French and Italian Launch Intensive Courses
Nancy Guilloteau, Karen Kelton, Antonella Olson, David Birdsong

In the Fall 2011 semester, the Department of French and Italian launched a new intensive curriculum designed to build students’ proficiency levels quickly in the areas of speaking, listening, reading, writing, and culture.

Since the actual number of courses and sections decreased, the Department of French and Italian expected and observed an overall decline in enrollments. However, under the new curriculum those students who entered its intensive program tended to continue. The “retention rate” was higher than what had been seen in the past and the level of satisfaction with the classes being taught has shown very positive results, among both students and instructors.

Despite its intensity, the first course in the new series, FR 601C, stands as an example of success and popularity among students. “This course really is a 6 hour course,” FR 601 C student Zach Pringnitz said. “There is a significant amount of work involved, but if you do the work and keep up with the class, you will be surprised how well you come to understand the French language and culture. Out of two and a half years of coursework, this is one of my favorite classes to date.” Pringnitz was not alone in his assessment of the class. “The French-a-tron 3000 was a surprise, but all in all, a very informative accelerated class,” James McEnelly said.

New components of the course included a greater emphasis on oral assessment, a shift from discrete grammar testing to proficiency-based testing, a series of new activities exploiting authentic documents (www.rhonealpes.tv), and a culminating project of a digital story. Through the digital stories, students proudly and creatively demonstrated their knowledge of French at the end of the semester. Two of these digital stories can be viewed through YouTube (links below).

Nancy Guilloteau and Karen Kelton, the co-developers of the new curriculum, attributed the success of intensive French to an involvement on the part of the AIs and lecturers teaching the course, the use of current and authentic materials that address topics of student interest, and the large amount of daily homework assigned to keep students using French outside of the classroom.

“In French 601C, we covered a copious amount of material, but the structure of the book and the lessons prevented me from feeling overwhelmed,” said Genevieve Allen. “In each unit there was a nice mixture of grammar, vocabulary, and culture that reinforced each other and was just plain interesting. In addition, I really liked having class every day.”

Sample Culture Activity - Le Panier de Noël
http://www.laits.utexas.edu/fi/fivideo/chapitre-07-culture-panier-de-no%C3%A9l

601C Oral Assessment - Ken et James
http://www.youtube.com/watch?v=GuRwtEnC1c&feature=channel_video_title

601C Oral Assessment - Le Copain de Rêve
http://www.youtube.com/watch?v=wh4c5XoFGpo

In the Spring 2012 semester, the second course in the intensive series, FR 611C, will make its debut. Nancy Guilloteau and Karen Kelton predict that this course will share the same success and enthusiasm as FR 601C.
## Calendar of Events

### Spring 2012

<table>
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<th>Date</th>
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| Jan. 25    | **Language Matters Series:** "Enhancing Oral and Written Interaction in an Online English Language Course"  
Dr. Vera Dugartsyrenova, Fulbright Scholar, Texas Language Center  
12:00 - 1:00pm  
Student Activity Center 1.106 |
| Feb. 15    | **Language Matters Series:** "Advancing Dutch through Intensive Instruction: Planning for Success with Backward Design and Social Media"  
Dr. Vincent Vanderheijden, Dept. of Germanic Studies, UT Austin  
12:00 - 1:00pm  
Student Activity Center 1.106 |
| Feb. 20    | "Keeping Your Course Materials Open and Legal"  
2:00 - 3:00pm  
Student Activity Center 1.106  
**Georgia Harper, Scholarly Communications Advisory**  
This talk addresses what language teachers should know about digital copyright so that they can develop course materials that are both open to the public and perfectly legal. |
| Feb. 24 - 25 | **13th Annual Texas Foreign Language Education Conference (TexFLEC)**  
"Welcome to the Classroom of Tomorrow: Forging the Future of Language Education"  
11:30 - 5:30pm Friday, 8:00 - 6:00pm Saturday  
McCombs Graduate School of Business (GSB)  
This year’s conference focuses on what language classrooms of the future might look like. 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. |
| Mar. 3     | **Fourth Biennial German Studies Workshop:** "RESET/REBOOT/RECOUP: The New College Language and Cultural Studies"  
9:00 - 6:00pm  
AT&T Center, Rm. 301  
Please visit the workshop website for more information. http://laits.utexas.edu/rrr |
| Mar. 21    | **Language Matters Series:** "Bringing Language Alive: Advancement of Foreign Language Instruction through Literature and Culture"  
Dr. Marina Potoplyak, Dept. of Slavic and Eurasian Studies, UT Austin  
12:00 - 1:00pm  
Student Activity Center 1.106 |
| Mar. 31    | **Beyond the OPI: Making Oral Assessment Relevant**  
10:00 - 4:00pm  
CBA Events Room, 3.304  
This workshop continues the conversation begun last fall with testing specialists from the Foreign Service Institute regarding student assessment using Oral Proficiency Interviews. Now, UT practitioners will share their experiences and techniques for adapting and applying the government model to an academic setting, and will show how on-going oral assessment can be implemented throughout our language courses. |
| Apr. 18    | **Language Matters Series:** "Learner's Perceptions of Characteristics of Effective Language Teachers"  
Dr. Azza Ahmad, Postdoctoral Fellow, Dept. of Educational Psychology  
12:00 - 1:00pm  
Student Activity Center 1.106 |
| May        | **LEARN Conference**  
"Training and Empowering the Adult Learner and Language Professional: Methodology, Technology, Resources"  
Conference details will be announced later this spring on the TLC website.  
For updates to the calendar, please visit http://www.utexas.edu/cola/centers/tlc/ |
Summer Language Institute 2012
by Betsy Brown

