



• The University of Texas at Austin •
 • The College of Liberal Arts •

Texas Language Center

TLC Prepares to Enter Its Second Year

by Thomas J. Garza

Less than a year ago, the Texas Language Center was created within the College of Liberal Arts to promote and enhance the teaching and learning of languages other than English at the University of Texas at Austin. During that time, the Center has made great strides in bringing together practitioners and teachers-in-training to exchange experiences, successes and failures, and ideas for moving our common mission of language teaching forward. As we move together toward embracing the best practices in pedagogy and acquisition, the Texas Language Center is prepared to do everything possible within its charge to assist instructors and supervisors not only at UT, but throughout the state of Texas.

The Center's presence throughout the past year was marked by its monthly series of professional "brown bag" talks given by distinguished instructors from our various language programs. The series began in November with my own introductory talk on new directions in teaching, "Intensive Courses, or Intensive Teaching?" The spring sessions began with Prof. Orlando Kelm's (Spanish and Portuguese) engaging presentation on student-centered uses of blogs and podcasts in and out of the classroom entitled "Innovation in Language Teaching: It's All about What the Students Do." Karen Kelton and Antonella Olsen (French and Italian) discussed the connection between what we do in our classes and study abroad experiences for our students. The final session in April, "I Can Speaking Good! The ACTFL Proficiency Guidelines Revisited," served to introduce the theme of the first TLC day-long symposium the following week.

The spring symposium, "Revisiting Proficiency: 21st Century Views on Language Learning," brought in four language specialists from the US Department of State's Foreign Service Institute in Washington, DC to discuss how the proficiency-oriented classroom has changed in the last thirty years and what challenges face us in preparing students to reach higher levels of functional language use. Over fifty participants joined the conversation for the morning session, which was followed by a hands-on afternoon session on implementing these methods and materials in our classes.

Besides arranging teacher education sessions and symposia, the Center is charged with encouraging professional development directly with small incentive grants to help instructors implement new materials or methods in their classes. To this end, the first round of TLC Professional Development Awards, in the amount of \$10,000, was distributed to thirteen instructors from six departments, representing eleven of our thirty-three languages taught. These awards are being used to purchase relevant teaching materials, attend professional meetings, and to prepare new curricula and syllabi for innovative courses.

The spring ended on a high note for the TLC with the announcement from the Division of Instructional Innovation and Assessment that the Center was awarded a ~FAST Tex grant to develop a web-based project, "Surfing the Net Abroad." This project, for students in Russian language courses, seeks to build online materials to bring learners to a level of computer literacy in the target language and on target websites that will enable them to



Conference participants: Thomas J. Garza, Menosh Hashim, Raveendiran Padigalingam, Shella James and James Bernhardt.

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Summer Teaching continued

Sept. 8	<p>Language Matters Series: “Role-Play As an Effective Method of Enhancing Proficiency in Foreign Language Teaching” Dr. Tola Mosadomi, Department of Middle Eastern Studies and Center for African and African American Studies, UT Austin 2:00 - 3:00pm Texas Governor’s Room, Texas Union 3.116</p>
Oct. 6-10	<p>Texas Foreign Language Association (TFLA) Fall 2010 Conference “WEB 2.0 – Learning Languages the Digital Way!” Omni Colonnade San Antonio, Texas <i>For more information, please visit the TFLA website: http://www.tfla.info/</i></p>
Oct. 13	<p>Language Matters Series: “From GER 312K/312L to GER 612: Rethinking the Second Year” Dr. Per Urlaub and Jan Uelzmann, Department of Germanic Studies, UT Austin 2:00 - 3:00pm Lone Star Room, Texas Union 3.208</p>
Oct. 28-30	<p>67th South Central Modern Language Association (SCMLA) Annual Conference Sheraton Forth Worth Hotel and Spa Fort Worth, Texas <i>For more information, please visit the SCMLA website: http://www.southcentralmla.org/</i></p>
Nov. 6	<p>“Beyond Babel: The Survival of Language Programs in the Current Economy” Dr. Benjamin Rifkin, Dean of Culture and Society, The College of New Jersey Dr. Elizabeth Bernhardt, Director of the Language Center, Stanford University 9:00 - 12:30pm 3rd Floor Conference Room, Dorothy Gebauer Building <i>In a climate of shrinking educational budgets and threatened academic programs, language instructors are compelled to seek ways to keep our courses productive and vibrant with fewer resources. This mini symposium brings together two nationally-known language specialists to present their thoughts on the current situation and ways for us as instructors to survive this difficult period. A panel discussion including some of UT’s own language faculty will continue the discussion, and field questions from the audience.</i></p>
Nov. 10	<p>Language Matters Series: “Leaving the Grammar Syllabus Behind, but Not the Grammar” Dr. Kristen Brustad, Department of Middle Eastern Studies, UT Austin 2:00 - 3:00pm Lone Star Room, Texas Union 3.208</p>
Nov. 19-21	<p>American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo “Languages: Gateway to Global Communities” Hynes Convention Center Boston, MA <i>For more information, please visit the ACTFL website: http://www.actfl.org</i></p>
Nov. 25-27	<p>Thanksgiving Break</p>
Dec. 2	<p>Save the Date! The Department of Germanic Studies and the Texas Language Center will host a talk by Dr. Glenn Levine, Associate Professor of German, Language Program Director of German, Faculty Director of the UCI Center for International Education and Director for the Humanities Language Learning Program at the University of California at Irvine. Details for Dr. Levine’s visit will be made available on the TLC website and the Facebook page.</p>

