



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

Texas Language Center

The Dog Days Are Over, Our Languages Await!

by Thomas Garza

The Fall semester is underway with all of the heat of the past summer, and we are all back in our classrooms bringing the languages and cultures of dozens of countries to our students. Many of us, back from travels near and abroad, are reminded of our mission to keep the University multilingual! And the TLC continues to do its part.

This past spring, our continuing professional development series, "Language Matters," featured three more of our distinguished faculty members in engaging and inspiring afternoon talks. Prof. Mahmoud Al-Batal (Middle Eastern Studies) spoke on vocabulary acquisition, and Prof. David Quinto-Pozos (Linguistics/ASL) discussed the implications of the lack of a writing system in American Sign Language in teaching a spoken language. Finally, Prof. Elsa Chang (Asian Languages and Cultures) demonstrated her method of teaching Chinese tones in her beginning level classes.

The spring semester was also marked by frequent events related to the Fulbright grant the TLC received to assist resident Fulbright scholars acculturate in Austin and Texas. Several colloquia, featuring Fulbrighters and UT faculty, were conducted on topics ranging from popular culture to environmental issues. The scholars were also hosted on cultural excursions around the area and at a region-wide reception of current and past Fulbrighters to establish contacts for future collaborations.

In April, the TLC also joined forces with the College of Education's Program in Foreign Language Education to host the 12th annual Texas Foreign Language Education Conference (TexFLEC), "Language Education across the Academic Pipeline." This event was hosted jointly with the annual meeting of the South Central Association for Language Learning Technology (SOCALLT), with the theme "Language Learning and Teaching in an Open World." The two conferences ran concurrently, with participants enjoying the content and collegiality of both sets of presentations.

Possibly the most memorable part of the past term, though, was the awarding of the first-ever University-wide teaching awards for foreign language instruction. In this inaugural year, two awards were presented, the first for faculty members, to Prof. Thomas Vessely (French and Italian), and the second, for graduate student Assistant Instructor, to Jan Uelzmann (Germanic Studies). Both received engraved plaques and cash awards, along with balloons and a surprise visit from Senior Associate Dean Richard Flores, their respective department chairs, and the TLC staff. In addition to the two annual teaching awards, a Special Meritorious Service Award was given this year to Prof. Jane Lippmann (French and Italian) for her career as a dedicated and distinguished teacher of French.



Language Friendlies across the campus will benefit from *TLC 2011 Teaching Award Recipient, Prof. Thomas Vessely* the big news of a new Title VI Language Resource Center on the UT campus. Under the direction of Prof. Carl Blyth (French and Italian), who also wrote the successful grant proposal, the new Center for Open Educational Resources and Language Learning (COERLL) will help coordinate projects geared toward the production of open access materials and resources across languages. Further, the TLC will assist COERLL in the outreach and professional development parts of its mission.

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Sept. 22	<p>Texas Language Center Advisory Committee Meeting 9:00 - 10:00am MEZ 2.302 Conference Room Fall meeting of representatives of all language programs in Liberal Arts to discuss yearly activities of the Center.</p>
Sept. 24	<p>Professional Development Workshop “Teaching the Whole Class: Learner Differences in the Language Classroom” 10:30-3:00pm MEZ BO 306 This workshop is organized to prepare language instructors to teach the different learners in our classrooms. It will give participants practical and theoretical knowledge of how to approach different types of learners with different needs in language courses. Speakers from the UT community who teach language, specialize in teaching different learners, and/or deal with different needs in the language classroom will share their experiences, practices, outcomes, and give examples of activities used to teach <i>all</i> of our students.</p>
Oct. 11	<p>Heritage Language Workshop Prof. Olga Kagan (UCLA Flagship Program for Heritage Speakers) and Prof. Maria Carreira (Cal State Univeristy, Long Beach) 3:00 - 6:00pm Chicano Culture Room, Texas Union 4.206 Two specialists in heritage language instruction will provide UT faculty and teaching staff with valuable insight into preparing curricula, materials, and design syllabi for heritage language learners drawing on the experiences of Russian and Spanish, but applicable to all heritage groups.</p>
Oct. 12	<p>Language Matters Series: “Interactive ASLonline: A new promotional visual education for everyone” Prof. Franky Ramont, Department of Linguistics, UT Austin 12:00 - 1:00pm Texas Governor’s Room, Texas Union 3.116</p>
Oct. 13-15	<p>Texas Foreign Language Association (TFLA) Fall 2011 Conference Houston, Texas http://www.tfla.info/</p>
Oct. 27-29	<p>South Central Modern Language Association (SCMLA) Hot Springs, Arkansas http://www.southcentralmla.org/</p>
Oct. 27-29	<p>TexTESOL 2011 State Conference Austin, Texas http://textesol.org/region3/</p>
Nov. 9	<p>Language Matters Series: “Creating Vocabulary-Building Resources for Language Learners : Some Challenges and Insights” Prof. Vidhu Shekhar Chaturvedi, Department of Asian Studies, UT Austin 12:00 - 1:00pm Texas Governor’s Room, Texas Union 3.116</p>
Nov. 12	<p>Professional Development Workshop What They Say is What You Get: Assessing Oral Proficiency 10:00 - 3:00pm CBA Events Room A one-day workshop designed to cover the basics of oral assessment by eliciting ratable speech samples in class. Featuring testing specialists from the Foreign Service Institute.</p>
Nov. 18-20	<p>American Council on the Teaching of Foreign Languages Denver, Colorado http://www.actfl.org/</p>