The 2012 Summer Language Institute (SLI), coordinated through the Texas Language Center in the College of Liberal Arts at The University of Texas at Austin, will offer continuing students and in-coming freshmen the opportunity to fulfill their 2-year foreign language requirement in the summer. Courses in Italian as well as three less commonly taught languages—Czech, Vietnamese, and Yiddish—will be taught in a unique semi-immersion language learning environment by the award-winning teaching staff at the University of Texas at Austin, who are leading scholars and researchers in language pedagogy, literature, cultural literacy, and area studies.

SLI will serve as an intensive “jumpstart” program, in order to give students a solid and thorough foundation in the language basics. The skills that SLI offers remain relevant to any student’s goals and ambitions, regardless of major. Future language specialists may enroll in advanced classes that delve deeper into language and culture. Even future CEOs will be able to tackle a non-linguistic degree from a global perspective, while high achievers will have the opportunity to clear up their schedules by checking off required language classes at a much faster and cheaper rate.

Without the expense and a 10-hour flight, the SLI’s in-residence, intensive language instruction coupled with engaging cultural activities will give students a memorable semi-immersion language experience. SLI students will live in dormitory language clusters on the UT-Austin campus with their peers and with a native-speaker graduate teaching assistant. Teaching assistants will mentor students in their language development through homework help, daily study/practice sessions, and everyday interactions.

In addition to weekday classes, students will participate in many cultural activities in their foreign language. This will include regional cooking demonstrations, game nights, scavenger hunts, movie nights, lectures and arts presentations from native speakers and scholars on a wide variety of topics. Weekends and some weeknight evenings will be open for enjoying other activities on campus and the rest of Austin.

While all students will achieve a jump-start in language acquisition, incoming freshmen will get ahead on their freshman year, by developing friendships from SLI’s built-in community and by becoming familiar with the Austin and the UT-Austin campus area before the rest of the students arrive for fall classes. These things will ease the stress and confusion of the typical freshman’s first semester, while acquiring another language.

Last year, SLI students met daily for intensive Russian and Vietnamese language classes. Students also attended three weekly events per language and spent an hour each day with their native-speaker graduate teaching assistant. The summer intensive language classes, as well as the one-on-one contact with native speakers, allowed students to dedicate more time and energy toward their language goals without the additional stress from other courses.

After the summer program, students will be able to enroll in advanced-level classes and study abroad programs sooner than students who choose to take the traditional one-course per semester format over a span of two years.

The SLI will run from May 31 to August 13, 2012. Registration is now open and there will be partial scholarships for the first 40 registrants. Additional funding may be available.

The registration deadline is April 1, 2012 and spaces are limited. More information can be found on the newly revamped 2012 SLI website: http://www.utexas.edu/cola/insts/sli/. Further questions will be answered by staff members during the next two online information sessions:

Monday, February 13, 2012
Thursday, March 22, 2012

Betsy Brown is a Senior Program Coordinator at UT Austin.
TexFLEC 2012
by Eunjeong Choi, Amy Joseph, Shilpa Parnami

The Texas Foreign Language Education Conference (TexFLEC) is an annual student-run conference held at the University of Texas at Austin. This occasion provides a forum for graduate students, researchers, and educators to collaborate on ideas related to the topics of foreign language education, TEFL/TESL, linguistics, and applied linguistics. Graduate students are especially encouraged to participate as this conference specifically aims to provide them with an opportunity to further develop the skills of creating, implementing, and presenting their own projects while benefitting from the knowledge of more experienced members of the research community. TexFLEC 2012 will be held on February 24<sup>th</sup> and 25<sup>th</sup> on the UT Austin campus.