PDA Update: “Chinese Jeopardy!”

by Elsa Chang

Editor’s Note: Ms. Chang was one of the first recipients of a TLC Profession Development Award this spring. The article below details her work on the funded project.

People of all ages love games. As language teachers, we cannot help but ask ourselves: “What better way to promote the learning of language than through a game-like interface?”

Similar concepts have been employed before to great success in other language programs, both academically and commercially. Our thought was to marry this teaching method with the familiar format of the TV game show Jeopardy. The vision of this self-paced, fun learning environment began to take shape when the project proposal was accepted by the ~FAST Tex Program on Feb 2010.

The project — *Chinese Jeopardy: Are You Smarter Than a Fifth Grader?* — is similar to the *Jeopardy* gameshow on television, but adds much more. It consists of the following components:

- 1) The Chinese Jeopardy game: a game with 5 x 5 questions under the following 5 categories: listening & speaking, grammar, reading, culture & questions, homework & assignments. It allows 4 color teams to compete against each other in the same manner as the Jeopardy gameshow. Review of all four language skills and homework assignments are the focus here.
- 2) An on-line interactive evaluation center for Chinese listening and speaking using Recorded Answer Assessment and Commentary System (RAACS)
- 3) A Chinese language learning website where students can log on to review and play the *Chinese Jeopardy* game, perform listening and speaking evaluation, and to search for information such as scholarship announcements, links to other language learning related websites, etc.

For instructors, the project enables us to:

- 1) provide students with an interactive learning device for self-practice after class,
- 2) provide an alternative teaching/learning and evaluation device to meet students’ different learning needs and styles,
- 3) allows instructors to use RAACS to give timely oral/written feedback to students.

For students, the project enables them to:

- 1) access games online to review their lessons and

receive immediate feedback from the game and through RAACS to reinforce learning,

2) review and practice Chinese via the game and the evaluation devices as many times as they want,

3) obtain intensive one-on-one listening/speaking practice beyond the classroom boundary.

Our short term goal is to arouse students’ learning motivation with the game’s fun and interactive features and its easy accessibility. The long term goal is to establish a positive learning cycle through fun interactive games that can boost students’ academic performance and their motivation in studying the language itself. The ultimate goal of this project is to incorporate the above-mentioned instructional technologies into the curriculum of Chinese language and culture classes.

We are now in the designing stage of the classroom Chinese Jeopardy review

games. Once it is finished and tested, we will move on to RAACS testing and design. Hopefully, with the help of DIIA, we will be able to finish the project by the end of this summer and share the results with our students in Fall 2010.



Elsa Chang is a Lecturer in the Department of Asian Studies

Save the Date!

On Thursday, December 2, the Department of Germanic Studies and the Texas Language Center will bring Dr. Glenn Levine to the UT campus for a talk. Dr. Levine is an Associate Professor of German, Language Program Director of German, Faculty Director of the UCI Center for International Education and Director for the Humanities Language Learning Program at the University of California at Irvine. Currently, Dr. Levine also serves as president of the American Association of University Supervisors and Coordinators, (AAUSC).

The goal of Dr. Levine’s scholarly works is to explore and understand linguistic knowledge and development, in particular the nature and process of intercultural competence as part of second-language learning.



Please visit the TLC website or our Facebook page for more information on Dr. Levine’s visit and for details on his talk.

**Hindi Urdu Flagship, University of Texas:
A report on the academic year 2009-10**
by Rupert Snell

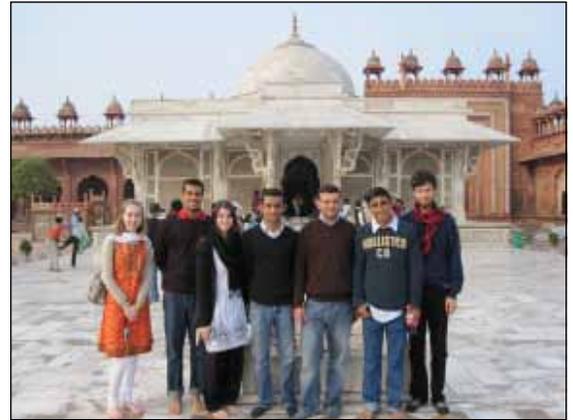
The Hindi Urdu Flagship (HUF), part of the national Language Flagship initiative, is a four-year undergraduate program whose aim is to bring students to a 'Superior' level of linguistic proficiency while they also focus on majors chosen from a range of UT disciplines. HUF first opened its doors in 2007 and will admit its fourth cohort of students in the fall of 2010. Hindi and Urdu are taught in parallel throughout the program. The first two years lay a strong foundation in grammar, literature and culture, preparing the students for the third year, which is spent studying in India. The culmination of the program is a fourth-year 'capstone' project back at UT, based on research conducted during the India year.

