The TLC Up Close

Orlando Kelm

If you would ever like to see the Texas Language Center up close and personal, fill in as the Interim Director while Tom Garza is away on leave. That is what I did during the Fall 2012 semester and it was a great experience, if for no other reason than I gained an even greater appreciation for Tom Garza’s leadership skills and Betsy Brown’s organizational skills.

Of course many of the activities and events were already scheduled and those carried on without a hitch. Among these, the Language Education and Research Network (LEARN) Conference 2012 and the Language Matters series were already in place. Since these have been noted elsewhere in this and the previous newsletter already, I will only add that all presenters exemplified extremely creative approaches to language learning, and all personified the cutting-edge practices that are found in our language programs.

We did add a few new items to the semester schedule while Tom Garza was away, however. In September we met with representatives from the International Office to discuss the possibility of having TLC provide cultural orientation as part of the pre-departure training for existing Maymester courses. Happily, Prof. Billy Wood, in Mechanical Engineering, took us up on the offer. Prof. Wood leads the “Intro to Engineering Design and Graphics” Maymester course that is held in Vienna Austria. As a result of those meetings, currently Annika Vannoy, a graduate student in Germanic Studies, is teaching the cultural orientation for Prof. Wood’s 2103 Maymester group. The idea enjoys the positive combination of providing the cultural training that the students need, and for which the faculty lead is appreciative, and the expertise from graduate students from the foreign language departments. Secondly, the exchange helps TLC to gain exposure on campus, especially among colleges that might not be aware of TLC. We hope to add training for other programs in the near future.

In October the co-founders of the Shanghai-based OpenLanguage.com were in Austin. TLC took advantage of this opportunity and invited Hank Horkoff and Jenny Zhu to present their vision and development of web and mobile technologies in the area of foreign language education. Their presentation gave participants a vision of how language technologies are developed beyond those that are commonly discussed in academic settings. I personally enjoyed the insights because it was a nice blending of academic theory and private-company know-how.

Continued on page 8
Calendar of Events

Jan. 23  
Language Matters Series: 
**Social Discourse Aboard the Hindi Urdu Flagship**  
Rupert Snell, Department of Middle Eastern Studies & the Hindi Urdu Flagship, UT Austin  
3:00–4:00pm  
Texas Union Sinclair Suite, UNB 3.128

Jan. 31  
**K-16 Forum on Foreign Language Education**  
5:30–7:30pm  
Texas Governors' Room, UNB 3.116

Feb. 20  
Language Matters Series: 
**Setting Higher Expectations: Creating Successful Transitions from High School to College Language Programs**  
Dygo Tosa, Department of Classics, UT Austin  
3:00–4:00pm  
Texas Union Sinclair Suite, UNB 3.128

Feb. 22 & 23  
**TexFLEC 2013**  
*Blending the Boundaries in the Age of Globalization: Trends, Challenges, and Innovations in Language Education*  
Keynote speakers: Orlando Kelm, The University of Texas at Austin, and Lourdes Ortega, Georgetown University  
For more information, see the website: [http://tinyurl.com/b9sgds2](http://tinyurl.com/b9sgds2)  
Daily  
CLA, various rooms

Mar. 2  
**Explore UT:**  
**Going Global: What can you do with a foreign language major?**  
Foreign language faculty, UT Austin  
12:00–12:40pm  
PAR 201

Mar. 20  
Language Matters Series:  
**Bilingualism and Biculturalism in the Spanish Foreign Language Classroom: Student, Teacher, and Researcher Perspectives**  
Joshua Frank and Jesse Abing, Department of Spanish & Portuguese, UT Austin  
3:00–4:00pm  
Texas Union Sinclair Suite, UNB 3.128

Mar. 21  
**The Story of LingQ**  
with Steve Kaufmann, co-founder and CEO of LingQ.com  
3:00–4:00pm  
CLA 3.102E, Glickman Conference Center

Mar. 22-23  
**2013 IADA Workshop**  
**Dialogue in Multilingual, Multimodal, and Multicompetent Communities of Practice**  
Keynote speakers: Jürgen Streeck, The University of Texas at Austin; Edda Weigand, University of Münster; and Richard F. Young, National Institute of Education, Singapore and University of Wisconsin-Madison  
For more information, see the website: [http://sites.la.utexas.edu/dialogue2013/](http://sites.la.utexas.edu/dialogue2013/)  
Daily  
CLA, Various rooms