This year’s theme is "Welcome to the Classroom of Tomorrow: Forging the Future of Language Education." The forces of increased globalization and immigration, limited budgets in the midst of economic crises, rapidly evolving technology, and new research on individual differences in both learner and teacher identity are reshaping our language classrooms. These forces of change offer up both unique opportunities and unprecedented challenges to students, teachers, and administrators. For this reason, this year’s conference participants are convening to discuss the future of K-16 and adult education in second language, foreign language, bilingual, and heritage learning contexts. The following topics may be of special interest to the conference participants: hybrid classes and online learning; globalization and its effect on language learning; teacher and learner identity; new instructional technology resources and tools; innovative pedagogical approaches to teaching speaking, listening, reading, writing, pronunciation and grammar; current research into language learner factors such as autonomy, strategies, motivation, affect, etc.; the effects of social and cultural contexts on language learning; and the effects of government policies, especially budgetary constraints, on education. The conference co-chairs are excited to announce that there will be two keynote speakers. The first is Dr. B. Kumaravadivelu from the Department of Linguistics and Language Development at San Jose State University. He will be speaking about globalism as a narrative of identity formation along with modernism and post-modernism, and the impact of these narratives on the teaching self and everyday teaching. The second keynote speaker is UT’s own Carl Blyth, associate professor of French Linguistics and the Director of the Center for Open Educational Resources and Language Learning (COERLL). He will be speaking about the impact Open Education (which refers to the free sharing of educational ideas, methodology and resources over the Internet) has on language learning. More information about these talks can be found at texflec.org.

The conference will also proudly host a variety of other stimulating presentations. First, there will be over 30 paper presentations from scholars and professionals from more than 10 universities and institutions throughout the United States. Furthermore, we will have several symposiums on topics such as email etiquette for international students, the use of literature in first-year intensive language classes and teaching English to low-wage workers. Finally, there will also be an expert panel of distinguished faculty from different language departments as well as from the program in Foreign Language Education discussing learner autonomy.

Please join us in the beautiful city of Austin for this exciting collaborative learning experience.

Eunjeong Choi, Amy Joseph and Shilpa Parnami are graduate students in the FLE Program

Dr. Carl Blyth

Dr. Balasubramanian
Kumaravadivelu

New Video Available!

Please visit the TLC Resources page to watch the latest Language Matters presentation by Vera Dugartsyrenova, visiting Russian Fulbright Scholar. Dr. Dugartsyrenova presented, “Enhancing Oral and Written Interaction in an Online English Language Course.” Her research at Lomonosov Moscow State University demonstrates the necessity of interactive language learning. Accompanying powerpoint and audio files provide examples of Dr. Dugartsyrenova’s research.

http://www.utexas.edu/cola/centers/tlc/resources/Lectures-and-Workshops.php

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

February 24-25, 2012
11:30-5:30 Friday,
8:00-6:00 Saturday
UT Campus

For more information and to register, please visit the conference home page at: http://www.utexas.edu/cola/centers/tlc/conferences/texflec_2012/home.php
French and Italian - continued from page 1

The ITL 601C students also showed an incredible level of involvement in the numerous new activities created by the instructors and the supervisor to make this new course a success. Students were indeed active participants in the learning process inside and outside of the classroom and responded well to the new approaches adopted to enhance the oral component. These included: practicing daily dialogues, organizing weekly skits on grammar and vocabulary, presenting an oral report on Italian culture, listening to authentic comprehension exercises, and using songs and videos to make the written component more engaging.

“I really enjoyed the way the course itself was set up, doing the grammar and book work on my own and then actually APPLYING it in class,” Juliette Seive said. “I really feel that that way time in class was productive and used towards skills that I’ll actually need when using the language.”

Antonella Olson, who supervised and developed the new curriculum, with the assistance of Irene Eibenstein-Alvisi in creating course materials, was very pleased with the astonishing progress made by the ITL 601C students. Antonella ended the semester feeling impressed by and grateful for the creative collaboration and enthusiasm of instructors who taught this new course (Carlos Capra, Melissa Demos, Beatrice Mabrey, Elizabeth Florea, and Irene) and the crucial contribution of the TAs (Martino Lovato, Paola D’amora, Stephanie Hotz).

Antonella has been working on the development of the next course, ITL 611C, with the supervisor of second-year Italian, Eric Edwards. ITL 611C will pick up where ITL 601C left off in the textbook Avanti!, and will then move beyond that textbook to engage students in reading authentic texts by some highly regarded Italian authors.

