Five years ago, the Texas Language Center began operation on the fourth floor of Rainey Hall. The core of our mission was to raise the visibility of languages and language teaching at the University of Texas and throughout the state. Since then, the TLC has organized more than twenty workshops, hosted eight symposia, held two dozen in-service “Language Matters” presentations, and worked with numerous faculty members in various languages from every language department to revise or develop curricula and teaching materials. We have also administered proficiency tests in languages not taught at UT for students wishing to fulfill the language requirement, and worked with area schools to help teachers better prepare UT-bound students to enter our language programs. To assist our language teaching staff—in nine languages—in accomplishing their own goals in the classroom, the TLC has awarded more than $60,000 in Professional Development awards during the past four years. But we are especially proud to have established in 2010, with generous support from the College of Liberal Arts, the first-ever teaching awards specifically for instructors of foreign languages; since then six distinguished teachers, ranging in rank from graduate student Assistant Instructors to Full Professors, have been recognized for their noteworthy contributions in the language classroom.

In spring 2013, the Texas Language Center was pleased to award the University of Texas Foreign Language Teaching Excellence Award to two outstanding instructors, based on student nominations and supported by departmental letters and teaching evaluations.

A selection committee comprising members of the TLC Advisory Committee chose from among a slate of more than forty nominees this year's two winners. The 2013 teaching award for tenured, tenure-track, or lecturer went to Professor Mahmoud Al-Batal of the Department of Middle Eastern Studies for his innovative and creative teaching of Arabic in the University’s nationally recognized Intensive Arabic program. The second award was presented to Charles “Chuck” Oughton, a Ph.D. candidate in the Department of Classics for his inspired and energetic teaching of Latin. Both recipients were surprised during their classes this spring with the presentation of their awards by their chairpersons—Professor Kristin Brustad of MES and Professor Stephen White of Classics—and Associate Dean Esther Raizen. In addition to receiving a plaque and balloons, both awards included a cash prize.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Speakers/Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 18</td>
<td>Language Matters Series: <strong>ITAL Videos in Intensive Second-Year Italian: Blending Culture, Community, and Language Skills</strong>&lt;br&gt;Antonella Olsen, Department of French &amp; Italian&lt;br&gt;noon–1:00pm</td>
<td>Texas Union Sinclair Suite, UNB 3.128</td>
<td><strong>ITAL Videos in Intensive Second-Year Italian: Blending Culture, Community, and Language Skills</strong>&lt;br&gt;Antonella Olsen, Department of French &amp; Italian &lt;br&gt;noon–1:00pm</td>
</tr>
<tr>
<td>Sept. 25</td>
<td><strong>Preparing for Change: Swedish Higher Education at the Beginning of the 21st Century</strong>&lt;br&gt;Hans Lindquist, Malmö University, Sweden&lt;br&gt;3:30–4:30pm</td>
<td>BUR 337</td>
<td><strong>Preparing for Change: Swedish Higher Education at the Beginning of the 21st Century</strong>&lt;br&gt;Hans Lindquist, Malmö University, Sweden &lt;br&gt;3:30–4:30pm</td>
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<td>Sept. 28</td>
<td>Blogs, and Chat, and Tweets, Oh My! Using Social Media in FL Instruction&lt;br&gt;Thomas J. Garza, Department of Slavic &amp; Eurasian Studies; Min Jung Jee, Department of Asian Studies; Orlando Kelm, Department of Spanish &amp; Portuguese; Vincent Vanderjiden, Department of Germanic Studies&lt;br&gt;10:00am–3:00pm</td>
<td>CLA 1.104, Glickman Conference Center</td>
<td>Blogs, and Chat, and Tweets, Oh My! Using Social Media in FL Instruction&lt;br&gt;Thomas J. Garza, Department of Slavic &amp; Eurasian Studies; Min Jung Jee, Department of Asian Studies; Orlando Kelm, Department of Spanish &amp; Portuguese; Vincent Vanderjiden, Department of Germanic Studies &lt;br&gt;10:00am–3:00pm</td>
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<td>Oct. 11 &amp; 12</td>
<td><strong>10th Annual Graduate Conference in Comparative Literature</strong>&lt;br&gt;What We Read: Materiality, Narrative, Text&lt;br&gt;Keynote speaker: N. Katherine Hayles, Duke University&lt;br&gt;TLC session: “The Text’s the Thing: Introducing Literature in the FL Classroom”&lt;br&gt;For more information, see the website: <a href="http://www.tumblr.com/tagged/gracls">www.tumblr.com/tagged/gracls</a></td>
<td>CLA, various rooms</td>
<td><strong>10th Annual Graduate Conference in Comparative Literature</strong>&lt;br&gt;What We Read: Materiality, Narrative, Text&lt;br&gt;Keynote speaker: N. Katherine Hayles, Duke University&lt;br&gt;TLC session: “The Text’s the Thing: Introducing Literature in the FL Classroom”&lt;br&gt;For more information, see the website: <a href="http://www.tumblr.com/tagged/gracls">www.tumblr.com/tagged/gracls</a></td>