HUF's Program in India

In 2009-10 our first cohort inaugurated the overseas segment of the program, spending the fall and spring semesters 'immersed' in the Hindi- and Urdu-speaking environment of two state capitals – Jaipur (Rajasthan) and Lucknow (Uttar Pradesh). This tale of two cities involved a rich and complex encounter with language and was overseen by Dr. Rajesh Kumar, who acted as liaison between UT and the American Institute of Indian Studies. The AIIS teachers provided our students with intensive Hindi and Urdu instruction throughout both semesters.

While in India our students also took a range of other courses relevant to their majors, taught locally, but for UT credit. In addition to classroom situations, our students have also benefited from using their Hindi and Urdu in the 'real-world' context of the internships that also feature as an important component within HUF's overseas program. This year, students have worked with such organizations as the

Beti Foundation, the King George Medical College, the Aastha Hospice, and the Bharatiya Muslim Mahila Andolan. Many of these experiences



At the mausoleum of Khwaja Salim Chishti. From left to right: Chelsea Aldridge, Sanjay Gulati, Vruba Niazi, Shan Khan, Dr. Akbar Hyder, Ramu Kharel, Grant Davis.

will feed into the 'capstone' projects on which the students will work during their final year back at UT.

Among a number of trips to other cities in India during the year, the most extended was spent in Hyderabad (Andhra) under the guidance of Dr. Akbar Hyder, HUF's Associate Director for Urdu; this pilgrimage to one of the major centers of Urdu literary culture yielded numerous encounters with writers and poets, allowing our students a close-up view of culture and *adab* — the refinement, decorum and humane-ness that is such an important focus within the literature. HUF is particularly indebted to Drs. Akbar Hyder and Sarah Green for their unstinting efforts in establishing an overseas experience of such great pedagogical value.

Assessment projects

Meanwhile, HUF continues to work towards its mandate of developing facilities and materials for those teaching and studying our two languages at all levels and in all interested institutions across the US. A particular focus has been the development of new modes of assessment, aimed at indexing the achievement levels of students in uniform ways that reflect such national standards as those published by the American Council for the Teaching of Foreign Languages. A workshop on assessment was organized jointly by HUF and the South Asia Institute on May 7-8, 2010. Four specialists – Susham Bedi from Columbia University, Rakesh Ranjan from Columbia University, Gabriela Nik Ilieva from New York University, and Gyanam Mahajan from the University of California at Berkeley – were the invited speakers. Schoolteachers from New Jersey and Alabama participated in exceptionally lively discussions and training sessions.

Online Teaching/Learning Materials

HUF's website at www.hindiurduflagship.org is maintained by our Media Coordinator Jonathan Seefeldt, freely available online. The still-growing Hindi Thesaurus has become popular both through HUF's website and in podcast format — the latter proving also to be a useful route through which learners come to hear of HUF and to benefit from its broader range of online facilities. The same Thesaurus recording team of Rupert Snell and Neha Ladha has recently added another innovative online feature, Glossaries Alive, which helps novice learners develop their active vocabulary;

The Texas Language Center presents:
Language Matters
A Series of Monthly Teacher-Oriented Presentations

Role-Play As an Effective Method of Enhancing Proficiency in Foreign Language Teaching

Dr. Tola Mosadomi
Assistant Professor, Middle Eastern Studies at UT Austin
Coordinator of Yoruba Language
Affiliate of African & African American Studies

Wednesday, September 8
2:00 - 3:00pm
Texas Governor's Room,
Texas Union 3.226

This presentation will focus on examining the place of role-play in the teaching of foreign languages, and how role-play can be used to enhance proficiency at the beginner level of Yoruba language.



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PDA Update: “All Ears with Arlecchino”

by Eric Edwards

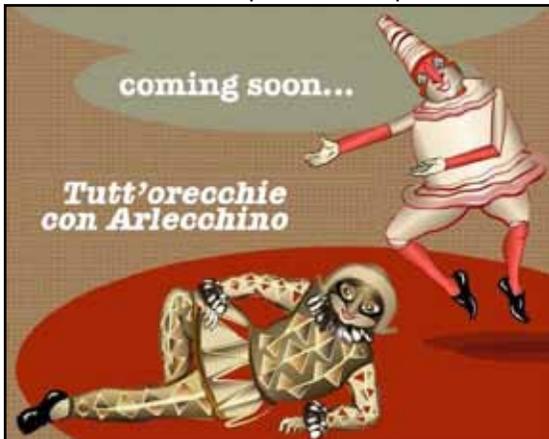
Thanks to a professional development grant from the the Texas Language Center, the online presence of Arlecchino, Arlecchina, Pantalone, Pulcinella, and other masks of the Italian *Commedia dell'arte* will soon be expanding. These colorful characters took on a didactic mission beyond their comedic roles a few years ago with the debut of Radio Arlecchino, a series of Italian grammar and culture podcasts that have been showing listeners around the world what happens when you mix sixteenth-century theatrical hijinks with twenty-first century Italian grammar.