Mar. 30  
**Binders of...: Creating and Assessing Portfolios for Language and Culture**  
Thomas J. Garza, Department of Slavic & Eurasian Studies and Texas Language Center, UT Austin  
10:00am–3:00pm  
CBA Events Room, CBA 3.304

Apr. 17  
Language Matters Series:  
**Open Access Publishing: Tongue twisters as an effective pedagogical tool in a Yoruba language classroom**  
Fehintola Mosadomi, Department of Middle Eastern Studies and African & African Diaspora Studies, UT Austin  
3:00–4:00pm  
Texas Union Sinclair Suite, UNB 3.128

For a list of summer workshops and any updates to the calendar, please visit [www.utexas.edu/cola/centers/tlc/](http://www.utexas.edu/cola/centers/tlc/)
Marketing and Using Foreign Language Skills at Work: Ten tips (and more) to make the most of your foreign language skills

Katharine Brooks

A recent episode of “The Good Wife” featured an attorney trying to represent a client in an international arbitration hearing. He insisted that the hearing be conducted in English but discovered the panel discussed side issues in French. He ultimately had to call in another lawyer from the firm to translate, confessing that he no longer remembered a word of French from his college days.

Many of us experience that problem: we studied a foreign language in college but never used it again. That’s where foreign language majors who have the ability to open up new opportunities for business expansion can have the upper hand in the job search. Yet many foreign language majors struggle in the job market because they don’t think broadly enough about opportunities. Here are ways to think about using your second language at work.

Translating/Teaching

Your foreign language skills will be a primary factor in careers like teaching, translating, and interpretation, which involve constant use of the foreign language, and require the highest level of skill and knowledge. Opportunities for these careers can be found in many settings including education, government, business, nonprofit agencies, law firms, etc.

Your personality is an important factor when considering a translation or interpretation career. If you enjoy working alone, appreciate careful semantic phrasing, and have a good eye for detail and precision, you may want to consider translation. If you’re a “people person,” think quickly, and respond immediately to changes in your environment, you should consider interpreting.

Here are some links for more information about translation and other multilingual job opportunities (no endorsement intended—always investigate any job opportunity carefully):

- Department of Labor Translator/Interpreter job information (http://www.bls.gov/oco/ocos175.htm)
- Omnitglot.com
- Thebigword.com
- Proz.com
- Aquarius.net
- Eurolondon.com

The limits of my language are the limits of my universe.
- Ludwig Wittgenstein

- Lionbridge.com
- XpatJobs.com

If you’re interested in education, consider teaching and administrative positions in all school settings from elementary schools to universities, as well as professional language schools, English language institutes, overseas dependents’ schools, American-sponsored private schools abroad, American college programs abroad, and foreign study exchange programs. Here are some helpful resources: American Council on the Teaching of Foreign Languages (ACTFL), actfl.org and Glassdoor.com.

Other Opportunities to Use Your Language Skills

But what if you’d like a career which uses your foreign language skills but not as intensely as a full-time teaching or translating role? In general, language skills alone will not get you a job. You usually have to combine your language ability with a skill valued in your field of interest. If you want to learn more about international jobs, check out my website at UT College of Liberal Arts.

The list of careers which can incorporate a foreign language background is endless, but fields which are more likely to need your skills include information technology, hospitality (including travel and tourism), marketing, healthcare, and government agencies. The secret, of course, is finding employers who are smart and creative enough to take advantage of your language skills.

Combining language study with business courses will help you shape a potential international business career in such areas as international banking, marketing, import/export, purchasing, finance, advertising, consulting, etc. For instance, your knowledge of Spanish combined with an accounting degree or an ability to sell will help you find a special niche internationally. Your language skills might open up a new customer or client base for an employer.

It is not unusual for large law firms to hire foreign language majors and train them as paralegals. They find it easier to train bilingual individuals in the basics of the law than to teach lawyers to speak another language. Many organizations keep lists of their employees who are knowledgeable in a second language (as well as sign language) just for that random situation where the language is needed. Hotels, for example, greatly benefit from workers who speak more than one language given their international clientele. If you’re interested in...
working for the federal government, agencies like the FBI or CIA offer excellent career opportunities.