Inaugurating the SLI

by Cory Hahn

This summer the Texas Language Center successfully organized, coordinated, and ran UT's first Summer Language Institute. The SLI this year hosted two languages: Russian and Vietnamese. Both groups were taught over the course of the two summer sessions here on campus. The students met daily for intensive language classes with UT instructors, attended weekly guest lectures presented by a wide array of talented and engaging area experts, enjoyed a weekly film series, and participated in various additional extracurricular in-language group-building activities.

With assistance from the Office of the Dean of Liberal Arts, planning for the SLI began late in the Fall semester of 2010. From the beginning the goals of the program were clear: to provide students with the opportunity to take language courses during the summer which could propel them toward advanced level classes and study abroad programs sooner than the traditional one-course per semester format that spans two academic years. The SLI offered more than simple classroom time for students, though the intensive summer format allowed them to dedicate more time and energy toward meeting their language goals. The SLI sought to create a semi-immersive, intensive language study program that would encourage participants to interact with the target language on multiple levels. Our original plans included a community residence experience for everyone involved so that they would have opportunities to use the language outside of class, have meals together, and reside with a live-in TA to develop their language skills further. Eventually this arrangement proved unworkable for many interested students and, so, the Institute was modified to include a non-resident option. The late change in options ultimately necessitated that three languages originally scheduled (Portuguese, Czech, and Modern Greek) would not be offered.

The SLI began on June 1st during the first summer session and quickly found its stride with its three weekly events per language, five class days, and an hour each day with the Teaching Assistants. TAs Tai Duong (Vietnamese) and Katya Cotey (Russian) were invaluable as native language tutors who, in addition to accompanying the students during all weekly events, also hosted daily study halls for each



Visiting lecturer Luyen Duong works with SLI Vietnamese students on their calligraphy

group. The study halls offered the students an arena to practice what they had learned in the classroom, as well as to help them prepare their assignments and study for their exams.

The TAs also guided tours of Blanton Museum, arranged scavenger hunts, and hosted a target-language game night.

The SLI lectures included a wide variety of topics including calligraphy, culinary histories, Russian diasporic communities in Austin and their associated outreach programs, contemporary youth culture, comparative musicology, and postcolonial studies. Lecturers



Students practice language skills with Russian Scrabble during SLI Game Night

spoke -- in the target languages -- from a broad range of experiences as well. We heard from doctoral students, politicians, community organizers, photographers, professors (from UT and elsewhere), painters, and historians.

The SLI ended on August 15th with the second summer term's final exams. Overall, the inaugural program was a smashing success and TLC looks forward to planning an expanded and improved SLI 2012. With continued support from the Dean's office and the language department chairs, plans are in place to offer more languages next summer, and return to the original concept of the institute as an in-residence intensive program designed to allow students to fulfill the two year language requirement in one summer.

Cory Hahn is the SLI Student Coordinator for the Texas Language Center



SLI students enjoying food during International Food Night

The Dog Days are Over, continued from page 1

The TLC and COERLL will also co-sponsor a number of events, workshops, and symposia in the coming years, making the most efficient and effective use of our resources.

After much preparatory work at the close of the semester, the summer marked the inauguration of the pilot program for the TLC Summer Language Institute. Offering two languages, Vietnamese and Russian, the SLI demonstrated that the intensive format of instruction was effective in the summer school schedule. Plans are already underway to expand the SLI to include more languages and, most importantly, expand the intensive format to include in-residence instruction, with meals, extracurricular activities, and free time all spent in the target language with the help of live-in native speaker TAs. In such an environment, students will receive enough contact and credit hours to fulfill the two-year language requirement in just one very intensive summer!

While the SLI was in full swing, the TLC also hosted two successful symposia/workshops for both university and high school teachers, both run jointly with COERLL. The first was in mid-July, "Language Learning 2.0: Emerging Technology – 21st Century Technology in the Foreign Language Classroom," and featured presentations by national and area specialists in the use of technology in language learning. Dr. Sue Otto, Director of the Language Media Center at the University of Iowa, gave the keynote address on rethinking language learning in the new century, followed by Tyler Gill of Bowie High School here in Austin, who talked about sustainable technology for the classroom. Dr. James Chan of the language media center at Indiana University began day two of the symposium, with a talk on immersive language learning environments, after which Dr. Pete Smith of the University of Texas at Arlington discussed teaching critical languages in a connected age. Hands-on workshops with all four presenters followed the talks, and the seventy teachers in attendance took full advantage of the resident expertise.