“I was very impressed with the way the course handled the amount of material. By incorporating creativity into our assignments, it helped us stay engaged and keep up with the pace,” Shelby Comito said.

In the middle of the semester, a survey on the ITL 601C was conducted. An anonymous student commented, “For the amount of coursework and the fast pace, I really think the Italian Department is doing a great job. Having to do the online exercises everyday, skits to perform, compositions to write, even the tests—yes, it is a lot of work, but it's also helping me so much. It's holding me accountable to learning the language. I also like the inclusion of music and interesting culture activities.”

Other students shared the same opinion. “The Italian 601 class was a very demanding class, but if you are dedicated, you will notice your language expanding each day,” Michelle Otis said. “We worked with an online workbook that had many informational videos, and many exercises that really reinforced the material. Everyday we were on our feet talking to one another and it really put us on the spot, which really made us learn the language and have fun. We started the class as strangers but we ended it as one big family, it was a great experience.”

ITL 601C does not simply give students the basics in Italian, Kelly Savage observed. “But makes you feel a part of the Italian culture. Rapping in Italian, eating Lucky's Puccias with classmates and listening to Fabri Fibra, etc. encouraged getting you excited about learning the language. It is a personable department and a fantastic class.”

Students will continue to develop their skills by preparing and performing sketches and dialogues that will encourage their creativity and sense of fun. Meanwhile they will hone their command of Italian grammar with the help of the grammar and culture podcasts of Radio Arlecchino. Video materials produced by, with, and for the students during and at the end of the semester can be viewed at:

(Sweet Study Tips for ITL 601C Students. September 2011) http://www.youtube.com/watch?gl=SG&feature=related&hl=en-GB&v=92rgJq09o-g

(Students Skits. October 2011) http://www.youtube.com/watch?v=MNY3oJE1BVM

(Final Short Film: New Italian Rap Sensation “Pesce Grande” based on the video contest winners: best skit and best actors) http://youtu.be/DlqJiZQFmDU


Creative collaboration from enthusiastic faculty, who can engage and motivate students through the new intensive language format have made the French and Italian Department’s change in curriculum successful. The next step for the department is to assess the students’ language lesson after two semesters of intensive instruction. Just as fall semester’s statistics demonstrate a higher retention rate than in previous semesters, the department hopes that the outcome measures will show that the language instruction is on the right path.

Nancy Guilloteau, Karen Kelton, Antonella Olson, and David Birdsong are all faculty members in the Dept. of French and Italian

The Texas Language Center presents:

A Series of Monthly Teacher-Oriented Presentations

“Advancing Dutch through Intensive Instruction: Planning for Success with Backward Design and Social Media”

Dr. Vincent Vanderheijden
Lecturer, Dept. of Germanic Studies

Wednesday, February 15
12:00 - 1:00pm
SAC 1.106
I have offered to Ohio State University, during the summer, the same program I conceived for UT during my last appointment. It was done in two sessions: one in June and the other in August 2011. The program was planned so that it would stimulate orality by using an unconventional environment, different from that of the regular classroom. It consisted in teaching a Latin session in an art or antiquity museum. The text was an adaptation of Ovid and the plan was to read, translate, and discuss the text while interacting with the museum artifacts as well as having a few oral exercises. Since the use of blackboards was prohibited in the museum, the students were supposed to use more their oral skills than their Latin-writing abilities. The museum I chose in Columbus was the Columbus Museum of Art and the painting that was meant for discussion in contrast with an Ovidian text was “Vertumnus and Pomona.”

A similar experience was conducted at The University of Texas at Austin during the last part of the Spring semester 2011. The selected museum was Blanton Museum of Art. The interest of the UT students was higher than those from Ohio State University. The publicity was better at OSU than in UT where I had to advertise the museum session myself, during my regular scheduled classes with my students, while at OSU I had the departmental network to advertise this program for me.

However, due to the fact that these museum visits were introduced in my UT syllabus, as an unusual form of class, but with obligatory attendance just like the previous ones, the students response was better. They knew it was part of the program, so they could not skip it without damaging their classroom progress. In the meantime the uniqueness of the environment opened up their imagination, relaxed them and encouraged their spontaneity. It was a class that needed to be prepared just like any other. However, it was a Latin session in a weekend-like atmosphere, stimulating their creativity while allowing them to breathe a bit.

For the Ohio students my class was presented as a volunteer-based, visitor-planned program, something that was not obligatory. Since the students’ final exams period was getting closer, many of them, although curious about my program, could not focus on these sessions. Their response was understandable in these circumstances: they had urgent academic matters to tend to and my session was not a class with mandatory attendance and repercussions to their final grade.

