Hua Teng, The University of Texas at Austin

Chinese Take-In is a web-based interactive listening comprehension exercise designed for students of first-year Chinese at the University of Texas at Austin. This presentation illustrates how a web-based learning environment can be created to help beginning Chinese learners effectively develop listening proficiency. The discussion will be in three parts. The first part will discuss how web technologies can aid in cultivating learners’ listening skill, a skill difficult to develop in classroom or without the proper guidance from a teacher when outside of the classroom. The second part concentrates on issues involving creating constructive listening materials aligned with beginning learners’ linguistic and non-linguistic knowledge. The focus of the third part will be on research conducted to investigate usability, learners’ evaluation and the learning outcome of Chinese Take-In. The conclusion is that web-based learning proves particularly effective in raising listening proficiency and that digital technologies have added a new dimension to the traditional face-to-face language instruction.

TEXFLEC: GSB 2.120
2:30-3:00
The nature of SLA courses: A preliminary analysis
Elaine K. Horwitz, Hayriye Kayi-Aydar, The University of Texas at Austin

The goal of this session is to report the preliminary findings of an Internet-based survey of the topics, goals, text materials, and assessment methods of courses labeled Second Language Acquisition. The findings suggest a great deal of variability in course content and perspectives as well as a number of pedagogical complexities specific to SLA courses. It is hoped that the findings will stimulate a discussion within the profession as to the role of SLA courses in the education of language teachers.

TEXFLEC: GSB 3.104
2:30-3:40
Educational Language Policy across the Academic Pipeline
Francis M. Hult, Sarah E. Compton, Amira Abdul-Hafiz, Diana M. J. Whitney, The University of Texas at San Antonio
Katherine Woodson, Barton Middle School, Hays CISD

Language policy and planning (LPP) is more than a set of legal and curricular documents. It is a process of implementation and interpretation that is socially and culturally situated (Schifman, 1996). Accordingly, LPP scholars are increasingly looking beyond policy texts alone to consider how these texts are part and parcel of a dynamic and multilayered system that is usefully investigated through ethnographic and discourse-analytic means (Hult, 2010; Menken & Garcia, 2010). In particular, the ecology of language policy orientation calls upon researchers to focus on relationships among languages in policies, how policies relate to the individual experiences of stakeholders, and how policy ideals relate to practical sociolinguistic realities (Hornberger & Hult, 2008). Moreover, the ecology of language draws attention to how these three dimensions take shape across nested scales (e.g., national, state, and local government; communities, schools, and classrooms) of social organization (Hornberger, 2002; Hult, 2010). By metaphorically zooming in and out of these scales, it becomes possible to capture the ways in which language policies are manifested across the academic pipeline and, ultimately, influence educational practice. The presenters in the colloquium illustrate this with studies about various phases of the academic pipeline in diverse contexts.

In sum, the studies illustrate the dynamic nature of educational language policy as suggested by an ecology of language orientation. Each case brings forth the ways in which multiple policy layers coalesce on a particular social scale. As a whole, the colloquium traces how language policy plays an integral role at all phases of the academic pipeline: from national policy formation to state/local implementation, from K-12 settings to adult education.

TEXFLEC: GSB 2.122
2:30-3:00
Teaching Intensive(ly): How A Soviet Method Might Save Languages in the US
Thomas Garza, The University of Texas at Austin

In the 1980s Soviet language specialists innovated new methods for teaching languages in concentrated, communicative formats. Dubbed “intensive,” these methods used highly interactive and animated techniques, together with focused use of technology to deliver and practice the material. Now, more than twenty years later, these methods might hold the key to the delivery of ever higher proficiency outcomes in a shorter period of time. For beleaguered FL programs in the US, trying to cope with budgetary constraints while meeting the increasing demands of the profession, intensive methods might be the solution. This presentation will provide an overview of the Soviet methods that have been transformed into the new US programs, and offer curricular recommendations for adopting such methods in an intensive course.
This presentation will discuss the role of modern technologies and a task-based learning approach to help digital students reach out across cultures to accomplish intercultural competence both in residential as well as study abroad programs. Additionally, rubrics will be presented as tools of assessment of intercultural competence and evidence of learning. The presentation is interactive and engaging with multi-media components and a variety of examples from Arabic classrooms at different levels of proficiency. Samples and examples from actual classroom experiences will be presented as well as demonstration of the use of technology tools such as Google wave and Second Life, as well as face-book and Twitter will be presented.