The second workshop, "How to Teach Intensive(ly)," was held in mid-August, and featured local UT teaching talent for the one-day workshop. Mahmoud Al-Batal, Adi Raz (Middle Eastern Studies) Thomas Garza (Russian), Antonella Olson (French and Italian), and Per Urlaub (Germanic Studies) all expounded on their experiences in designing and teaching intensive courses in five different languages: Arabic, Hebrew, Russian, Italian, and German. The workshop was



TLC 2011 Special Meritorius Service Award Recipient, Jane Lippmann

designed to give teachers methods to convert their own classes into the intensive format. Fall 2011 promises to be no less active for the TLC and its affiliates. Our workshops will feature "Teaching Different Learners in the Language Classroom." This session is being organized by Prof. Adi Raz, and focuses on the critical issues of addressing learner differences and styles in our language classes, especially as we move toward more intensive methods of instruction. The TLC will also be conducting a one-day workshop in October on the topic of instructing heritage speakers in our classes. Prof. Olga Kagan, director of the Russian Flagship program at UCLA and her colleagues from various languages will offer suggestions and recommendations of addressing the issues and solutions to instructing students with home or heritage knowledge of the language. The UCLA Russian Flagship Center is the only national language Flagship program that focuses on heritage learners in its research, curriculum, and materials development.

We will continue our very popular "Language Matters" series again this fall, with a promising lineup of three successful language teachers: Franky Ramont (Linguistics and ASL), Timothy Moore (Classics), and Vidhu Chaturvedi (Asian Studies). All of these talks are free and open to the public, and full descriptions of the talks and presenters are provided on our TLC webpage and Facebook pages. As in the past two years, the TLC will once again announce its competition for Professional Development Awards for all language teaching faculty – from graduate student Assistant Instructors to Lecturers to full Professors – to award small grants for course and materials development, conference travel, or supplies to aid the teaching of our many languages. Reports on some of the PDAs from the past year are presented throughout this newsletter.

Finally, the TLC is delighted to welcome Vera Dugartsyrenova, a Fulbright Research Scholar, to the University for the academic year. Her research project focuses on the use of technology in delivering language education, both in traditional classes and in distance education. Ms. Dugartsyrenova will be working with the Intensive classes on campus, as well as giving a talk in our spring semester "Language Matters" series.

We at the Texas Language Center hope to see you all soon this year – in and out of our language classes. With a full slate of events, activities, and projects for the fall, I once again welcome everyone to the University, and wish all a productive and enjoyable 2011 Fall semester!

Thomas Garza is an Associate Professor in the Department of Slavic and Eurasian Studies



TLC 2011 Teaching Award Recipient, Jan Uelzmann (second from right)

Revision of SPN 367K Advanced Oral/Written Expression for Spanish Teachers

by Dale Koike

Supported by a 2010-2011 TLC Course Development Award, Professor Dale Koike, together with doctoral graduate student Cecilia Tocaimaza, implemented course revisions and a series of readings that complemented the course content for Spanish 367K Advanced Oral and Written Expression for Spanish Teachers, a course designed to help public school Spanish teacher candidates prepare for what was formerly known as the Texas Oral Proficiency Test (TOPT), which all candidates must take and pass at the Advanced proficiency level (on a modified ACTFL scale) for certification to teach Spanish in Texas public schools.

The course is required for all UTeach Spanish teaching majors and all other students enrolled in the language-teaching track. If UT students do not pass the test while they are enrolled, their scores can cause the institution to lose its accreditation for teacher training. Thus, the 367K course needed to be updated to reflect the new version of the TOPT, called the Languages Other Than English (LOTE) exam, released in Fall 2010. The goal of the course is to prepare students as much as possible to do well on this skills-based portion of the new test, now including oral production, written composition, and reading skills instead of oral production alone.

The course has consistently drawn strong reviews from students, who comment that the class helps them to prepare well for the TOPT/LOTE, mainly due to its practical, skills-based nature. To reflect more closely the topics and functions addressed in the LOTE exam, in Summer 2008 readings for each chapter/function were added. These were culled from newspapers, magazines, books, and the Internet. Composition practice and exercises for reading comprehension were also added. Chapter tests were revised, as well as the more comprehensive exams, and various rubrics were created for speaking and writing assignments. In addition, a pilot study on incidental vocabulary learning based on the readings was carried out to see if vocabulary gains could be made through the readings and discussion alone. These results will be presented at the Texas Foreign Language Association Conference in Houston in mid-October 2011 by Koike and Tocaimaza.

Dale Koike is a Professor in the Department of Spanish and Portuguese

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

A Report on the Development of Learning Resources for First-Year Chinese

By Wen-Hua Teng

After using *Practical Chinese Reader I & II* for more than two decades, we will adopt a set of more contemporary textbooks, *Integrated Chinese*. This curriculum transformation signifies a complete re-design of materials from vocabulary quizzes to the final exam, and from grammar explanations to routine assignments such as listening homework and oral proficiency practice. This project aims to create various types of instructional and learning materials of high quality for the first-year Chinese courses in order to ensure a successful and smooth transition between textbooks. These materials are referred to as “learning resources” in this project.