The enthusiastic Arlecchino explains, “Our troupe was delighted to perform along with faculty members Antonella Del Fattore-Olson and Eric Edwards on Radio Arlecchino, relieving those long-winded grammar explanations of their — how do you call it? — unbearable tedium. Now we are planning something new to help students increase their understanding of our beautiful language!”

Arlecchino and his company of *commedia* performers will be hosting a series of conversations and stories designed to help students improve their listening comprehension skills in a new online resource, “Tutt’orecchie con Arlecchino” — “All Ears with Arlecchino”.

“Students will be able to listen to these stories and conversations and then immediately verify that they have understood them correctly,” Arlecchino states. “Of course we are going to help them out with words and expressions that might not already be familiar to them.”

Before listening to the recordings, students will be able to view a short vocabulary list. After they have heard the passages, they will answer some comprehension questions—in English so they don’t get overwhelmed—and, says Arlecchino, “one of my *commedia* colleagues or I myself will let them know if they got it right.”



What happens if they don’t get it right the first time? Arlecchino assures us, “Well, if a student really needs it, we will let him or her take a peek at the passage as we have written it down. Of course in the *commedia*, we don’t like to write things down. It’s all about improvisation for us! But everybody needs a little help sometime...”

Where did Arlecchino get this happy idea for Tutt’orecchie? As he puts it, “Most people correctly assume that all our brilliant ideas originate in my own fantastically creative mind.

Follow TLC on Facebook!

Click on the “Find us on Facebook” button on the TLC homepage to be directed to the TLC Facebook page!



- Find event information and resource links
- Connect with other language instructors
- Provide feedback on past and upcoming TLC events

But I admit that in this case, a spark of inspiration came to me from the distant land of China, where we hope one day to go on tour with our shows. So I came upon Chinese Take-In. Have you seen it? Or I should say, heard it? More great innovation from the College of Liberal Arts at UT!”

Arlecchino and his colleagues invite everyone to tune in to Radio Arlecchino and to stay tuned for his further exploits on Tutt’orecchie.

- Radio Arlecchino broadcasts from its secret studio at <http://tltc.la.utexas.edu/ra/index.php>
- Chinese Take-In can be taken in at http://www.laits.utexas.edu/chinese_take_in/

Eric Edwards is a Lecturer in the Department of French and Italian



The Texas Language Center presents:

Language Matters

A Series of Monthly Teacher-Oriented Presentations

**From GER 312K/312L to GER 612:
Rethinking the Second Year**

**Wednesday, October 13
2:00 - 3:00pm
Lone Star Room,
Texas Union 3.208**

**Dr. Per Urlaub
and
Jan Uelzemann**
Department of
Germanic Studies,
UT Austin

**Continue the
Discussion on the
TLC Blog!**



Click on the TLC Blog logo on the homepage to be directed to the TLC Weblog, where you can find documents, links, and video recordings from past TLC conferences, faculty talks, and workshops.

More importantly, the TLC Blog is your space to give feedback and continue discussions related to language teaching outside the short time we have at scheduled events. Have a question, suggestion, or new idea? Leave us a comment. We want to hear from you!

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function with competence in undertaking academic work and assignments. Once built, it is hoped that this website will serve as a template for other language programs wishing to train students in a similar way.

The summer continues to be a busy time for the TLC. On July 28 the Center hosts a one-day workshop for instructors wishing to incorporate various media into their teaching and materials. Professors Orlando Kelm and Carl Blyth, together with instructional technology specialist Kyle Mitchell and myself, will present techniques to bring diverse media – including video, e-books, pod-casts, and social media – into our classes. These sessions are designed to be immediately applicable to our courses on the books for the fall.

The fall of 2010 already looks to be shaping up to be a productive one for the Center. Our retooled brown bag series (moved to be accessible to more instructors), now called “Language Matters,” will be kicked off on September 8 with a talk on using role-play in our classes to enhance proficiency given by Prof. Tola Mosadomi (African and African American Studies). The October 13 session features Prof. Per Urlaub and graduate student Jan Uelzmann (Germanic Studies) and their work on reenvisioning and revising the second year of instruction. The final session on November 10 has Prof. Kristen Brustad (Middle Eastern Studies) talking about the teaching of grammar while leaving the grammar syllabus behind. All three of these presentations are now scheduled at 2:00 in the Texas Union and are open to the public.