**SOCALLT: GSB 3.138**
2:30-3:00
Task Completion and its Effects on Linguistic Complexity/Accuracy in a 3-D World

Karina Collentine, Northern Arizona University

Recent task-based synchronous-computer mediated communication (TB-SCMC) research studies the SCMC task conditions fostering linguistic development. Long (1989) argues that closed tasks (e.g., tasks such as ‘find the thief’) place communicative burdens on learners such that, to complete the task, they strive to make themselves understood, resulting in greater linguistic complexity and accuracy. This paper will present the results of a study investigating: Is task completion within TB-SCMC a predictor of linguistic complexity/accuracy? Does task-design complexity interact with task completion and linguistic complexity/accuracy? Advanced-level learners of Spanish explored a 3D world to solve two tasks: a murder mystery and a missing-persons case, with the latter containing a more complex design. Afterwards, they discussed their discoveries and hypotheses in iChat. The researcher will present an analysis of the transcripts addressing the research questions and outline suggestions for designing TB-SCMC activities promoting linguistic development.

**TEXFLEC: GSB 2.120**
3:10-3:40
Exploring Synchronous CMC for Japanese Language Learning

Shannon Sauro, Joshua M. Brunotte, Kaori Fujitaki, Christopher J. Pope, The University of Texas at San Antonio

This study compares the complexity of (N=16) adult Japanese language learners’ output when completing narrative activities in two different communication contexts: face-to-face spoken interaction and synchronous CMC (text-chat). Learner output was evaluated for lexical diversity and syntactic complexity. Stimulated recall sessions were used to generate a framework describing learner strategies used during text-chat interaction that may have influenced differences in language complexity found between text-chat and spoken discourse.

**SOCALLT: GSB 3.138**
3:10-4:20
Lessons On Digital Storytelling From the Trenches: Best Practices Discussion

Edwige Simon, The University of Colorado, Boulder
Georges Detiveaux, Lonestar College

Two language technologists from two different types of educational institutions will present how their campuses use digital storytelling. Issues discussed will include faculty & student training and support, technology used, and online resources to assist all users with implementing digital storytelling as a technology task at their own institution, whether in Mac or PC environments.

**TEXFLEC: GSB 3.104**
3:50-4:20
On investigating the dynamics of language learning aptitude with the CANAL-F test

Diana Pulido, The University of Texas at Austin
Zach Hambrick, Michigan State University

The present study evaluates the concurrent validity of the test of Cognitive Ability for Novelty in Acquisition of Language for foreign languages (CANAL-F, Grigorenko et al., 2000), and adds to a growing body of research with this specific instrument. Participants were a cross-section of 148 adult native English-speaking
university learners of Spanish. We expand upon previous studies with a larger sample representing a wider range of foreign language and general cognitive ability. Results revealed that the CANAL-F explained significant variation observed in second language vocabulary knowledge, second language reading competence and syntactic knowledge, and second language working memory.

**TexFLEC: GSB 2.120**
3:50-4:20

**Collaborative Learning in an Advanced Spanish Course**
*MaryEllen García, The University of Texas at San Antonio*

Pedagogy for Heritage Language Teaching tends to ignore advanced learners, even though there may be challenges of register awareness. Particularly in South Texas, with many true- or quasi-native speakers of Spanish, students in Oral Communication courses may resist a formal register or a textbook's oral activities. This paper discusses a course I developed for non-native, advanced learners and native speakers at UTSA. A new textbook, Miradas, provided students exposure to formal Spanish on a variety of topics. Quizzes, written assignments and attendance counted half of the semester grade. The other half was based on creative skits and panels negotiated collaboratively, engaging students in authentic peer-learning. Grading rubrics were given in advance and presentations video-taped. Although not all students did elevate their oral level in the end, the enthusiasm for the activities made for a rewarding semester.