Partially funded by TLC, the development of the above-mentioned learning resources have been under way since April; the majority of the materials will be completed by the beginning of the Fall 2011 semester. The following is a list of materials to be included in this project:

1. Grammar: (a) In-depth written explanations, (b) Power Point presentations, and (c) In-class grammar exercises (with PowerPoint slides.)
2. Listening: (a) Audios for texts and all vocabulary words, (b) materials for listening comprehension practice outside the classroom, and (c) listening tests.
3. Pronunciation and Speaking: Materials for online exercises as well as dialogues for classroom pair practices will be designed based on the texts. A web-tool called Lingtlanguage will be adopted for students to practice (a) Chinese tones and pronunciations as homework assignments (b) Oral reading fluency and (c) Speaking proficiency.
4. Character Proficiency Worksheets: These will be generated using free online tools and will be part of students' homework.
5. Homework: These will primarily be translations of sentences.
6. Testing Materials: Routine quizzes and tests, and a context-based final exam are being planned.

Lesson 5, Narrative (p. 135)

昨天晚上，王朋和李友去高文中家玩儿。
在高文中家，他们认识了高文中的姐姐。
她叫高小音，在学校的图书馆工作。她请
王朋喝茶，王朋喝了两杯。李友不喝茶，
只喝了一杯水。他们一起聊天、看电视。
王朋和李友晚上十二点才回家。
(Listen to the entire passage.)

Screen shot of Power Point listening practice with audios. Students can listen to the text sentence by sentence, or they can listen to the entire passage.

Wen-Hua Teng is a Senior Lecturer in the Department of Asian Studies

Visiting Russian Fulbright Scholar in TLC

by Thomas Garza

The Texas Language Center is pleased to introduce Vera Dugartsyrenova for the academic year 2011-12. Ms. Dugartsyrenova is a visiting student research fellow in the Fulbright Russian Faculty Development program, and will be engaged in program of research, teaching observation, and model classroom demonstrations during her term here under the supervision of Prof. Thomas Garza in Slavic and Eurasian Studies and the director of the TLC.

Ms. Dugartsyrenova comes to Austin from the Department of Linguistics and Information Technology at Moscow State University. In 2008, she defended her dissertation, «Организация учебного процесса в системе довузовской подготовки по иностранному языку в дистанционной форме» [“Curricular Organization in Pre-University Preparation in a Foreign Language through Distance Education”]. Ms. Dugartsyrenova is currently an instructor in the Department of Foreign Languages and Area Studies, where she teaches courses in English and Business English. She has contributed to and done content editing for numerous online resources for teaching and learning foreign languages.

The academic fit between the work being conducted in the TLC and Ms. Dugartsyrenova’s own research interests is very tight, as she is interested in technological applications, especially Internet, in the teaching of foreign languages. The TLC has been pursuing similar tech bases for both in and out of class work. In particular is the Intensive model being used in many of the languages now taught at the University of Texas in the six-hours over two semesters, or 6-6, model. In this connection, Ms. Dugartsyrenova will be working with Garza’s Intensive Russian class this year, piloting some her own materials and collecting data for her research, while giving the students in the course authentic contact with the language outside of class.

One of Ms. Dugartsyrenova’s more than twenty publications in distance learning and technology in foreign language teaching, «К вопросу о создании эффекта ‘Присутствия’ преподавателя в дистанционном обучении иностранным языкам» [“On Creating the Effect of the ‘Present’ Instructor in Foreign Language Distance Education”], focuses on



Ms. Dugartsyrenova joins the TLC for 2011-12 as a Visiting Fulbright Scholar in residence

the pressing issue of the crucial role of the teacher in the distance education environment for foreign language instruction. Her work on this and other projects while at the University of Texas will be of great interest to other language educators and students alike. She is scheduled to present on her primary research at one of the “Language Matters” talks in the spring semester.

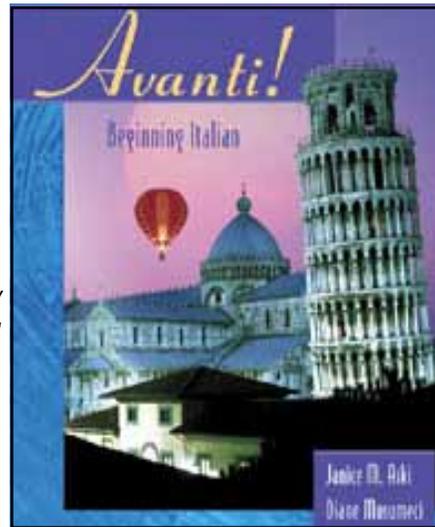
Thomas Garza is an Associate Professor in the Department of Slavic and Eurasian Studies

New Italian Textbook Helps Create a Student-centered, Communicative Classroom Environment

by Antonella Olson

In the spring of 2006, I worked on revising syllabi and updating teaching material for first year Italian after the adoption of the textbook, *In Giro per l'Italia*, which followed *Italiano in diretta*. After consulting with the Italian lower-division instructors, I decided to change the course textbook, and in Fall 2010, a new textbook was adopted for ITL 506 and ITL 507, *Avanti!*, which is more suitable for the change from the 5-5-3-3 to the Intensive 6-6 sequences.