Also featured this fall is our Fall Symposium “Beyond Babel: The Survival of Language Programs in the Current Economy” on November 6 in the Dean’s Conference Room in Gebauer Hall. Distinguished guests, Dean Benjamin Rifkin (The College of New Jersey) and Prof. Elizabeth Bernhardt (Director, Stanford Language Center), will present their views on the state of language teaching in the face of budget realities in 2010. Their presentations will be followed by a panel discussion of UT language teaching faculty and our guests to answer questions from the audience regarding the current state of language instruction in US colleges and universities.

During its first year of operation, the Texas Language Center is pleased to have increased its interested faculty to include not only most of our own language professionals on campus, but also “language friendlies” from colleges, universities, and schools across the state of Texas. With the goal of facilitating vigorous discussion of current language matters, the TLC blog is always open for comments on past presentations and issues of language teaching. The Center has also created a Facebook page to make sure that the conversation is both inclusive and ongoing. We hope that by reaching out to our colleagues and friends from both within and without the University of Texas, the Texas Language Center will continue to serve our profession, students, and community in ensuring that language other than English will continue to be studied and spoken here for generations to come.

Thomas Garza is the Director of the TLC and Associate Professor in Slavic and Eurasian Studies

The Texas Language Center presents:

Language Matters

A Series of Monthly Teacher-Oriented Presentations

Leaving the Grammar Syllabus Behind, but Not the Grammar

Dr. Kristen Brustad
Assistant Professor and Instructor of Arabic
Middle Eastern Studies at UT Austin

Wednesday, November 10
2:00 - 3:00pm
Lone Star Room, Texas Union 3.208

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this is in tune with HUF’s plan to recruit students to a ‘Flagship-bound’ track in which they may take a year of language courses before joining the program at its ‘Intermediate’ starting-point.

‘Language for Health’

One of HUF’s ongoing projects is ‘Language for Health’, a collaboration with colleagues at New York University and Columbia University. The aim of Language for Health is to develop a comprehensive set of pedagogical materials and guidelines to teach advanced Hindi Urdu specifically for the healthcare context. The team leader for this project is our very own Jishnu Shankar.

Teaching and Recruitment

During the spring semester 2010, HUF has been fortunate in having as guest lecturer the well-known Urdu poet Ishrat Afreen who, in addition to Urdu teaching in the HUF program, has offered a course on ‘The Philosophy and Poetry of Iqbal’ — a popular choice for many of our students. HUF’s



Dr. Hannah Chapelle Wojciehowski, Shan Khan and Dr. Akbar Hyder at Graduation.

language teaching has also been augmented by an extremely successful team of two graduate students in Asian Studies: Max Bruce and Imran

Khan have together run the Urdu component of HUF’s first-year teaching, bringing equal measures of expertise and enthusiasm to this very demanding teaching role.

Rupert Snell is the Director of the Hindi Urdu Flagship and Adjunct Professor in Asian Studies

TLC 2010 Professional Development Awards

The Texas Language Center proudly announces its first cohort of Professional Development Award winners for 2010! These awards are made to instructors of languages other than English at UT who are seeking to develop new materials, courses, or methods for teaching their languages, or who want to attend a conference or purchase materials in order to improve their teaching.

In this inaugural round, applications came from six language departments, and represented eleven of the languages of the thirty-three taught in the College of Liberal Arts. The awards, ranging in value from \$500-\$1500, are being used to supplement instructor salaries, purchase materials, and/or subvent travel to professional conferences. This year's winners, including graduate students, lecturers, and tenured or tenure-track faculty, are:

- **Omoniyi Afolabi**, Assistant Professor in the Department of Spanish and Portuguese
“Yoruba Video-Film Library for Language Instruction”
- **Kirsten Belgum**, Associate Professor in the Department of Germanic Studies
“Debating about Contemporary Germany: A Collocation-Oriented Approach to Advanced Conversation and Composition”
- **Chih-Wei (Elsa) Chang**, Lecturer in the Department of Asian Studies
“Chinese Jeopardy: Are You Smarter Than a Fifth Grader?”
- **Eric Edwards**, Lecturer in the Department of French and Italian
“Tutt'orecchie (con Arlecchino)”
- **Mark Hopkins**, Assistant Instructor in the Department of Slavic and Eurasian Studies
“Tech the Czech”
- **Dale Koike**, Professor in the Department of Spanish and Portuguese
“Revision of SPN 367K Advanced Oral Expression for Spanish Teachers”
- **Fehintola Mosadomi**
Assistant Professor in the Department of Middle Eastern Studies
“Role-Play as an Effective Method of Enticing Proficiency in Yoruba Language Teaching”
- **Lucia Osa-Melero**, Lectuer in the Department of Spanish and Portuguese
“Implementing Leisure Reading of Authentic Novels as a Means to Analyze Language in Advanced Spanish Grammar Classes for Heritage Speakers”
- **Anousha Shahsavari**, Lecturer in the Department of Middle Eastern Studies
“Purchasing of Persian Teaching Videos”
- **Naoko Suito**, Senior Lecturer in the Department of Asian Studies
“Developing Online Homework Assignments for the Japanese Program”
- **Wen-Hua Teng**, Senior Lecturer in the Department of Asian Studies
“Chinese Oral Proficiency Exercises (COPE): An Online Speaking Curriculum for Accelerated Second-Year Chinese”
- **Per Urlaub**, Assistant Professor in the Department of Germanic Studies and
Zsuzsanna Abrams, Associate Professor in the Department of Germanic Studies
“The Reformed Language/Culture/Literacy Curriculum for Second-Year German Instruction”