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<tr>
<td>Oct. 15</td>
<td><strong>Freedom without Imagination: GDR Literature and its Catastrophe</strong>&lt;br&gt;Benjamin Robinson, Indiana University&lt;br&gt;1:00–2:00pm</td>
<td>BUR 337</td>
<td><strong>Freedom without Imagination: GDR Literature and its Catastrophe</strong>&lt;br&gt;Benjamin Robinson, Indiana University &lt;br&gt;1:00–2:00pm</td>
</tr>
<tr>
<td>Oct. 16</td>
<td><strong>Language Matters Series:</strong> Creating Innovative Activities that Target Spanish Heritage Learners’ Needs&lt;br&gt;Delia Montesinos, Department of Spanish &amp; Portuguese&lt;br&gt;noon–1:00pm</td>
<td>Texas Union Sinclair Suite, UNB 3.128</td>
<td><strong>Language Matters Series:</strong> Creating Innovative Activities that Target Spanish Heritage Learners’ Needs&lt;br&gt;Delia Montesinos, Department of Spanish &amp; Portuguese &lt;br&gt;noon–1:00pm</td>
</tr>
<tr>
<td>Oct. 25 &amp; 26</td>
<td>Invitational National Language Workshop organized by The Language Partnership&lt;br&gt;Building Toward a Coalition of Successful Language Programs: Goals and Discussion&lt;br&gt;Daily&lt;br&gt;Note: This event is open only to invitees.</td>
<td>AT&amp;T Executive Education &amp; Conference Center</td>
<td>Invitational National Language Workshop organized by The Language Partnership&lt;br&gt;Building Toward a Coalition of Successful Language Programs: Goals and Discussion&lt;br&gt;Daily&lt;br&gt;Note: This event is open only to invitees.</td>
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<td>Nov. 5</td>
<td><strong>Using Artwork, Exhibits, and Museum Visits in the French Classroom: Activities for Language Learning with Gislaine Bellocq, Thélème International, France</strong>&lt;br&gt;For more information, see the website: tinyurl.com/ny4gd2d&lt;br&gt;9:00am–4:00pm</td>
<td>CLA 1.302E, Glickman Conference Center</td>
<td><strong>Using Artwork, Exhibits, and Museum Visits in the French Classroom: Activities for Language Learning with Gislaine Bellocq, Thélème International, France</strong>&lt;br&gt;For more information, see the website: tinyurl.com/ny4gd2d &lt;br&gt;9:00am–4:00pm</td>
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<tr>
<td>Nov. 12</td>
<td><strong>Fields - Systems - Channels: The Structure and History of East German Television</strong>&lt;br&gt;Henning Wrage, Gettysburg College&lt;br&gt;1:00–2:00pm</td>
<td>BUR 337</td>
<td><strong>Fields - Systems - Channels: The Structure and History of East German Television</strong>&lt;br&gt;Henning Wrage, Gettysburg College &lt;br&gt;1:00–2:00pm</td>
</tr>
<tr>
<td>Nov. 13</td>
<td><strong>Language Matters Series:</strong> Voices from Turkey: Online Development of Novice-Level Students’ Communicative and Cultural Proficiency&lt;br&gt;Jeannette Okur, Department of Middle Eastern Studies&lt;br&gt;noon–1:00pm</td>
<td>Texas Union Sinclair Suite, UNB 3.128</td>
<td><strong>Language Matters Series:</strong> Voices from Turkey: Online Development of Novice-Level Students’ Communicative and Cultural Proficiency&lt;br&gt;Jeannette Okur, Department of Middle Eastern Studies &lt;br&gt;noon–1:00pm</td>
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<td>Nov. 23</td>
<td><strong>Text, Teacher, Tech: Creating Hybrid/Blended Language Classes at UT</strong>&lt;br&gt;Blake Atwood, Department of Middle Eastern Studies; Nancy Guilloteau, Department of French &amp; Italian; Marina Potoplyak, Department of Slavic &amp; Eurasian Studies&lt;br&gt;10:00am–3:00pm</td>
<td>CLA 3.102B, Glickman Conference Center</td>
<td><strong>Text, Teacher, Tech: Creating Hybrid/Blended Language Classes at UT</strong>&lt;br&gt;Blake Atwood, Department of Middle Eastern Studies; Nancy Guilloteau, Department of French &amp; Italian; Marina Potoplyak, Department of Slavic &amp; Eurasian Studies &lt;br&gt;10:00am–3:00pm</td>
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A current listing of fall activities and news is available on the TLC website: [www.utexas.edu/cola/centers/tlc/](http://www.utexas.edu/cola/centers/tlc/)
Data from Authentic Oral Interactions in the Santander Study Abroad Program: A Means of Increasing Lexical Repertoire in Intermediate Spanish II
Guillermina Oganda

Since 2006 the Spanish department has offered “faculty led program” courses at the University of Cantabria, located in the city of Santander. The program is divided into two six-week sessions in which students earn six credits through classes provided by professors from Spain or from The University of Texas. The Spanish Department plays an active role in promoting these courses. Numerous studies have demonstrated that immersion in the culture of the target language is highly valuable for L2 students, especially in terms of their oral abilities. In the Intermediate II course (SPN 611D), one of the themes of the curriculum takes into account the advantages of having an immersion period in the culture of the language being learned.