The methodology presented by *Avanti!* aims to create a student-centered, communicative classroom environment; this textbook responds to the concerns of presenting too much material in the first year by offering a more manageable approach to grammar. Comprehensible input, meaningful interaction, and production in the learning process play an important role in the book’s methodology. Moreover, the online *Quia Workbook/Laboratory Manual* offers self-correcting exercises and the integration of the audio program into the activities, as well as a grade book and class roster system to facilitate course management.



I feel confident that this textbook will serve us well in the new ITL 601, which will replace the current ITL 506 and 507 in Fall 2011 and in ITL 611, which will replace the current ITL 612 in spring 2012. Although the textbook *Avanti!* is not new (nevertheless, only one year old), many changes will be necessary to make it work in both ITL 601 and ITL 611. I have already prepared a “framework” for both courses, and am currently working on the revision of all tests and exams and the creation of more engaging classroom group-activities that need to be harmonically incorporated into the curricula.

Antonella D. Olson is a Distinguished Senior Lecturer in the Department of French and Italian

Motivating Language Learners through Humor in Film

by Anke Julia Zweitasch Sanders

Within the last years, the Department of Germanic Studies has successfully established the use of the online textbook *Deutsch im Blick*, featuring a culture-centered and communicative approach. As an Assistant Instructor of German, I have subsequently been looking for alternate ways of including film for first year. Many existing sources target interpretation and discussion on rather complex topics. Having discussed in my Masters report how humor can be utilized in the first year foreign language classroom, I decided to select a comedy and to focus on comprehension, vocabulary acquisition, and creative engagement with the film. Another objective was to increase student autonomy and motivation in their learning process.

I chose *Kebab Connection*, a German film that mixes comedy, action, and romance, which connects topics and vocabulary from the first five chapters of *Deutsch im Blick* to culturally relevant issues in “everyday Germany.” When I first used it, the majority of students loved it, and I worked to use it even more effectively. The TLC grant made it possible for me to cover expenses to attend The Kentucky Foreign Language Conference in April 2011, where I engaged in productive discussions about using humor and film to motivate students. With plenty of new ideas and great tools for material design, I revised my film packet and taught my colleagues how to implement the film successfully in the first semester classroom to foster student learning and engagement. The heart of the packet is an exercise in which students create their own “photo love story,” illustrated in the example below.



Anke Sanders is an Assistant Instructor in the Department of Germanic Studies

The Benefits of Translating a Blog to a Wiki: Searchability and More Permanence

by Orlando Kelm

At the time when we started teaching the SPN 346 Practical Phonetics course in a large lecture format, in Fall 2008, we created a blog site, spn346.wordpress.com, to deliver course content to students. This included background information about phonetic transcriptions, Spanish phonetics, regional dialects, and samples of regional speech from interviews, music, and commercials. We also used this blog as a way for students to post examples of their analysis of various Spanish dialects. We continued to use the same blog for subsequent classes, updating various posts, class notes, and examples of student work. After a few semesters, I began to feel it was unnecessarily repetitive to ask students to repost items from semesters before.

The difficulty was that the information was already available on the blog, but students in subsequent semesters could not access it. As the semesters moved on, I began to feel it would be more effective to provide a foundation for the study of Spanish phonetics in a wiki format. One of the major differences between blogs and wikis is that the blogs provide an excellent way to post new information, as a catalyst for discussion. A wiki, however, works better as a more permanent source for information.

As such, the object of the Professional Development Award was to convert the content from SPN 346 Practical Phonetics from the old blog format to a new wiki format. During the summer sessions of 2011, all of the content from the blog was moved to the new wiki site, <http://practicalphonetics.wikispaces.com/>. The result is that the foundational information for the course will be readily available. There will be no need to update information from one semester to another, yet the wiki format also allows for discussions and easy embedding of video, photos, and audio. I am currently testing the wiki materials as part of the SPN 346 course that is being offered in our summer program in Córdoba, Argentina. In the fall we will again use the materials for the large lecture style sections for SPN 346.



Orlando Kelm is an Associate Professor in the Department of Spanish and Portuguese

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

"Interactive ASLonline: A New Promotional Visual Education for Everyone"

Prof. Franky Ramont
 Department of Linguistics

Oct. 12
 12:00 - 1:00pm
 Texas Governor's Room,
 Texas Union 3.116



Teach Intensive(ly)- Summer Workshop

by Marina Flider

On August 13th 2011, language educators and students from across Texas gathered at the UT Austin for the Texas Language Center's ninth conference: "How to Teach Intensive(ly): High Voltage Teaching in the Foreign Language Classroom." The event, co-sponsored by Center for Open Educational Resources and Language Learning, featured talks by five of the leading language pedagogy experts from the University. Each professor gave insight into new teaching methodology targeted exclusively for Intensive language instruction.