In conclusion, the experience I had with these UT/OSU sessions was fruitful, and the idea seems to have pleased most students. However, in order to be efficient, it has to be part of their curricular activity, part of their syllabus. I am currently bringing my project overseas to my home country Romania, at the University of Bucharest, and I will test this method in the coming semester. I will be happy to report my results about this Latin project tested on a foreign audience in April 2012.

Catalina Popescu is a graduate student in the Department of Classics

**LEARN Conference Comes to UT Austin!**

In May of this year, the Language Education and Resource Network, or LEARN, of the various U.S. government departments involved in language training, will hold their annual conference here at the University of Texas at Austin. This is the first time that a LEARN conference has been held at the University. While most of the LEARN conferences showcase an individual language, such as Russian, Arabic, Chinese, and Spanish, there are occasional conferences organized that focus on special trans-language issues and topics. This year, this kind of special LEARN conference is being put together and is called "Training and Empowering the Adult Learner and Language Professional: Methodology, Technology, Resources."

The purpose of all LEARN conferences is to provide the U.S. government and military language professionals a venue to interact with their colleagues where they can discuss and explore issues related to the science and technology of foreign language education. Presentations will focus on issues of training, maintaining, and enhancing the language skills and proficiency levels of these professionals, as well as on methods, technologies, and resources that can empower them as independent adult learners to continue their professional development. The program for the May conference will include a few presentations sponsored by the Texas Language Center and the Center for Open Education Resources and Language Learning that will contribute to the conference theme.

Sub-themes this year will include:

- Technology-assisted language teaching and learning
- Distance, blended, hybrid, and mobile language learning
- Disciplinary and area-based approaches to language maintenance and development
- Strategies for autodidactic, independent, learner-driven language study
- Language immersions and short in-country tours as language boosters and proficiency/maintenance vehicles
- High-tech games for advanced language instruction/learning

For more information, please visit the LEARN website: http://www.fbcconferences.com/e/LEARN/
ClicaBrasil: Portuguese Language & Culture for Intermediate Students
by Vivian Flanzer
http://laits.utexas.edu/clicabrasil/

During the Summer of 2011, thanks to the funds provided by a COERLL’s Texas Language Technology Textbook Initiative, supported by the Department of Education FIPSE grant P116Y090057, I added five new lessons to my website, ClicaBrasil: Portuguese Language and Culture for Intermediate Students.

ClicaBrasil is a website developed for classroom use to teach Portuguese language and culture to intermediate/advanced students. It contains lessons based on non-scripted videos of Brazilians speaking about their lives and their country. Each lesson contains several activities that hone language skills—reading, grammar, vocabulary, writing, listening and reading comprehension, and oral competence—through exposure to Brazilian culture. With the videos bringing Brazilians from all regions and walks of life into the classroom (I filmed Brazilians from Rio, São Paulo, Minas Gerais, Belém, and Salvador), students can experience the language as “lived” by native speakers; and they can gain cultural context to course readings and authentic input to review grammar, expand vocabulary, and improve writing. ClicaBrasil also contains a very comprehensive grammar bank, with concise explanation of all Portuguese verb tenses (a major lacuna in all existing Portuguese textbooks) and a Who’s Who section, where I provide the socio-cultural background for each participant. Besides providing rich materials to UT’s Portuguese Lower-Division students and others, ClicaBrasil contributes to the ongoing debate among foreign language educators about teaching culture in a foreign language classroom.

Pedagogical Significance

Foreign language educators agree on the importance of developing intercultural competence in the target language. However, there is a lack of consensus on what acquiring the target language culture really means and how it should be taught and assessed in the foreign language classroom (Schulz, 2007). I adhere to the line of research that, instead of seeing culture as a separate entity to be taught in the classroom (e.g., national holidays, foods, etc.), views it as intrinsically related to language, so that the development of one is supported by the development of the other. This approach sees culture as a system of patterned behavior whose meaning may differ according to gender, age, ethnicity, race, education, power, income, religion, region, and other social and geographic variables (Schulz, 2007, p.13).

In this vein, the goals of ClicaBrasil are to:

• Improve reading, writing, listening, speaking, vocabulary and grammar in the context of Brazilian culture.
• Increase students (and instructors) motivation by engaging them in interesting activities.
• Show students that reading can be fun and interesting and therefore instill in them a love of literature (therefore stimulating them to register in our upper-division courses or even seek a major in Portuguese).