As supervisor and creator of the materials taught in the SPN 611D course, I consider vocabulary to be a highly important aspect of what is taught. The majority of the students who participate in the Santander program have previously taken a lower-division course in the department. I therefore believe that having a database of authentic oral material would be an excellent means of enriching the vocabulary learned by students in the SPN 611D courses, considering that many of the students take this course before traveling to Spain. On the other hand, I also think it would be helpful for the students to have access to recordings of short videos with native speakers regarding the lexical fields that are studied during the semester. For this reason, two lines of work are currently being developed to complete the project, to which the Texas Language Center has generously contributed:

Firstly and most immediately: during the six weeks of stay in Santander, I requested a specific number of Spanish speakers to participate in a brief video recording. Various options were given to them for this recording: to define one or more words that belong to a semantic field studied during the course, for example: stereotypes, lifestyles, celebratory rituals, etc.; or to speak briefly on one of the aforementioned themes. These recordings form the basis of exercises available to the students so that they can practice vocabulary in a real oral context. The students will have access to the videos and exercises in the Blackboard for their course during the Fall 2013 semester.

Secondly and on a longer-term basis: during the six weeks students spent in Santander, they reside with families who welcome the students into their homes for economic or personal reasons. In many cases the family has children of a similar age and this time together becomes a symbiotic relationship for all involved. Students share three meals a day with their hosts. Assuming that these meals produce a large part of their oral interactions, various volunteer students were asked to record their conversations with the family, once a week, excluding the first week, because they had just arrived. Nine students have recorded five conversations of various lengths (from 10 to 40 minutes) during the meals with their host families. These 45 recordings are being transcribed and constitute material to be used for linguistic and sociolinguistic studies that will provide valuable data to the Study Abroad Program and will be used to enrich the vocabulary taught in the SPN 611D course. This analysis will be conducted throughout the Fall and Spring semesters of 2013 and 2014.

Professor Rafael Salaberry initiated the recording of oral interactions with the host families and directs this project, in which PhD student Erica Finazzo Katz is also participating.

Mina Ogando is a Lecturer of Spanish in the Department of Spanish and Portuguese and the Spanish 611D Supervisor.

Looking for a language-related job or internship?

You can find language-related jobs and internships in the Liberal Arts Career Services' database, Beyond the Tower Gateway.

To get started, visit the Liberal Arts Career Services (LACS) home page—utexas.edu/cola/orgs/lacs—and create your account:

LACS also provides career and internship coaching, résumé and cover letter assistance, recruiting, and support services.

Meet with a LACS coach for walk-in coaching, no appointment necessary: M-TH, 1-3 PM in FAC 18.
Using Facebook for Teaching Culture

Min Jung Jee

Every foreign language instructor would agree that culture is an important part of learning the target language. However, in reality, it is hard to achieve due to various constraints and difficulties. As a language instructor who recently started a teaching career, how to teach culture has always been my concern. Moreover, as technology is mainstream in every field of education, I developed an intercultural activity inspired by the CULTURA project at MIT (cultura.mit.edu) to use Facebook.

The most important criterion of the activity was the simplicity and ease-of-use of the tool in order to reduce any burdens for operating the tool. I chose Facebook as a group work environment and adopted cultural questions from the CULTURA project. It’s been two years since I implemented this activity with my students, and based on surveys, I strongly believe that it was quite successful to raise cultural awareness of Korea and the U.S. In addition, the responses were all student-generated, which were more meaningful and authentic than textbooks. Thus, I’d like to share the activity with other foreign language instructors.

On the first day of the class, ask for your students’ Facebook accounts so you can add them to a Facebook group. You can create a new Facebook account for this purpose, but I created groups in my own Facebook account for easy access and control.

I divided the students of my three Korean classes (First-Year Korean II, Accelerated Second-Year Korean, and Advanced Conversation in Korean) into four groups on Facebook, mixing team members from the three different classes in each. I posted questions and asked students to post their answers to my questions biweekly. The questions were word-association, completion of a sentence, and responses to a situation. Some examples of questions included:

- Word association: School, Korea, the U.S.
- Sentence completion: A good student is …., What Korea needs most is…., What the U.S. needs most is….
- Situation: You are walking down the street in a big city, and a stranger approaches you with a big smile. You see a mother in a supermarket slap her child.