Revised Spanish Courses Developed for Fall

Editor's Note: Special TLC Course Development Awards were made to Delia L. Montesinos, Senior Lecturer, and I. Celina Nevarez, Lecturer, in the Department of Spanish and Portuguese.

With TLC funding, the Department of Spanish and Portuguese will be able to continue restructuring the new courses (SPN 601D, SPN 610D, and 611D) so they will be seamlessly transitioned for both students and instructors. Although we will work on all three levels and also 327G (Advanced Grammar and Composition) in creating sequenced syllabi, calendars, and activities, we will begin at both ends of the spectrum: 601D and 327G. The reason is that 601D is the foundational entry point in our language program and often the first time students and Assistant Instructors work with our methodology. 327G is populated both by UT students wishing to further their study of Spanish as well as by students who have taken AP and IB language exams that have placed them at the advanced level. This course is taught by a diverse faculty, so in order to give consistency to content and instruction, and to continue the objectives and expectations of our language program, we will create materials and activities that will assist students in their mastery of the Spanish language and at the same prepare them for both 327W (our sixth-semester course focused on academic writing) as well as our linguistics and literature courses.

For 601D, 610D, and 611D, we have textbooks that meet our needs; however, as we transition to six-hour courses, we need to create supplementary activities that will engage students and make efficient use of class time. In particular we will be looking at designing activities that incorporate culture and media in the classroom and the language lab. Clearly there is a wealth of material available on the Internet; however Assistant Instructors do not have the time to create activities that make use of these materials, nor do they have the time to update these constantly changing (or disappearing) sites. Consequently we will carefully design framework cultural and media activities that can be adapted to new information and technology as they become available, and that will also be sequenced throughout our program so that there is a continuum in our students' language acquisition and language learning. For 327G we will design the course materials as currently there is no textbook that meets the goals of our program.

We greatly appreciate the support of both the Texas Language Center and the Department of Spanish and Portuguese in this endeavor.



<http://www.utexas.edu/cola/depts/spanish/>



The Texas Language Center Welcomes New Foreign Language Chairs This Fall!



Dr. Kristen Brustad Middle Eastern Studies

Dr. Brustad's research interests include Arabic language, dialects, syntax of spoken Arabic, and Arabic literature. In addition to chairing the Department of Middle Eastern Studies this fall, Dr. Brustad will also teach a graduate course on the historical and linguistic development of Arabic varieties and registers past and present.

Dr. Richard Meier Linguistics and ASL



Dr. Meier's research interests include child language development, sign languages, American Sign Language, and acquisition of American Sign Language by deaf children. In addition to chairing the Department of Linguistics for a second term, Dr. Meier will also teach an upper division course examining theory and research concerning language development of children.



Dr. Mary Neuburger Slavic and Eurasian Studies

Dr. Neuburger's research interests include modern southeastern Europe, ethnic conflict, nationalism, material culture, and gender. In addition to chairing the Department of Slavic and Eurasian Studies and directing the Center for Russian, East European and Eurasian Studies this fall, Dr. Neuburger will also teach two undergraduate courses on Balkan history since 1453 and Eastern Europe in the 20th century.

Dr. Jill Robbins Spanish and Portuguese



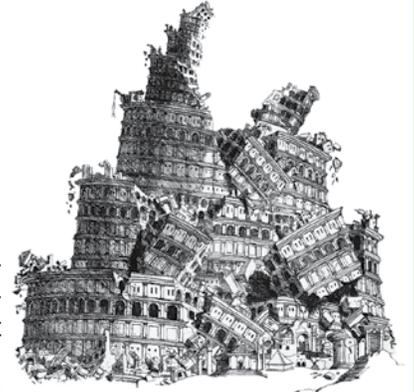
Dr. Robbins's research interests include Spanish literature and culture, gender and sexuality studies, urban studies, poetry transatlantic studies, violence and ethics. In addition to chairing the department, Dr. Robbins will also organize and host, "Conference of the Asociación Internacional de Literatura y Cultura Femenina Hispánica (AILCFH)" at UT Austin.