**SOCALLT: CBA 3.304**
3:50-4:20

**Designing Visual Arguments with New Media to Stimulate Writing Proficiency**
*Mieca Johnson, Texas Christian University*

Modern language programs everywhere confront a complex challenge as students transition from one level to another, be it from high school to college or from beginning levels to more advanced levels within institutions. This panel, made up of scholars from diverse languages, research areas, and teaching experiences will discuss the challenges, conditions, and resources that speak to continuity and discontinuities along the modern language education pipeline.

**Panelist Introduction: Mieca Johnson**
Moderated by Shannon Sauro, The University of Texas at San Antonio
Georges Detiveaux, Lone Star College-CyFair
Comfort Pratt, Texas Tech University
Thomas Garza, Diana Pulido, Verónica Sardegna, The University of Texas at Austin

Writing persuasively in a foreign language is challenging. Often, the traditional writing assignments such as the basic paragraph, a complete composition or the argument essay, are not flexible enough to elicit engaged and quality writing. Furthermore, language learners in a single class show many levels of proficiency. Using a few basic features in iMovie or Movie Maker and user-friendly web tools such as CreativeCommons.org, Getty Images, Audacity, and Jamenda, L2 learners produce original Visual Arguments that engage them in cultural research, critical thinking, and verbal as well as written language practice. This presentation will demonstrate how to construct a basic Visual Argument in just a few minutes, feature sample students’ projects in an Intermediate French class, and provide sample Visual Argument assignments.
SATURDAY, April 16 - MORNING

TexFLEC: Atrium
12:30-1:00
Round Table C: Focus on Assessment

Building it Ourselves: Developing a New Placement Test
Stefanie Borst, Helge Stradmann, Pam Fuhrmeister, Texas Tech University

Having an effective placement test is critical for many language programs. At Texas Tech University, the faculty and graduate instructors of the German Division are creating a new placement test for incoming students, to replace the computer-based test that was used for decades. We are currently piloting an 80-item test that we created. Analyses will show us which test items can differentiate between German learners' proficiency. Based on the results of the pilot, we will reduce the 80-items to a 40-50 item placement test. We will present our findings from the pilot, and discuss whether our approach is actually resulting in a useful tool for the German Division.

Hybrid Assessment Genres: Implications of New Knowledge for Writing Pedagogy
Ranamukalage Chandrasoma, Universidad Catolica del Norte

This paper reports on the nature of hybrid assessment genres emerging from new imperatives of disciplinary knowledge in the academy. Quite opposed to relatively simple and formulaic assessment tasks, they often pose a veritable challenge to student writers grappling with disciplinary knowledge domains that are alien to them. Taking business studies as a case study, the paper also proposes some remedial measures while focusing on recent curricular changes and their accompanying assessment genres that present themselves as new implications for writing pedagogy. The methodology used here is a qualitative one premised in the systemic functional linguistic theory. Data for this research were primarily drawn from course profiles relating to postgraduate business studies programs.

Processing Instruction in the German Classroom: The Role of Explicit Information in the Teaching of the German Simple Past
Patricia Schempp, Helge Stradmann, Pam Fuhrmeister; Texas Tech University

Processing instruction (PI) is a model of grammar instruction which tries to use the learner’s natural processing strategies, while structuring the input to help the learner avoid pitfalls in processing. German verbs can be very difficult for learners to master, perhaps due to just such processing pitfalls. The main goal of this study is to see if explicit information, when used in combination with structured input (SI) activities, can positively affect the acquisition of the German simple past tense. We want to show our materials and share our preliminary findings, and discuss how our approach could result in useful teaching materials.