The students were also asked to read other students’ responses and make comments. Students were allowed to use their native language (either Korean or English), and every week, I compiled the responses and presented the results to the students. Brief explanations or lectures about the Korean language that Korean students used or Korean culture/history were provided whenever it was necessary.

Based on preliminary data analysis, I found interesting results, particularly on some topics. For example, to the situation question “You are walking down the street in a big city, and a stranger approaches you with a big smile,” most Korean students—in the heritage class or the Advanced conversation class—replied that they would just pass and ignore the stranger. However, most American students—mainly in the First-Year Korean II class—replied that they would smile back at first and see whether the person had a good or a bad intention. Then, they would decide whether they would just pass the stranger or not.

To the situation question “You see a mother in a supermarket slap her child,” the majority of the Korean students responded that they would ignore the situation because the child probably made a mistake. Disciplining children is the parents’ job, so there is no need to interfere with the situation. However, American students responded that they would call the manager or the police. Slapping a child (even the mother’s own child) in public is abusive, so they felt they needed to stop the mother. Thus, I could use this as an opportunity to discuss the differences between Korean culture and American culture.

As was my original intention, I believe students got beyond just learning Korean and American culture. By responding to and reading others’ opinions, I hoped it was a chance for students to increase their critical and analytic thinking skills, as well.
Read What You Want! Student Choice in Text Selection in Beginning FL Instruction

Karin Maxey

Current research in FL pedagogy points to the importance of making foreign language instruction relevant to students’ individual interests. Some studies show that students’ interest in texts and agency in text selection may improve reading comprehension (Flowerday, Schraw & Stevens, 2004; Hidi, 1991; Schiefele, 1991). Additionally, this project responds to the lack of more complex authentic materials in beginning language courses (Swaffar & Arens, 2005). It also explores the suggestions by Bernhardt (2005), Kern (2008) and Koda (2010) that students can develop their transcultural literacy through reading authentic texts. Students are rarely asked to choose their own reading in FL classes, especially in beginning ones, yet in my own teaching I notice that students are more excited about reading when they read a text that speaks to their personal interests.

In Fall 2012, 18 second-semester FL students were trained to locate authentic texts that they found interesting through online and library resources provided to them by their instructor. After selecting two texts, they compared them in a reading journal assignment. By asking students to complete three of these assignments on separate pairs of texts during the semester, I wished to investigate two things: (1) whether students could, with some help, locate and comprehend authentic materials that were longer than ones they read in previous beginning FL classes, and (2) whether this assignment was effective in developing students’ perceptions of German culture, based on their journal assignments and responses on pre- and post-study questionnaires.

With generous travel funding from the TLC in Spring 2013, I was able to present a preliminary data analysis at the Kentucky Foreign Language Conference (KFLC) in Lexington, KY. During the conference, I attended several presentations on using authentic materials to teach foreign languages and cultures that shed new light on my own work. The biggest take-away from these contributions was that there is overwhelming support for teaching students to self-select authentic FL reading materials at an early stage in language learning, and that this is an avenue of research that requires further exploration.

While my project is still in the write-up stage, the data I have collected so far allow me to draw a couple of preliminary conclusions about letting students select their own FL texts to read: first, giving students agency, even and especially beginning students, in at least part of their learning allows them to make language learning relevant, in some cases letting them learn about topics related to their academic major through a German lens. Second, though this class did not necessarily perform better on this assignment than those in classes with teacher-selected reading materials, the students had the opportunity to be “experts” on their self-selected texts for their classmates. Third, reading lengthy texts held linguistic benefits for students. Many of them noted on post-study questionnaires that reading these texts “made [me] aware of everyday use German as opposed to book German.”

For students, the greatest challenge of the assignment was the task of situating their text in a social, historical, and cultural context—understanding the text’s source, references, and underlying messages. Because of students’ relatively limited knowledge about the target culture, this is likely to be a common problem with an assignment like this in a beginning FL class. In my view, this underscores FL instruction’s obligation to help students understand that each text exists in a context, and to include cultural instruction that teaches students about those contexts. In sum, although there remains much work to be done in developing best practices for effectively using authentic materials in beginning language classes, this project is a small step toward showing that these materials have clear benefits for students in early stages of language instruction.

Continued on page 12
The TLC is Five!, Continued from page 1

During the past spring, in addition to our usual “Language Matters” series and sponsored workshops, the TLC expanded its outreach to area-wide school programs, thanks in large part to the efforts of Austin ISD World Languages Instructional Coordinator (and UT alumna!), Tina Dong. Together with Ms. Dong, the TLC brought teachers from around Central Texas together with UT faculty to discuss the articulation of language programs between high school and university programs, as well as to establish invaluable on-going contacts between these language professionals. Besides hosting a roundtable in January this year to begin the conversation and cooperation between secondary school teachers and UT faculty, the TLC ran a special session at Explore UT in March for high school students to learn about the placement and occupations of UT graduates who use foreign languages in their careers. We plan to expand and develop this relationship with local schools to help teachers and students attain better results in language training from school to college.