Using the Intensive teaching model, introductory language material typically taught in two semesters is condensed into one term, making it a cost effective and time saving opportunity for students to excel in their language study. The goal is for the students to reach comparable, if not higher proficiency levels in the target language during one semester than if they been enrolled in a two-term equivalent. For this reason, intensive language courses are becoming increasingly more popular on college and high school campuses alike. As conference attendant and language instructor Ruby Jones explained, "I learned Russian in the army. Instruction was all day, every day—intensive. Finally, the university is able to apply the same Intensive methods to teach language." By intensifying language instruction inside and out of the class, Intensive language courses not only require a great amount of time and energy from both the teachers and students, they demand that the entire structure of instruction be revised.

Dr. Adi Raz (Middle Eastern Studies and TLC) set the tone for the conference with her opening talk on learner types and Intensive instruction. Dr. Raz stressed the importance of changing the traditional student-instructor classroom dynamic. Effective intensive language instruction demands the presence of an active and collaborative classroom environment, wherein students can learn and reinforce their language skills through interaction with one another.

Dr. Thomas Garza's (Slavic and Eurasian Studies and TLC) talk, which immediately followed, reported the growing success of intensive language instruction: the 2011 second year Russian summer intensive language student placed higher than any in past twenty years. Dr. Garza's talk discussed several key ingredients that form the recipe for Intensive language instruction success. Among them are: increased cultural exposure, real life application of course



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Language Matters

A Series of Monthly Teacher-Oriented Presentations

**“Song in the Language Classroom:
Examples from Ancient Greek and Latin”**

Dr. Timothy Moore
Department of Classics

Sept. 14
12:00 - 1:00pm
Texas Governor's Room,
Texas Union 3.116

materials, the use of online resources to maximize language exposure, and customizable content which allow students to cater their language projects to their own interests.

“Intensive teaching as way of life” was the motto Dr. Mahmoud Al-Batal's (Middle Eastern Studies) talk. Dr. Al-Batal began his talk by discussing the intensive partnership between the students and instructor in an intensive learning environment. Instructors must not only support the students' language acquisition, they must also present them with a “vision in the language.” These are motivating factors that keep the students excited and eager to continue their study despite the fast-paced and demanding workload. Dr. Al-Batal suggested that students immediately engage with authentic target language materials, such as newspapers. Authentic materials give students a sense of accomplishment in the language by witnessing the practical application of their skills.

Professor Antonella Olson (French and Italian) also emphasized the vital role of authentic cultural material in the intensive language classroom. Her talk addressed the importance of supplementing textbook content with readily accessible online material, such as pop music videos found via YouTube. Cultural immersion is of the essence. The textbook is used as springboard for students to begin their cultural adventure.

The final speaker of the day, Dr. Ur Urlaub (Germanic Studies), addressed the shift in focus from language to literature studies that happens after the intensive language course is complete. At this point in their study, critical literacy is required of the students. Dr. Urlaub encouraged the development of critical literacy skills within the intensive language classroom. Fostering such skills at the outset will prepare them for advanced literature classes, and encourage higher enrollment in advanced language classes.

At the end of the day, educators left inspired and encouraged to integrate the Intensive teaching methodology in their classes. Karen Cody, Professor of Modern Languages at Angelo State University, commented, “The ‘How to Teach Intensively’ conference was a continuation of an excellent series of opportunities to update teachers' skills and knowledge in order to build and deliver effective language curricula.”

Marina Flider is a graduate student in the
Comparative Literature Program

Urban Youth Culture in Iran: A Revision

by Blake Atwood

During the first summer session, I taught a course called “Urban Youth Culture in Iran” as part of the Summer Persian Language Institute in the Department of Middle Eastern Studies. This course, taught in Persian, aimed to construct historical and contemporary portraits of Iranian youth through literature, film, and other media. As a content-based language course, its objective was to enable students who had taken at least one year of intensive Persian at UT or completed a traditional two-year language sequence at another university to achieve advanced language skills through contact with authentic materials organized around a single theme.

Changes to the structure of the Summer Institute required me to change my syllabus from last summer, a ten-week course, to an intensive five-week course. This structural change provided the perfect opportunity to create a series of cohesive weekly units that developed the course’s content while furthering its objects as a language class. “Urban Youth Culture in Iran” included five units, covering the role of youth in Iran’s post-Revolutionary history; underground music and religious pop music; visual art; love, dating, and sexuality; and Tehran as a cosmopolitan site of youth culture.

Each unit featured a vocabulary list, vocabulary-specific grammar, and phrases and structures necessary for paragraph-level discourse and advanced functions like narration and description. Carefully selected authentic reading, listening, watching assignments, and in-class activities gave students the opportunity to see words in context and helped them develop strategic reading/listening skills, allowing them to build off familiar words, structures, and information. Weekly grammar lessons were based on unfamiliar structures identified in assignments.