TexFLEC: GSB 3.304
12:30-1:00
Round Table D: Focus on Discourse

Correlating formulaicity and fluency: A corpus-driven approach
Claire Meadows, The University of Texas at Austin

Some researchers consider prefabricated speech processed holistically inconsequential for L2 learning (VanPatten, 1985). Others emphasize its role (Ellis, 2002). I attempted to corroborate the positive correlation (Skehan, 1998) between formulaicity and fluency in the oral production of two lower-proficiency learners. I analyzed corpus data using derived fluency rankings based on five measures. The proportion of formulaic sequences, determined by frequency and rate, reflected no correlation with fluency determined by the corpus measures. Using qualitative data, the researcher suggests this discrepancy resulted from one learner’s preference to pause while planning, indicating reference to a larger discourse frame rather than sentence level.

Non-native English speakers’ discourse strategies in computer-mediated discussions as a collaborative distance learning tool
Jeong-bin Hannah Park, The University of Texas at Austin

This study examines discourse strategies and collaborative knowledge construction of Korean participants as non-native English-speaking students in asynchronous computer-mediated classroom discussions with graduate students in the U.S. The analysis of the Korean students’ discourse patterns attempts to identify systemic effects that Korean participants bring to the class as a whole as they interact and collaborate with native English speaking students. This study offers a chance to combine the dialogical tools of online discussion boards with sociocultural theory and intercultural communications.

SOCALLT: MEZ 2.120
8:45-9:45
Latest and Greatest Free Tech Tools for Language Classes (Workshop)
Anna Love-Wilde, Fort Smith Public Schools

The presenter will demo the following tools and show examples of products her students have created/activities she has designed using them: 1. storybird.com 2. tikatok.com 3. polleverywhere.com 4. quizlet.com 5. pbworks.com 6. blogger.com 7. edmodo.com 8. voicethread.com 9. capzles.com 10. ANVIL tools 11. CLEAR tools 12. Moviemaker/imovie 13. Photostory 14. audacity 15. myavatareditor.com. The presenter will also provide ideas for using digital cameras, Flip video cameras, webcams and PowerPoint photos. A wiki with pertinent links and explanations will also be provided.
An increasing number of immigrants and other linguistic minority students are making their way from high school into American colleges and universities. What are the issues for them and for educators who work with them? In this talk, Harklau reviews what we know about the linguistic and academic contexts of high school and implications for multilingual students’ college preparedness. Based on her own research and others, she identifies contrasting views of English academic language proficiency as a competency and a tool in U.S. education and considers implications for language policy and instruction. She argues that an exclusive focus on language in the education of college-bound English learners may be misguided, and considers other sociocultural and contextual factors that affect students’ college enrollment, experiences, and ultimate success.

This study investigates the relationships between the type of vocabulary learning strategies (VLS) university Spanish FL students use, the amount of devoted study time and vocabulary size. It also investigates the correlations between the VLS used by proficient and less-proficient Spanish vocabulary learners and their vocabulary size. Results suggest that a significant relationship exits among advanced Spanish students but not among beginning- or intermediate-level students. This finding may suggest that inexperienced Spanish FL learners are ineffective at the management of their own vocabulary learning. Different patterns in VLS use were also found between proficient and less-proficient advanced Spanish vocabulary learners.

This talk examines the best practices for integrating authentic-language video materials into the foreign-language curriculum and their benefits. It focuses on the techniques employed at Southwestern University for incorporating video materials, including the use of native-language television series, the role of subtitles, strategies for developing supplementary materials, and the benefits of structuring viewings as collaborative activities. Specifically, we examine our experience incorporating the Spanish television series Cuéntame Cómo Pasó into the third and fourth-semester Spanish program and how we have refined its use over the past two years into a successful component of our second-year program. Video-taped sequences of actual students participating in paired viewing activities will be used to highlight some of the benefits of this approach, including improved listening and reading comprehension, the acquisition of cultural competence, and increased student enthusiasm.

The presenter will share a year-long project she has developed for her Spanish 3 students using rubber ducks and wiki journal entries. Websites for creating digital stories will be highlighted for her Spanish 3 students using rubber ducks and wiki journal entries. Examples presented in the session.