This past summer was also a time for much TLC activity. The Center presented two workshops, one on simulated oral proficiency interviews (SOPIs) and the other on using technology to develop cultural literacy. In addition, the TLC co-sponsored workshops with the Center for European Studies, the Department of French and Italian, and the Department of Spanish and Portuguese, each focusing on individual language and area studies instruction. The TLC also continued its close cooperation with UT’s Title VI Language Resource Center, COERLL, which presented three webinars during the summer on topics ranging from finding open media for language instruction to the Spanish in Texas project.

This year, the TLC plans to focus its efforts on innovation in the language classroom: from the use of social media to encourage interaction within an authentic language environment, to the development and implementation of online supplements to enhance Intensive instruction. Our calendar for the fall already includes workshops on this theme, as well as our scheduled new “Language Matters” presentations. The TLC will be presenting a special panel on language and literature at the Tenth Annual Graduate Conference in Comparative Literature here at UT this October. The Center will also be working with the College of Liberal Arts in its multi-sided project to develop online materials to supplement language instruction. Our efforts with Tina Dong and AISD will continue, beginning this year with establishing a partner program between area high school teachers and language instructors at UT.

As always, our sponsored events are open to the entire University community, area teachers, and the public at large. We look forward to another year of exciting and vigorous exchange of ideas, practices, and results in the area of language teaching and learning. As we begin our fifth year in the Texas Language Center, permit me to express a modest word of thanks to the scores of you who have already contributed to our many activities and efforts to make our mission a reality. We look forward to another year of working to keep foreign languages an integral part of a University of Texas Liberal Arts education.

Dr. Thomas J. Garza is the Texas Language Center Director and University Distinguished Teaching Associate Professor in the Department of Slavic & Eurasian Studies.
Innovative Language Acquisition Activities for Spanish Heritage Learners

Delia L. Montesinos

While reviewing textbooks that could be used in our Spanish Heritage Learner (SHL) courses, I noticed that the primary focus of the majority is to use the same methods that are used for teaching language to L2 speakers. Wishing to revise this approach to language instruction for heritage speakers, I have undertaken the creation of a series of innovative activities that will allow SHL to question, probe, inquire, and reflect upon their underlying knowledge of grammar to inductively attain a deeper, more meaningful understanding of their heritage language. Since I have taught Advanced Grammar and Composition to SHL students in our department on several occasions, I could not overlook the fact that many of our SHL in our lower-division courses can potentially progress towards a major or minor in Spanish. Accordingly, I embarked on the creation of a semester’s worth of activities for students entering our SHL program that would create a foundation for ensuing courses. What initially set out as a project dealing with verb usage has turned into working on the entire course material for our Accelerated Beginners’ Spanish, a course intended for heritage speakers.

You may be asking what is innovative about what I am doing. To be honest, it has probably already been done in English language arts classes, but it is lacking for SHL, at least in the college level textbooks that are available. The approach is to take what students already know from having used the language and tap into that knowledge as the point of departure for their language acquisition. What is different is that I am considering that these students might continue to higher levels in their studies of Spanish and should therefore be prepared not only to produce quality language but also understand and discuss the nuances of Spanish. Likewise, I have taken into account that because they are heritage speakers they may be consulted in their academic or professional life to explain or translate Spanish, and to do so they must have an appreciation for and an understanding of the language.

To explain what I am doing, I will very briefly overview three of the activities, highlighting what I consider a different approach. I will begin by focusing on two of the earlier activities that I use to set the foundation for the rest of the semester. The first is providing students with the vocabulary to discuss language. Drawing on their knowledge of the parts of speech in English, I begin the section with a reason why they will learn them in Spanish: “Durante todo este curso con frecuencia vamos a referirnos a las clases de palabras: verbo, sustantivo, adjetivo, etc. que ya conoces del inglés (verb, noun, adjective, etc.). Para poder seguir bien nuestras discusiones en clase debes aprender y poder aplicar estas etiquetas.” I then proceed to provide a short, concise sentence to which I relate the function and names of the easier terms, and then continue with a longer sentence for them to connect the function to the word. All of this is done in accessible Spanish. This then builds into a chart they complete with the words of the previous sentence. The following is a sample of the first entries. You will note that I include English because these are bilingual students who live both languages:

<table>
<thead>
<tr>
<th>Clase de palabra</th>
<th>Part of speech</th>
<th>Lo que hace</th>
<th>Ejemplo(s) de la lista</th>
</tr>
</thead>
<tbody>
<tr>
<td>verbo</td>
<td>verb</td>
<td>comunica una acción o un estado</td>
<td>usaron</td>
</tr>
<tr>
<td>noun</td>
<td>designa o identifica personas, criaturas vivas, cosas, ideas, cualidades</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued on page 8
Innovative Language, Continued from page 7

Shortly after students complete a section called “Sintetizar” that reviews their understanding of what they have learned: “Refiriéndote a lo que has estudiado, completa la tabla para resumir lo que has aprendido.” In essence, their learning is their responsibility. Once students have completed “Sintetizar,” different language acquisition activities follow, and whenever possible I include recurrent grammatical weaknesses that I have noticed throughout my years of teaching so as to help students become aware of and overcome these mistakes or oversights.

One of these noticeable oversights is noun/adjective agreement, so it is one of the early tasks we undertake. It is not that students omit agreement altogether because they do not have the referent in English; rather they use it sporadically perhaps owing to the cognitive dominance of English. Since SHL students can read, albeit at varying levels, they can be provided with accessible but challenging short selections to unconsciously develop all of their language skills. In the task for noun/adjective agreement I first provide students with a short reading in which several adjectives are underlined.

Then, building on their previous introduction to the parts of speech, they “connect” the terms to their definitions. This is followed by an activity in which they relate the underlined adjectives to the corresponding nouns in the reading. Below is a sample:

<table>
<thead>
<tr>
<th>sustantivo</th>
<th>adjetivo</th>
<th>sustantivo</th>
</tr>
</thead>
<tbody>
<tr>
<td>confusión</td>
<td>lingüística</td>
<td>muchas usaron</td>
</tr>
<tr>
<td>avanzadas cognitivas</td>
<td>diferentes</td>
<td></td>
</tr>
</tbody>
</table>

More activities follow that lead to “Sintetizar,” and these again are followed with application tasks. Throughout I try to include skeleton sentences because writing is often the biggest challenge SHL students face, and this type of writing offers the students the opportunity to focus on their individual weaknesses.

As for the verb activities, which were initially the scope of my project that has now taken on a different (overwhelming) dimension, I draw on their existing knowledge, “tu intuición” as I often refer to it in the activity instructions. Rather than simply providing them with verb conjugations, I give them a chart to complete in which some of the verbs have been filled in, and from those examples and what they already have somewhere in the back of their minds, they inductively complete the chart. Once again, I try to include verbs that may lead to mistakes, whether in conjugation, orthography, or use. Likewise, I repeat terminology whenever possible because they will need it for class discussions and their own enrichment. I need to interject, that before dealing with verbs, I introduce the notion of verbal time since these students are able to discern between verbs in a present, past, or future setting without having studied them.

Undoubtedly, SHL and L2 students share some of the same needs in language acquisition, and depending on the topic, similar tasks can be used for both. However, the approach to the activities is inevitably different because the students’ needs are singular. With that in mind, I have created and continue to devise a series of activities that will meet the needs of our SHL and allow them to excel as they advance in their acquisition and use of Spanish.
Spanish Language Pronunciation: A hands-on approach

Mark Amengual

Even though adult language learners may successfully acquire the grammar and vocabulary of a foreign language, and even achieve high proficiency, language learners rarely attain a native-like pronunciation. Because pronunciation is often one of the hardest skills to learn for learners of Spanish as second language, this poses a challenge to both students and instructors alike. Despite this fact, the phonetics and phonology of Spanish is seldom taught explicitly in the Spanish language classroom and is often considered in the acquisition of the language to be secondary to syntax, semantics and vocabulary.

Teaching pronunciation is a particularly difficult task as students often do not produce the correct oral output due to a variety of reasons: they may fail to hear phonological contrasts that are not found in their native language and they may replace a sound in the second language with an “acoustically similar” sound from their native language. In addition, these students may not receive sufficient native input in the classroom together with the class being focused on their writing abilities to the exclusion of their spoken production. The main aim of this project is to incorporate Spanish pronunciation teaching in the classroom with the use of freely available phonetics software, Praat, which enables the Spanish language instructor to provide individual visual feedback to introductory Spanish language students.

Praat is an open-source acoustic analysis and synthesis software package developed by Paul Boersma and David Weenink. There are currently versions available for Mac, Windows, Linux, and a wide range of operating systems, and the program can be downloaded at [www.fon.hum.uva.nl/praat/](http://www.fon.hum.uva.nl/praat/). Praat has become widely used in the fields of linguistics, specifically by researchers and speech scientists. However, it is also gaining the attention of language instructors being introduced as a teaching tool in the classroom. After some initial training with the program, students are able to record and analyze their own speech, and importantly, this software provides a visual medium with which students can receive individual feedback and instructors can objectively evaluate their students’ pronunciation.