After five weeks, students were readily speaking in paragraphs and had started pushing themselves to articulate and defend their opinions. They were comfortable speaking, reading, and writing about Iran’s modern history in Persian, and gained a wealth of cultural information, making them better informed and more proficient Persian speakers.

Blake Atwood is an Assistant Instructor in the Department of Middle Eastern Studies

Website name: JeeKoreanclass

by Min Jung Jee

This is a class homepage which combines all three Korean classes that I will teach during the fall semester. The intention of the homepage is to foster students’ interaction in and out of the class with a close relationship with the instructor and among the students. The homepage is also designed to provide immediate help to the students by the instructor and by the students themselves.

Each class tab consists of “activities,” “announcements,” “Q&A,” and “useful links/tips.” In “Activities,” all class materials such as lecture note or exercises will be posted. Students are also allowed to post their own lecture note or summary of the class. In “Announcement,” general class announcements will be posted. Any questions from the students will be posted on “Q&A” and the answers will be posted by me or the students. YouTube video clips or information links about Korean culture will be posted on “Useful link/tips.” Moreover, the contents of each tab, such as lecture notes or grammar points, will be posted during the class period for more immediate and useful help for the students. The website is still in progress and will be developing throughout the Fall semester, so other tabs or links will be posted.



Min Jung Jee is a Lecturer in the Department of Asian Studies

The Texas Language Center presents:

Language Matters

A Series of Monthly Teacher-Oriented Presentations

“Creating Vocabulary-Building Resources for Language Learners : Some Challenges and Insights”

Prof. Vidhu Shekhar Chaturvedi,
Department of Asian Studies

Nov. 9
12:00 - 1:00pm
Texas Governor’s Room,
Texas Union 3.116

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



Dr. David Birdsong
Department of French and Italian



Dr. Rob Oppenheim
Center for East Asian Studies



Dr. Martha Selby
Department of Asian Studies



Dr. Steven White
Department of Classics

'Grammatik im Blick': Form-Meaning Connections for Beginning German Students

by Per Urlaub

With the help of a professional development grant and pedagogical consulting from the Texas Language Center, the German language program is currently developing instructional materials, tentatively entitled "Grammatik im Blick". The project is closely aligned with UT's highly-recognized online German textbook *Deutsch im Blick*.

Foreign language professionals at UT have been at the forefront of the open education movement. Our federally funded Center for Open Educational Resources & Language Learning (COERLL) provides a rich forum for the development and an effective outlet for the global dissemination of free language learning solutions. Over the years, the Department of Germanic Studies has partnered with foreign language professionals at UT to create the online textbook *Deutsch im Blick* and the instructional website "Grimm Grammar" under the leadership of Dr. Zsuzsanna Abrams. These materials were successfully implemented into the culture-centered and communication-oriented German curricula at the first- and second-year levels.

"Grimm Grammar" has turned out to be an excellent reference tool and supports learners at the intermediate level to review concepts in an engaging and entertaining environment. At the same time, it (re)introduces learners to characters, settings, plots, and tropes of the famous and beloved Grimm's fairy tales. However, constructive feedback from learners and instructors indicates that this tool is more helpful for intermediate and advanced language learners than for beginners, due to a lack of integration between the grammar materials and semantic fields learners develop through *Deutsch im Blick*. Especially during the first few months, most learners are not ready to interact effectively with "Grimm Grammar", because their vocabulary does not allow them to make form-meaning connections, which are essential for grammatical competence.

In spring 2011, we formed a team to develop "Grammatik im Blick". Christina Kellner, a graduate student in the Department of Germanic Studies, and Anke Sander, a graduate student in the College of Education, assumed substantial responsibilities in the creation of "Grammatik im Blick". Both are instructors in UT's German program and therefore have concrete insights regarding the particular needs of our undergraduates. In spring we discussed the underlying concept of the project and defined our objectives. The TLC award was divided between the two graduate students to provide a summer salary. Our goal was to create an introduction to learning strategies specific for grammar acquisition, as well as explanations and communicative activities to accompany learners throughout the first four chapters of the textbook.

In fall 2011, the German language program intends to pilot the new teaching materials and collect feedback from learners, instructors, and section heads to refine "Grammatik im Blick".

Per Urlaub is an Assistant Professor in the Department of Germanic Studies

Thirteenth Annual
Texas Foreign Language Education Conference

Welcome to the
Classroom of Tomorrow:
Forging the Future
of Language Education



March 2nd and 3rd, 2012
The University of Texas at Austin

The Texas Foreign Language Education Conference (TexFLEC) at The University of Texas at Austin is an annual conference that brings together researchers and educators in the fields of foreign language education, TEFL/TESL (Teaching English as a Foreign or Second Language), linguistics, and applied linguistics.