The presenter will provide a wiki with all necessary links and detailed explanations of techniques for storytelling collaboration (between individual students, classes or schools) will also be explored. The presenter will provide a wiki with all necessary links and detailed explanations of examples presented in the session.
**TexFLEC: GSB 2.120**  
11:50-12:20  
The GREAT Collaborative Distance Learning Research Initiative  
*Glenda L. Rose, Denise Guckert, Texas State University*

Texas LEARNS, which oversees Texas adult education, had specific professional development requirements for distance learning (DL) when it was introduced into adult education programs in 2006. However, no research on DL in Texas adult education had been conducted. The GREAT Centers, which provide professional development for Texas adult education providers, joined together to fund the GREAT Collaborative Distance Learning Research Initiative in Summer 2010. Online surveys, interviews, focus groups and document analysis were analyzed to determine best practices, gather feedback on curricula and transition support. This research was instrumental in the redesigning of DL professional development requirements for Texas adult educators.

**TexFLEC: GSB 2.122**  
11:50-12:20  
RP for Teaching English in Multi-ethnolectol Cameroon  
*Kelen Ernests Fonyuy, University of Bayreuth, Germany*

Albeit acknowledging the spread of English and its adaptation in heterogeneous sociolinguistic spaces, the time is yet to come for postcolonial pragmatists and applied linguists to reach a compromise on what African standard for teaching English pronunciation. With empirical evidence, the objective of this paper is to present the challenges of variability in ethnic English pronunciation within mainstream Cameroon English (CamE), the different motivations why Cameroonians learn English, their surprising inclination, and the practical need for an existing and neutral guide such as RP for teaching spoken English in Cameroon schools.

**SOCALLT: GSB 3.138**  
11:50-12:20  
Technology, Community and Language Learning: Photostories beyond Cyberspace  
*Luziris Penda Turi, Rice University*

Technology has allowed students to post class projects on-line for a global web-based audience but this audience is limited since it is not tangible. Unless on-line projects enable a space for others to respond, it is difficult to make said audience real to the students. Yet precisely because web-based projects are a part of such a large community of internet users, on-line commenting can result in unproductive commentary or even negative experiences as has been witnessed in on-line aggression cases.

In response to this, 1st year Spanish students created stories using Photostory software and presented them at local schools. First semester students created children’s stories presented at a non-profit afterschool bilingual program and second semester students created stories that promoted higher education and will visit a high school with bilingual students as well.

Despite allowing students to post their work on-line, it was important for them to have a live audience to interact with. Bridging technology with both language learning and community service allowed for a very unique experience. I will discuss the creation of the project, student responses and demonstrate a few projects, photographs and video of the event. This project seeks to prompt discussions on how to use technology beyond cyberspace.

---

**TEXFLEC: GSB 2.120**  
1:30-2:00  
Students watching authentic video materials together: Learner identity and the co-construction of meaning  
*Abby Dings, Ted Jobe, Southwestern University*

This study examines the co-construction of meaning by students working together to comprehend authentic video materials. We videotaped students working in dyads and triads completing comprehension assignments based on the Spanish television series “Cuéntame cómo pasó.” Analysis of the interactions supports our pedagogical goal of improving and expanding the scaffolding course materials we created for the video materials. In addition, the analysis supports our objective of contributing to research on co-construction in second language acquisition. The investigation revealed the fluidity of learner identity when interacting with other learners, with students shifting roles as experts and novices in the target language.

**TexFLEC: GSB 3.104**  
1:30-2:00  
L2 learning across the global academic pipeline: Experiences of adult transmigrants studying English in the United States  
*Shannon Giroir, The University of Texas at Austin*

The presentation focuses on the findings of a multiple case study of adult transmigrants enrolled in an Intensive English Program.
The talk will concentrate on the learners’ “narratives of departure” in which they described their first encounters with EFL instruction up to their arrival in the U.S. I will present evidence to show how English moved from being an abstract object independent of their subjectivity to being a separate world that involved their entire selves acting in the world. The presentation will conclude with some implications for second language identity research and L2 learning in global contexts.