The funds granted by the Texas Language Center have supported the creation of lesson plans aimed to teach properties of segmental and suprasegmental pronunciation of Spanish. Specifically, these modules focus on sounds that are particularly difficult for English-speaking Spanish learners and train students to perform basic acoustic analyses, such as measuring the duration of voiceless stops in Spanish (VOT), quantifying the degree of constriction of intervocalic voiced stops (lenition), plotting vowel formants and glides in Spanish vowels, visualizing their production of trills on a spectrogram, and measuring their intonation and stress. As these teaching materials continue to be developed, tested, and revised in the following months, the main contributions of this project are to provide students with basic phonetic training to effectively use the tools necessary to evaluate their own pronunciation, and to aid Spanish instructors by enhancing their teaching and evaluation of pronunciation in the Spanish language curriculum.

Dr. Mark Amengual is a recent PhD recipient in the Department of Spanish and Portuguese at The University of Texas at Austin and a new Assistant Professor in the Department of Modern Languages and Literatures at Furman University in Greenville, South Carolina.
Autocorrect Technology for Turkish Language Learning
Jeannette Okur and Duygu Uslu-Ök

In the past several years, UT Austin faculty and graduate students have developed a new pedagogy and materials for teaching Turkish that emphasize communicative functionality in the target culture. The new Intensive Turkish textbook, *Life with Turkish I-II*, by Hayriye Kayi-Aydar, is being published by the UT Center for Middle Eastern Studies’ Language Textbook Series; a TLC grant for summer 2013 allowed us to develop supplemental audio-visual materials and autocorrect exercises for Units 1-10 of *Life with Turkish I*. We plan to continue our project in the spring and summer of 2014, with further development of audio-visual materials and autocorrect exercises for *Life with Turkish II*, and in the years to come, with the development of new textbooks and online materials for students of Turkish at the Intermediate and Advanced proficiency levels.

Our starting point for each component in this project has been the student experience, and autocorrect exercises will enhance that experience considerably. Online exercises allow students to work at their own pace and with immediate feedback. These exercises provide opportunities for language-learning practice that complement in-class instruction. Most importantly, however, autocorrect exercises contribute to our overall student-centered methodological and philosophical approach. The majority of online activities require students to complete exercises and provide the correct answer without direct input from their instructor. In the process, students learn to take responsibility for their own language learning.

Additionally, the autocorrect online exercises and drills will decrease the amount of time required to correct daily homework assignments by at least 50%, enabling instructors to make better use of the Life with Turkish curriculum. Time saved by implementing autocorrect exercises can be applied to activating materials in the classroom. The reduction of the teacher workload is especially important as other Turkish programs begin using the textbook in the classroom and as we try to make it more accessible and user-friendly. As most Turkish programs in the United States do not have teaching-assistant support, many instructors may feel reluctant to use these materials for fear that the correction workload would

"The application of autocorrect exercises has already proven highly successful in the Arabic program at UT and we are confident it will yield similar results for the Turkish program."

Continued on page 12
“A dialogar”: Teaching Speaking Skills to Heritage Spanish Speakers
Sandra Sotelo-Miller

The Bilingual Track in the Department of Spanish and Portuguese opened a few years ago as a pilot program and has seen a significant enrollment increase of students who are heritage speakers and who are interested in classes that are catered to their language level and understanding needs.

Recently there has been a move to overhaul the current curriculum, which was more traditionally based, including fill in the blank activities and extensive conjugating tables, to activities that teach verb structure while also considering the differences and contradictions between verb rules and verb use. As part of this general overhaul, the oral communication skills activities were also changed from modeling laboratory activities that favored one register over the other to activities where students reflected on differences in register and accents.

Using funds granted by the Texas Language Center, I created oral communication activities that better reflected the new direction the Heritage Speaker courses are taking. These oral activities allow students to reflect on language usage, register, accents, and colloquialisms. The idea behind them is to learn about cultural differences in language used in various transcontinental regions, so that later, in a controlled and contextualized simulation, students can apply their knowledge of these differences.

The end products were four A dialogar activities, which students completed at the end of each unit. For each, students had one week to research and prepare speaking points they used to have a conversation about topics addressed within a particular unit.

In Unit 1, students participated in a mock congress for the Real Academia Española, representing a specific country and speaking about the flexibility or rigidity of the Spanish language. In Unit 2, students became reporters presenting a news piece on the theme of immigration based on interviews with family and/or friends and informal discussion with their peers on the subject. In Unit 3, students discussed capitalism and its effects on society from a variety of perspectives ranging from CEOs of transnational companies like Nike to factory workers asking for compensation. During the final unit, students worked as a team to create a product they could sell to investors in a simulation of the show, “Shark Tank.” In their presentation, they had to convince the class to invest in their product using persuasive language structures learned in class.