Feedback from the students and peers

ClicaBrasil is already being used in POR 312K, 312L and 516. The Grammar Bank section is also used by students from POR 406, 407 and 508. After launching ClicaBrasil, in January 2011, I carried out an anonymous survey among the students who used it in class. The feedback was very positive; in fact, all of the 72 students surveyed said that they would like to be taught with ClicaBrasil. The responses from the assistant instructors and from my peers in the U.S. and in Brazil were also very positive. Moreover, the website has received accolades at academic conferences in the United States and Brazil.

Reference:


Vivian Flanzer is a Lecturer in the Department of Spanish and Portuguese

Spring 2012
Intensive Summer Study Abroad: A Bridge to Competence
by Thomas Garza

As a number of languages at the University of Texas are implementing 601c/611c course sequences of Intensive instruction (6/6 classroom contact hours), the issue of the total number of contact hours needed to attain desired levels of functional proficiency becomes ever more present. All 601c and 611c courses incorporate a substantial quotient of online and other out-of-class hours to supplement the weekly six hours of class time, but the concern persists that students who have completed this sequence might still not be prepared to begin advanced third-year study of the language, or undertake upper-division content courses. One possible solution to bridge the gap between an Intensive sequence and upper-division courses is in-country summer study of the language before the student engages in third year study – a bridge program that will help the student transition into advanced study of the language and culture.

Such summer programs are already in practice in several of our Intensive language programs. Notably, the program in Arabic (which has served as the model of Intensive instruction for other language programs) incorporated summer study years ago as an integral part of their language program. In a similar vein, the programs in both Italian and Russian also have adapted their existing summer study programs to serve as bridge courses for students of these languages. The Rome Study Program has functioned as one the regular summer offerings for the Department of French and Italian for years, but now, Program Director Antonella Olson’s popular option for students of Italian language and culture is also serving to reinforce and build on the strong base built by the two-semester Intensive sequence, and help to insure a student’s success in third-year Italian. The Moscow Plus program, in operation since 2002, has added a two-course “bridge” sequence specifically designed for students who have completed the Intensive sequence and wish to begin third year Russian in the fall. Both programs provide an immersion experience in the language and culture that provides students with opportunities to reinforce, solidify, and build on the linguistic base they already possess. The study abroad environment also adds continuous cultural stimulation that encourages students to continue to pursue more advanced proficiency in the language.

With the growing need and demand for professionals of all kinds to possess ever higher levels of functional proficiency in a language in addition to English, the ability of institutions like The University of Texas to provide the means to attain such competence in a four-year degree program depends on hybrid opportunities like Intensive courses combined with summer study abroad. Such a sequence provides the opportunity for students to enter in their first year, begin a language intensively – which immediately fulfills the two-year language requirement – and follow up with a summer bridge program that same year. Then, as sophomores, these students are already engaged in advanced study of the language, allowing two more full years to attain advanced professional proficiency in their languages. Even for languages that require more time to master, a mix of Intensive and abroad instruction appears to be successful. Without question, graduates who possess such a high level of language competence will be a much-in-demand commodity in a wide variety of professional fields and occupations that now serve the global economy.

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

Dr. Marina Potoplyak
Lecturer
Department of Slavic and Eurasian Studies

Wednesday, March 21
12:00 - 1:00pm
SAC 1.106

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

“Bringing Language Alive:
Advancement of Foreign Language Instruction through Literature & Culture”

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

Follow TLC on Facebook!
The Texas Language Center invites UT and non-UT students and faculty and staff members to browse and to borrow from its Lending Library. Language learners and instructors may check out textbooks in Spanish, French, German, and Russian. New and experienced researchers may find useful guidance and insight in conducting and improving quantitative or qualitative research from the library’s resources. Faculty and staff may acquire new techniques to employ in the classroom from books on language pedagogy and language methodologies. Academic journals are available for check out, as well as foreign language DVDs and board games.

Recently, COERLL (Center for Open Educational Resources and Language Learning) donated several copies of their newly published textbooks, Français interactif: Les étudiants américains en France and Deutsch im Blick for first year German language learners. Both textbooks contain special sections for vocabulary, phonetics, and preparation exercises. Also accompanying the textbooks are online video clips and exercises for students to watch and complete at home. The textbooks give pair, group, and classroom tasks, as well as informative cultural notes and contemporary songs, which are meant to reinforce the students’ skills and connection to the language through youth culture. The German textbook in particular also has two to three research projects per chapter that require students to do research in their target language.