Beyond Babel: The Survival of Language Programs in the Current Economy

Saturday, November 6

9:00 - 12:30

3rd Floor Conference Room, Dorothy Gebauer Building (GEB)



Featured Speakers



Elizabeth B. Bernhardt (Ph.D., University of Minnesota) is the John Roberts Hale Director of the Language Center and Professor of German Studies at Stanford University. She has spoken and written on second-language reading, teacher education, and policy and planning for foreign- and second-language programs. She teaches undergraduate culture courses on the German Resistance and offers graduate seminars on second-language learning and teaching and on second-language literature learning. Her book, Reading Development in a Second Language, won the Modern Language Association's Mildener prize. The book also captured the Edward Fry Award from the National Reading Conference as an outstanding contribution to literacy research. At Stanford, Bernhardt is the Warren Sheldon University Fellow in Undergraduate Education and is the Dean of the South Row, an academic mentoring role for nineteen undergraduate residences.



Benjamin Rifkin (Ph.D., University of Michigan) is the dean of the School of Culture and Society at The College of New Jersey. Prior to TCNJ, he was on the faculty at Temple University, where he served as head of the Russian section in the Department of French, German, Italian and Slavic Languages. He was also vice dean for undergraduate affairs at Temple, and held chair and director positions at the University of Wisconsin-Madison and Middlebury College. He has extensive experience in curricular development and designing new majors, as well as designing assessment programs. A successful grant writer, Rifkin has garnered more than \$1.3 million in grants for programs in language, international education, and undergraduate teaching improvement. His publications include advanced-level listening comprehension lessons, articles on teaching and learning Slavic languages, commentary on teacher preparation in modern languages, and analyses of performance-based learning outcomes.

Details available on the conference website: <http://www.utexas.edu/cola/centers/tlc/conferences/beyondbabel/Home.php>

Summer Language Teaching at Beloit College

by Evgenia Mikhaylova

This summer I was hired as an instructor of third year Russian in the intensive summer language program at Beloit College in Wisconsin.

According to the director of the Russian Program, Beloit is the center of civilization, which is hard to believe, once you get here. There are very few places to go: one coffeshop, two bars and a farmers market on Saturdays. The Center for Language Studies has been a part of Beloit College for approximately twenty years. Every summer, the Center hosts Intensive Foreign Language Programs. While in the past, the CLS comprised eight languages, nowadays only critical languages, such as Arabic, Japanese, Chinese, and Russian, are taught here.

However, having taught there for five weeks, I gradually became convinced that Beloit truly is the center of civilization in some respects. Movie nights, excursions, informal communication and hard work on the part of both students and teachers are what make Beloit so central. Additionally, getting to Chicago

or Madison is a matter of a two hour ride, for those who crave big city life.

Having worked in intensive summer programs before, this summer I enjoyed several things. First and foremost, I enjoy the size of the program. The goal of the program is to give students as many contact hours as possible, which is manageable when there are five students in the group and two teachers working with them on a twenty-four hour basis. In the morning we conduct three hours of grammar instruction. After that we go to lunch together. Instructors, students and the TA sit at the same table and speak in the target language. Then, students go back to classes, where they watch movies and discuss them with their TAs. All meals are served in one place, and there isn't much choice beyond the Commons, so we share our meals all the time. Our tables at the Commons make up the so called "Russian Zone", where everyone is expected to maintain conversation in the target language. In my opinion, this practice works really well.

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American Sign Language (ASL) at UT

by David Quinto-Pozos

The American Sign Language (ASL) Program regularly keeps several UT faculty and staff members very busy. Housed within the Department of Linguistics, the program employs four full-time lecturers and is regularly supported by graduate student Assistant Instructors. In addition to its use in classrooms across campus, ASL is often visible on the fourth and fifth floors of Calhoun Hall—with its users chatting and thereby demonstrating how a language without sound can be as complex and elegant as those that are perceived by the ear.

Up to now, many students have completed the four-course sequence that comprised the core instruction of the language. However, additional electives that focus on specific topics (e.g. signed language interpretation and the linguistics of ASL) are also offered regularly. Twelve sections of ASL language courses will be taught during the 2010 fall semester, one of which is a pilot offering of a course that combines the previous two semesters of the second year of instruction into a single course (611C). The plan is to modify the course, as needed, based on what is learned from the pilot. Then, the old four-semester sequence will likely undergo the full conversion to a three-semester sequence (5-5-6) by fall 2011.

As part of the language-learning process, students attend events in the local Deaf community. This gives them the opportunity to interact with daily users of the language and learn some of the culture of the community that keeps ASL alive. One such event during fall semesters is the Homecoming festivities at the Texas School for the Deaf, in south Austin. The program and our students benefit from having such a vibrant and sizable local Deaf community. The exposure to ASL within the community is especially useful for those students who later chose to become professionals who work with Deaf people regularly (e.g. as sign language interpreters, teachers of the Deaf, etc.).

For the upcoming academic year, the ASL Program is planning on developing ways to expose students to aspects of the linguistic research that is being conducted on the language at UT-Austin. We feel that having constant dialogue between instructors of the language and linguistics researchers is beneficial to all who participate in the dialogue. Our students will benefit from such interactions as well. We are looking forward to a great 2010-2011!