I would like to thank the Texas Language Center for providing me the financial support and the time necessary to create these lessons. These activities are a starting point for re-structuring how students are learning and practicing their oral communications skills in Spanish. In comparison to traditional methods, these activities enable students to reflect, inquire, and probe language, its rules, and its impact in their communities.

Sandra Sotelo-Miller is a PhD candidate and Assistant Instructor of Spanish in the Department

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As technology provides increasingly flexible and successful means of removing presentation and drill from the classroom, more "blended," or "hybrid" programs are being created to allow for more face-to-face interaction in class. These models are helping students take control of their learning and allowing faculty to work more creatively in class. This workshop with feature successful hybrid programs and demonstrate techniques to create similar models in any language.

Register at links.utexas.edu/bvtxym
Check out the TLC’s Lending Library!

Books on language teaching, pedagogy, and research are available for loan from the TLC.

The library includes books about:

- Language Teaching and Learning
- Linguistics and Applied Linguistics
- Conducting Research
- In-Service Handbooks and Helpers
- Language-Specific Materials

To check for availability, feel free to stop by HRH 4.196 or e-mail tlc@austin.utexas.edu.

Like us on Facebook

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- Find information about upcoming language events and opportunities.
- Connect with other language instructors and enthusiasts.
- Provide feedback on past TLC events.
Using Artwork, Exhibits, and Museum Visits in the French Classroom: Activities for Language Learning

with Gislaine Bellocq, Thélème International, France

A workshop for K-12 French Teachers.

The Cultural Services of the French Embassy, in collaboration with the Center for European Studies and Harry Ransom Center at The University of Texas at Austin, are pleased to invite French teachers of all levels to participate in a free 6-hour training workshop.

The workshop will immerse teachers in examining the use of imagery in the French classroom. Along with classroom work and discussion, teachers will also attend a tour of the exhibition "Radical Transformations: Magnum Photos into the Digital Age" with staff of the Harry Ransom Center.

The workshop is free and will include lunch and parking at no charge; however, registration is required. This workshop addresses TEKS, Languages Other Than English (LOTE) 114.22 2B, 3B, and 4B.

9:00am–4:00pm
CLA 1.302E, Glickman Center

CPE credit is available. For more information and to

Check Out the TLC Store

You can purchase language proficiency exams and register for conferences and workshops at the Texas Language Center's TxShop store.

Visit the site at links.utexas.edu/bvtxym.

Unable to attend the last Language Matters?

Want to review materials and discussions from previous conferences?

Videos and handouts from past lectures and workshops are available on the TLC website.

Enter utexas.edu/cola/centers/tlc/ and click on Resources.

FIELDS - SYSTEMS - CHANNELS:

The Structure and History of East German Television

with Henning Wrage, Visiting Assistant Professor of German Studies at Gettysburg College and expert in German postwar media as well as the theory and history of media in East and West Germany before 1990.

Nov 12, 2013
1:00–2:00pm
BUR 337

Sponsored by the Department of Germanic Studies, the German Academic Exchange Service (DAAD), and the Texas Language Center and part of the fall term lecture series “Once Upon A Time in the East.”
Second language (L2) acquisition has been called a “natural” phenomenon, but is it natural socially, biologically or cognitively? Recent research suggests that language is a “complex adaptive system” involving cognitive, social and innate mechanisms, which all interact, adapt, and develop in complex ways. Whether or not researchers adhere to this notion, there is little dispute that language is complex and affected by the context in which it occurs and the communication of ideas between people. Thus, this conference welcomes research that investigates the complexity of L2 acquisition, the contexts in which it is learned, and the communication it creates.
Graduate Conference in Comparative Literature at The University of Texas at Austin (GRACLS)

70th Annual South Central MLA Conference
New Orleans, Louisiana
October 3-5, 2013

TLC panel at GRACLS 2013

The Text’s the Thing: Introducing Literature in the FL Classroom

While many students in today’s language classes do not plan to be literature majors, introducing them to the literary figures and works of the region provides invaluable insight into the language and culture being studied. This panel will discuss various techniques and methods of using literary texts in the FL classroom, and the benefit of cultural literacy for overall proficiency.
Language Matters!

The Texas Language Center is continuing its monthly teacher-oriented presentation series from noon to 1pm on Wednesdays in the Texas Union Sinclair Suite, UNB 3.128.

Bring your lunch and join us this Fall for these exciting topics:

- Sept 18—ITAL Videos in Intensive Second-Year Italian: Blending Culture, Community, and Language Skills with Antonella DelFattore-Olson, Dept of French and Italian
- Oct 16—Creating Innovative Activities that Target Spanish Heritage Learners’ Needs with Dr. Delia Montesinos, Dept of Spanish and Portuguese
- Nov 13—Voices from Turkey: Online Development of Novice-Level Students’ Communicative and Cultural Proficiency with Dr. Jeanette Okur, Dept of Middle Eastern Studies