**TexFLEC: GSB 2.122**
1:30-2:00
**Systemic Functional Linguistics Analysis on Three College Students’ Reflective Writings**
*Pei-Yu Shih, The University of Texas at Austin*

Adopting Systemic Functional Linguistics (SFL) Analysis (Eggins, 2007; Halliday, 1985) as an analytical framework, this presentation will briefly talk about how SFL analysis is applied to recognize the functional meanings and strengths observed in 3 Taiwanese college students’ writing in an explicit way. SFL-based approach offer the language for both teachers and students because it permits them to look closely at the meanings embodied in the texts and to explore how language is in use, moving away from “correct or wrong” grammatical judgment of language choices to “appropriate or inappropriate” functional judgment of choices to a particular context.

**SOCALLT: CBA 3.304**
1:30-2:00
**Spanish Boot Camp: Differentiated Instruction through Online Learning Modules**
*Flavia Belpoliti, University of Houston*

This presentation will showcase the implementation of a set of online learning modules created as a partial solution to the low performance of students enrolled in Intermediate Spanish at the University of Houston. The last few semesters of Intermediate Spanish at the University of Houston have shown an overall performance below expectations. Differentiated instruction (Tomlinson 1999; Rutledge 2003; Tomlinson & McTighe, 2006) was selected as the best approach to address this situation; the main goal of this method is to personalize instruction to match the needs of particular learners. In order to implement this solution, a set of online learning modules was created and assigned to individual students based on their particular needs. Each module covers one area of basic Spanish grammar (such as agreement, reflexive verbs, phrasal verbs) and basic vocabulary. Modules have a common design: short explanation via PowerPoint and Podcast, online practice, discussion board posting and a self-test. Students are required to complete the modules and present a short assessment of their language gains.

**TexFLEC: GSB 2.120**
2:10-2:40
**Fun with Funds of Knowledge**
*Alma S. Perez, Eleanor A. Bernal, Learning Time Institute, San Antonio*

This session is a twenty minute “lesson” that includes language, music, song, dance and cuisine. The lesson is built around a You Tube video of “Fruteria - The Fruit Cup Song,” written by Hector Saldaña and performed by his San Antonio group, The Krayolas. A bilingual song sheet, a lesson plan, fresh fruit and a very brief cumbia lesson are included. This fruteria is a real place in San Antonio, located in a modest Latino neighborhood. The song and related activities serve to help students celebrate and value their lived experiences and assist teachers in communicating that appreciation.

**TexFLEC: GSB 2.122**
2:10-2:40
**The Comparison of Readability Between Senior High English Textbooks and College EFL Readers in Taiwan**
*Cheng-Yi Lin, National Taiwan Normal University, current visiting scholar at UCLA*

This study compared senior high English textbooks in Taiwan and a popular university EFL reader series in terms of readability and qualitative perceptions of utility via Flesch-Kincaid readability formulae, Lexile measure and student interviews. The results indicate that a gap exists between the readability of senior high English textbooks and college EFL readers. Quantitative analysis indicates that the college EFL reader is easier than senior high English textbooks. From the participants’ perspectives, the college textbooks are unfavorable because the scope of topics is irrelevant and uninteresting, and the reading selections are too easy.

**TexFLEC: GSB 3.104**
2:10-2:40
**Mind the Gap: Bridging Lower- and Upper-division in FL programs**
*Carla Ghanem, Luca Giupponi, Arizona State University*

This study, conducted at a large Southwestern university, examines whether French, Italian, and German undergraduate students perceive a gap between lower-division and upper-division classes. Four different kinds of students are studied: 1) general language learners, 2) potential majors or minors, 3) minors, and 4) majors. Using a survey with a large number of students and follow-up interviews only with a selection of students, this project intends to evaluate any gaps in the curriculum and how they may be bridged.