David Quinto-Pozos is an Assistant Professor in the Department of Linguistics



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The informal setting provides students with opportunities to initiate conversation on topics of their interest. Eight Russian speakers for twenty-five students is a great ratio. Moreover, students at the higher level are willing to talk to lower level students, setting a good example of language mastery.

After dinner students head to the library. My TA and I have individual meetings with every student once a week, plus additional time if needed. Students benefit greatly from these sixty minute periods, since they bring in their own questions and interests to these meetings. For example, we work with one student on a Dostoevsky novel, and catch up on Russian cases with another.

The workload for them is fairly high. Every day they get about three to four hours of homework, prepare a short presentation once a week with a text on a topic that is related to the current unit.

My own graduate coursework and workshops, organized by the Texas Language Center, which I attended during the academic year, helped to improve my classes - "improve" meaning made more student-centered. Such an intensive format implies a constant change of activities, otherwise students start to doze off. The necessity to teach both grammar and vocabulary at such a fast pace implies the use of tricks and devices, which hold the students attention and at the same time help them learn.

At the TLC workshop, featuring instructors from the Foreign Service Institute, I was provided with ideas to make class more engaging. Ideas such as picture-talk, the use of forums, and catering to different learning styles all originated there. I also attempt to promote discovery learning. Students often have to explain grammar concepts to other students, and move around in order to communicate with each other.

Such language programs, organized by various universities in the United States are a great opportunity for the FLE major to hone his or her teaching skills and try out approaches learned in class from scholars in the field of language pedagogy and foreign language education.

I want to thank Dr. Horwitz, Dr. Rappaport, Dr. Garza and Dr. Raz for mentoring me and making my teaching experiences much richer.

Evgenia Mikhaylova is a graduate student in the Department of Slavic and Eurasian Studies

Become aTLC Affiliate!

The Texas Language Center invites you to become a part of our work, as we explore best practices and innovative techniques for teaching languages other than English at the secondary and post-secondary levels.

As a TLC affiliate, you will receive all announcements about workshops, training, resources, and relevant news items. We encourage you to visit our website at: <http://www.utexas.edu/cola/centers/tlc/> and become part of our efforts to improve language teaching in Texas.

Thanks so much for your time and all of the excellent work you do in helping to make Texas multilingual!

<http://www.utexas.edu/cola/centers/tlc/affiliates/information.php>



“Language Integrated”

April 7-9, 2011
Fort Worth, Texas

The Southwest Conference on Language Teaching is a regional foreign language teachers’ organization that hosts an annual conference in partnership with state foreign language teacher associations. The participating states in SWCOLT are Arizona, California, Colorado, Hawai’i, Nevada, New Mexico, Oklahoma, Texas, and Utah.

The deadline for submitting a session or workshop proposal for the 2011 Conference in Fort Worth, Texas is September 10, 2010.

<http://swcolt.org/>



**Texas Foreign
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“WEB 2.0 – Learning Languages the Digital Way!”

TFLA Fall 2010 Conference
Oct. 6 - 10
Omni Colonnade, San Antonio

<http://www.tfla.info/>



67th Annual SCMLA Conference
October 28-30, 2010
Sheraton Fort Worth Hotel and Spa
Fort Worth, Texas

Thursday Evening Keynote Speakers:

Barbara Bullock, Department of French and Italian &
Jacqueline Toribio, Department of Spanish and
Portuguese University of Texas-Austin

Friday Evening Plenary Speaker:

Dr. Peter Smith, Assistant Vice President of
Academic Affairs, University of Texas-Arlington

<http://www.southcentralmla.org/>



**ACTFL 2010 Annual Convention and
World Languages Expo**

November 19-21, 2010

Pre-convention Workshops – November 18, 2010
Hynes Convention Center, Boston, MA

Languages: Gateway to Global Communities

The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo brings together more than 6,000 teachers, administrators, method instructors and students of foreign languages at all levels from across the world. The convention features over 600 educational sessions on such topics areas as: Assessment, Culture, Curriculum, Literature, Methods/Techniques, Advocacy and Policy Issues, Professional Development, Research, Specific Purposes, Standards and Technology.

<http://www.actfl.org/i4a/pages/index.cfm?pageid=5116>

Dr. Richard Haass has been chosen as the keynote speaker at the Opening General Session of the 2010 ACTFL Annual Convention and World Languages Expo on Friday, November 19th at the Hynes Convention Center in Boston, MA.

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TLC News, Fall 2010

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BEYOND BABEL: THE SURVIVAL OF LANGUAGE PROGRAMS IN THE CURRENT ECONOMY

Saturday, November 6
9:00-12:30
3rd Floor Conference Room,
Dorothy Gebauer Building



In a climate of shrinking educational budgets and threatened academic programs, language instructors are compelled to seek ways to keep our courses productive and vibrant with fewer resources. This mini-symposium brings together two nationally-known language specialists to present their thoughts on the current situation and ways for us as instructors to survive this difficult period. A panel discussion including some of UT's own language faculty will continue the discussion, and field questions from the audience.