Additional textbooks in the Lending Library, such as the Instructor’s Edition to the Spanish Textbook ¿Sabías Que...? and Gramática en contexto, Russian Grammar in Literary Contexts, are also available for check out. Shorter grammar books, such as a, Handbook of French Structure A Systematic Review and a Brief French Reference Grammar, can be useful for students or instructors who are looking for a thorough grammar review, but do not wish to carry around a tome.

Recently acquired books on literature and culture in the target language include Sociolinguística y pragmática del español, which covers the sociolinguistics and the pragmatics of Spanish oral communication, and Gens de France: dans l’Histoire et la Littérature which contains works in the original language from writers such as, Voltaire, Balzac, and Hugo.


Scholarship done on language pedagogy include “Listening in the Language Classroom,” and “Games for Language Learning.” “Language Shock, Understanding the Culture of Conversation,” written by linguistic anthropologist, Michael Agar, explains how language and cultural values are connected in defining peoples’ characters and how they relate to one another. Agar uses his experiences abroad to explain how communication serves as the key towards understanding the context and culture of conversation.

Tools for Teaching by Barbara Gross Davis, targets educators from all levels of experience and covers traditional methods of teaching as well as new methodologies involving technology. Other books related to teaching language using technology include Brave New Digital Classroom, Technology and Foreign Language Learning by Robert J. Blake and Teaching Literature and Language Online, edited by Ian Lancashire.

In addition to textbooks, the Lending Library has foreign language DVDs, some that accompany textbooks, such as Motifs: An introduction to French, Third Edition. Students and faculty without a subscription to academic journals can access the diverse collection that the Lending Library has to offer, such as Comparative Literature, The Slavic Review, Annual Review of Applied Linguistics, and Foreign Language Annals.

Books to help enhance research methodology include The Ethnographic Interview by James P. Spradley and, Statistical Analyses for Language Assessment, by Lyle F. Bachmann. The Lending Library has a wealth of information for teachers and students to use. Please visit our offices at Homer Rainey Hall 4.190 and check out our resources. Students, faculty, and staff from any university are encouraged to contact us at 512-471-6574 or tlc@austin.utexas.edu to check for availability.

Lindsay Shupala is a graduate student in the Department of Slavic and Eurasian Studies

The Center for Open Educational Resources and Language Learning (COERLL) and the Texas Language Center present:

Keeping Your Course Materials Open and Legal

Creating online materials for a public audience poses many challenges, but copyright need not be a big one. There are many ways to stay clear of copyright infringement. You can create lively, effective materials and still control costs and the risk of infringement. Find out what language teachers should know about digital copyright so they can develop course materials that are both open to the public and perfectly legal.

Monday, February 20, 2012
2:00 - 3:00pm
SAC 1.106

Georgia K. Harper, Esq.

Georgia K. Harper is the Scholarly Communications Adviser for the University of Texas at Austin Libraries, where she focuses on issues of digital access. She was Senior Attorney and manager of the Intellectual Property Section of the Office of General Counsel for The University of Texas System until August 2006, and currently represents the Office of General Counsel as outside counsel for copyright. She is author of the well-respected and often-cited online publication, The Copyright Crash Course, that provides guidance to university faculty, students, and staff concerning a wide range of copyright issues and is freely accessible to all universities and colleges.
Area Opportunities

**A DECLARATION OF EXCELLENCE**
TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO

**March 28-32, 2012**
**Philadelphia, PA**

The organization’s annual convention will be held in Philadelphia, PA from March 28-31, 2012. The theme will be, “A TESOL Declaration of Excellence.” The convention offers TESOLers the opportunity to declare their vision of excellence in all aspects of the profession. While TESOL, as an organization, has come a long way in the last 46 years, it is vital for TESOLers to come together to discuss and share issues of concern about, and ambitions for, the field of English language teaching. This year, participants are invited to reflect on their practices, voice their opinions, and declare their pursuit of excellence in the English language teaching profession.

http://www.tesolconvention.org/

**“Open Education: Resources and Design for Language Learning”**

June 12-16, 2012
Notre Dame, IN

CALICO began mainly as a group of people interested in using and producing technology-based materials for second/foreign language teaching. After more than 25 years of growth and experience, CALICO now includes language educators, programmers, technicians, web page designers, CALL developers, CALL practitioners, and second language acquisition researchers - anyone interested in exploring the use of technology for language teaching and learning.