This year's conference focuses on how language classrooms of the future may appear. Language classrooms are rapidly changing with the adoption of new technologies, increased globalization, budgetary constraints, and new research findings with regard to learner factors and identity issues. It is time for language educators and researchers to gather and discuss how these new developments present opportunities and challenges for language education. Please use these topics as guides in developing your proposals:

- K-16 and adult education in second language, foreign language, bilingual and heritage learning contexts
 - Hybrid classes and online learning
 - New instructional technology resources and tools
 - Pedagogical approaches to teaching speaking, listening, pronunciation, grammar, reading, and writing
 - Current research into language learner factors such as autonomy, strategies, motivation, affect, etc.
 - Globalization and its effect on language learning
 - Teacher and learner identity
 - Social and cultural contexts and language learning
 - The effect of government policies and especially budgetary constraints on education
 - Other topics related to the future of language education
- Online submission forms and more detailed information will be available through www.texflec.org
 - Proposals submitted before November 28th will be given priority.
 - For more information, please contact TexFLEC at texfleccommittee@gmail.com

TexFLEC regularly publishes conference proceedings in Texas Papers in Foreign Language Education (TPFLE), the journal of UT's Foreign Language Education Program. The deadline to submit the conference proceedings will be in April, 2012.

Professional Development

Texas Foreign Language Association (TFLA)

**“New Attitudes;
New Concepts; New Ideas:
Meeting the Needs of Today’s
Diverse Learners”**

Houston, Texas
October 13-15



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

In order to meet the challenge of today’s multi-faceted classrooms, the Fall 2011 TFLA Conference will focus on New Attitudes; New Concepts; New Ideas: Meeting the Needs of Today’s Diverse Learners. Presentations reflect meeting the needs of all students through the use of best practices, research-based strategies, performance-based, standards-based instruction and assessment, and digital technology for the LOTE classroom. TFLA continues to accept proposals on an as-needed basis.

The mission of the Texas Foreign Language Association is to advance the study of modern and classical languages and their literatures and cultures through dissemination and publication of information and data; recognition of excellence in study and teaching; encouragement of program development; promotion of state organizations; and cooperation with regional, national, and international organizations also dedicated to the advancement of languages other than English.

Southwest Conference on Language Teaching (SWCOLT)



**“Bloom in the Desert:
Gathering Evidence
Through Assessment”**

Phoenix, Arizona
April 12-14, 2012

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

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, Hawaii, Nevada, New Mexico, Oklahoma, Texas, and Utah.

The purposes of the organization include: disseminating and publicizing information, data, and materials which promote, develop, and enhance the study and teaching of languages together with their literatures and cultures; recognizing and publicizing excellence in second language study and teaching; promoting the work and interest of state language organizations; cooperating with state, national, and international organizations whose purpose is to enhance second language study and teaching.

Proposal Deadline: October 14, 2011



ACTFL
ANNUAL CONVENTION
& WORLD LANGUAGES EXPO

American Council on the Teaching of Foreign Languages

**“Empowering Language Educators
Through Collaboration”**

Denver, Colorado
November 18-20

ACTFL’s special interest groups and co-sponsoring organizations help create a well-rounded program for all language professionals by contributing sessions on language specific topics. An array of 600 sessions will address both current and cutting edge innovations in language teaching and learning within the professional learning strands of instruction, the learner, assessment, professionalism, research, culture, and technology. Electronic posters and research roundtables have become a very popular learning experience, which allows the attendee to have more interaction with the presenter.

This year’s plenary sessions include “Empowering Language Educators through Collaboration,” “Research Priorities: A Vision for Moving Language Education Forward,” and “Languages at the Core: Policy Briefing for Effective Language Advocacy.” Effective collaboration among levels of instruction leads to well-articulated language experiences for our students. This plenary will feature innovative ways that language educators from PK through 16 are making this happen in language programs. The focus will be on providing the audience with practical information for replicating these programs and resources for making this happen in your language community.

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

South Central Modern Language Association (SCMLA)



“Sources of Inspiration”

Hot Springs, Arkansas
October 27-29, 2011

Hot Springs, flows with the natural hot water springs for which it is named, as well as 300 miles of shoreline. It is fitting, then, for scholars to come to consider the nature of inspiration and creation at a true wellspring. In literary and language studies, we must erase, undo, remake, re-imagine. In a time when our departments in institutions of higher learning are challenged to respond to enormous social and technological change, to re-configure ourselves to deal with distance learning and the delivery of online education, to deal with shifting canons, to establish consortiums for best use of resources, to demonstrate accountability and respect for civility, how do those of us who are the ultimate creative communicators respond? What inspirations have come to us?

www.southcentralmla.org/

TLC News, Fall 2011

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Teaching the Whole Class: Learner Differences in the Language Classroom



Saturday, September 24, 2011
10:30-3:00pm
MEZ B0.306

This workshop is organized to prepare language instructors to teach the different learners in our classrooms. It will give participants practical and theoretical knowledge of how to approach different types of learners with different needs in language courses. Speakers from the UT community who teach language, specialize in teaching different learners, and/or deal with different needs in the language classroom will share their experiences, practices, outcomes, and give examples of activities used to teach *all* of our students.