**SOCALLT: CBA 3.304**
2:10-2:40
**Computer-based Homework for Students of Japanese**
*Naoko Suito, Yukie Aida, The University of Texas at Austin*

Many college professors assign homework to their students with the expectation that it will serve as an important tool to reinforce student learning. Students in Japanese classes are required to complete some of their homework assignments online, either via Blackboard or the JOSHU (Japanese Online Self-Help Utility) site, which was created for our students and other Japanese language learners. In our presentation, we would like to show 1) how students complete and submit assignments; 2) how instructors assess performance; and 3) the results of a survey on how students experience web-based homework and their views on how it improves their Japanese skills. Elaine Horwitz (1989) recommends that to facilitate foreign language learning, educators must continue to examine the gaps that might exist between students’ beliefs about language learning and instructional practices and teachers’ expectations and instructional practices. A better understanding of what students believe about homework and their own learning would provide insight on how to maximize student learning and to improve instructional practices as well as the quality of language programs.
**TexFLEC: GSB 2.120**
2:50-3:20

**Extensive Reading on a Budget**
*Kindra Santamaria, Marie Schein, Texas Christian University*

Beginning adult readers of a foreign language (L2) lack vocabulary and an implicit knowledge of L2 structures. Studies have shown that extensive reading can facilitate this gap (Horst, 2005; Tanaka & Stapleton, 2007). For non-ESL teachers, starting an extensive reading program can be expensive. The current study evaluated whether beginning L2 readers improved comprehension through reading of materials from the university library. Third semester French students selected from francophone publications and read five articles. Reading log entries revealed that students found articles of interest and grasped the core ideas of each text. Participants’ comprehension and reading rate improved significantly from pretest to posttest.

**TexFLEC: GSB 3.104**
2:50-3:20

**Concept-Based FL Curriculum: Bridging Learner, Intellect, and Language**
*Sarah J Whitehead, The University of Texas at Austin*

Concept-based FL curriculum engages students as thinkers, promoting meaningful language learning experiences that foster individual intellectual relationships with language. This presentation focuses on three ways of integrating conceptual understandings into the FL curriculum. These examples relate to Spanish, but the presentation will be accessible and applicable to teachers of other languages. Participants will reflect on how concept-based FL curriculum can create learning experiences for students that transcend the parameters of specific language courses and subject areas, and will leave with the means to consider the potential conceptual spaces in their own curriculums.

**SOCALLT: CBA 3.304**
2:50-3:20

**New Technologies and New Literacies in the ESL Composition Class**
*Usha Chandrasekaran, Seethalakshmi Ramaswami College, Trichy, India*

This paper concerns itself with ESL composition writing in the context of learners’ wider exposure to the Internet writing samples. ESL teachers and learners access information on the web page on everyday basis. There is a discontinuity between the nonlinear, pluralistic display of information on the web page and the models of writing provided by the teacher in the ESL composition class. On the internet, one can access pages which are short, partial, which simply whet the curiosity of the learner. Texts are interconnected with options. Instead of staying on the page the reader navigates away from the page to read related information. The literacies promoted by the web are web page navigation skills and web page authoring skills. The ESL teacher in the class is still traditional and authoritative. The institution of ESL is oriented towards methodology, structure, linearity and history. Therefore, the teacher of ESL must innovate tasks which can be juxtaposed with the writing conventions of the hyper text. Tasks for writing in the class can resemble a data cloud that one passes through in the World Wide Web. Samples of such tasks are discussed with reference to the new literacies mentioned.

**Joint Panel: GSB 2.124**
3:20-4:20

**The Academic Pipeline for Linguistic Minority Students in the U.S. with Regards to Language Education**

*Panel Introduction: Will Slade*

*Moderated by Francis Hull, The University of Texas at San Antonio*

*Panelists:*
*Linda Harklau, The University of Georgia*
*Rebecca Callahan, The University of Texas at Austin*
*Lucila EK, The University of Texas at San Antonio*
*Holly Hansen-Thomas, Texas Women’s University*

The “academic pipeline” has framed crucial research on the academic trajectories of immigrant students and members of the “1.5 generation” whose complex linguistic and educational needs and resources are a source of intense debate in US schools. In this panel, scholars from across the southern United States will discuss the issues, challenges, and opportunities that face educators, communities, and students in the quest for academic excellence through college and beyond.