CALICO’s Annual Conferences provide a forum for discussions of state-of-the-art educational technology and its applications to teaching and learning languages. Each conference features preconference workshops, papers, software demonstrations, panels, and special interest group meetings for participants at all levels of expertise. Conference attendees have described the CALICO conferences as "an excellent opportunity to network with others in the field" and "a great friendly ambiance combined with solid work."

https://calico.org/

**Texas Language Center Professional Development Awards**

**Applications Due: March 2, 2012**

http://www.utexas.edu/cola/centers/tlc/

The Texas Language Center is pleased to announce a call for proposals to develop teaching materials, syllabi, or curricula for language classes taught at the University. These mini-grants are specifically for practicing instructors - at any rank - of languages other than English. The recipients of these grants will be invited to present the results of their grant work to language teaching faculty and students at one of the TLC’s monthly Language Matters talks. Preference will be given to projects that will have immediate impact on students in UT language courses. Grant awards will range from $500 to $2000, depending on the scope of the proposed project.

Want to keep up with all things TLC?

Look for the link on our right side bar to subscribe to our mailing list on the TLC homepage. Just enter your full email address, and you will receive updates about workshops, lectures, and new online resources.

**“Interdisciplinarity”**

March 24-27, 2012
Boston, MA

http://www.aaal.org/

The American Association of Applied Linguistics (AAAL), a professional organization of scholars, who actively contribute to the multidisciplinary field of applied linguistics, would like to invite you to the upcoming 2012 conference in Boston, Massachusetts, March 24-27, 2012. The theme of the conference is “Interdisciplinarity,” which highlights the important connections between Applied Linguistics and other disciplines. This theme has guided the choice of Plenary Speakers; the five speakers you will hear come from psycholinguistics, education, computational linguistics, law, and sociolinguistics. The location for the AAAL conference will be at the Sheraton Boston on 39 Dalton Street.
The Southwest Conference on Language Teaching is a regional foreign language teachers’ organization that will host its annual conference in Phoenix, Arizona on April 12-14, 2012. The theme this year will be, “Bloom in the Desert: Gathering Evidence Through Assessment.” Registration prior to March 12 costs $150.

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.

The Texas Foreign Language Association (TFLA) will hold mini one-day conferences this Spring 2012 on Saturday, March 31st. The theme will be “Creating an Environment for Language Learning.” The one-day conference will begin at approximately 8:00 am and end at 3:30 pm. As part of the $35 registration fee for the day, refreshments and lunch will be included. Membership is not included in the $35 registration fee, and all participants must be current members to attend.

The South Central Modern Language Association

November 8-10, 2012
San Antonio, TX

SCMLA’s 69th annual conference will take place November 8-10, 2012 at San Antonio’s historic Sheraton Gunter Hotel.

The South Central Modern Language Association officially includes the states of Texas, Oklahoma, Tennessee, Louisiana, Arkansas, and Mississippi, but our members now range far and wide, both in the United States and abroad. Our mission is to enhance our members’ involvement in scholarship, teaching, and research in the modern languages and literatures. We accomplish this through an annual conference held in one of our region’s popular cities; awards supporting travel, research, and conference papers; two annual newsletters containing calls for papers, grant announcements, member news, etc.; and the three times a year journal, South Central Review. We welcome new and established scholars to join us in promoting emerging and traditional approaches to language and literary study.

http://www.southcentralmla.org

http://www.tfla.info/

http://swcolt.org/

The University of Texas at Austin and the Department of Germanic Studies present:

RESET/REBOOT/RECOUP

The New College Language and Cultural Studies
Fourth Biennial German Studies Workshop

March 3, 2012
9:00am - 6:00pm
AT&T Executive Education Conference Center
Rm. 301

Changing fiscal landscapes, curriculum guidelines developed by the MLA and ACTFL, and new technological innovations require and inspire language and culture professionals to rethink the way they organize college-level language and culture teaching. The symposium RESET/REBOOT/RECOUP: The New College Language and Cultural Studies will provide a forum where a dozen leaders in the humanities discuss and critique recent trends in collegiate foreign language/culture education for an era where administrations expect undergraduate education to accomplish more with less.

The workshop will be free and open to the public. Please direct enquiries to the organizer, Dr. Per Urlaub at: urlaub@mail.utexas.edu.

For a program, complete list of speakers and abstracts, please visit the conference website at:

http://laits.utexas.edu/rrr
Summer Language Institute 2012

Czech • Vietnamese • Italian • Yiddish

May 31 - August 13

Fulfill your language requirement in just 10 weeks!
Room, board, tutoring, excursions, and integrated cultural activities are all included in the program for a price of $3,700, plus UT tuition. The cost of this program makes SLI more affordable than any other summer language program in the country.

Webinar Info Sessions will be held at 7:00 pm Central Time:
- Monday, February 13, 2012
- Thursday, March 22, 2012

http://www.utexas.edu/cola/insts/sli/
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