Marketing Your Foreign Language Skills

Unfortunately, the advantage of knowing a second language isn’t always immediately apparent to employers. If you tell an employer you’re fluent in German, they will likely say, “well we really don’t need German language skills here.” This is where you need to remember the old phrase, “Salesmanship begins when the customer says ‘no.’”

Here are 10 tips:

1. You can describe your language skills as a “bonus” for an employer: sometimes you don’t know what you need until someone with the right talent shows up. Cite examples of times when your language knowledge came in unexpectedly handy.

2. Let your potential employer know that studying a language goes way beyond the specific knowledge of the language. Some of the other benefits of studying or majoring in a foreign language include:
   - Analytic skills developed through study of literature
   - Cultural sensitivity beyond a superficial level
   - Deep interest in communicating and connecting with people
   - Enhanced English grammar and vocabulary skills
   - Strong listening skills and attention to detail
   - Strong auditory and visual memory
   - Openness to and appreciation of different perspectives

3. As a foreign language major, you have likely developed important aspects of your personality such as being adaptable, open-minded, curious, persevering, and detail-oriented. Arrive at your interview prepared to explain to an employer how you apply these traits.

4. Continue to develop and perfect your knowledge of the language. Seek out opportunities to converse with native speakers to keep your skills fresh.

5. Develop a specialized vocabulary, learning the terminology for legal, business, or medical settings.

6. Gain experience and develop a network through internships or volunteering in locations where foreign languages are used and appreciated.

7. Consider an entrepreneurial career and seek out freelance language-based opportunities. Private tutoring, translating, or other services can be lucrative if marketed well to the right niche.

8. If you plan to stay in education or translation, investigate certification or accreditation from an interpretation/translation organization, or an ESL certificate.

9. Seek out companies or organizations that have an international reach. Consider your fields of interest and strategically select a language which would be valuable there. Chinese and Spanish are generally two of the most valuable languages to learn.

10. Search for jobs online by using the language as the search term, e.g., enter “Spanish” and a location in Indeed.com and see what shows up. The following job titles showed up in an Indeed search using “Spanish” and “Austin, TX”: elementary teacher, reading specialist, senior manager loss prevention, executive assistant, customer service rep, research specialist, inside sales, communications specialist, participant services representative—even a job at Indeed for an Associate Country Manager-Spain.

Finding a job which takes advantage of your foreign language skills requires you to be creative and careful in your selection of the right field and the right employer. Remember, your language skills are one part of a total package you offer to an employer.

Dr. Katharine Brooks is the Director of Liberal Arts Career Services at The University of Texas at Austin.
Learning Culture Through Open Source Audiovisuals
Laila Familiar

Due to curriculum constraints and demands teachers often find it challenging to dedicate enough time and resources to teaching Culture in their classrooms; and we know that students cannot be truly competent in a foreign language if lacking a cultural background and knowledge on a varied range of cultural topics, issues and perspectives related to the target community.

Exposing learners to the maximum amount of cultural information is necessary because it creates a more authentic environment in the classroom, it helps students acquiring a solid cultural background that may lessen the effects of a possible culture shock the first time they travel to the country/ies of their target language, it enables them to handle cross-cultural interactions successfully with minimum stress and frustration, and it helps students progress faster in learning the language.

Teaching culture is also an investment in citizens who will be able to value other people and communicate with them meaningfully.

Culture can be introduced in the classroom in different ways: by exposing students to relevant and interesting topics, through literature (whether authentic or simplified), by initiating cultural discussions, by having students participate in role-plays and various cultural activities (dancing, cooking, playing music, interacting with native speakers, etc), and by watching audiovisuals.

Being as our students are the generation of the Internet and Youtube, open source audiovisuals are currently offering one of the easiest and most engaging ways to expose learners to cultural materials. The benefits of audiovisuals are many: they are authentic materials, they can be very engaging and motivating, they help retaining cultural information, if used in the target language they can serve as a platform to introduce new linguistic input, they are quickly updated online, they have a huge social impact on the viewers and thus can be used to promote ideas of mutual understanding and respect, they can even dismantle negative stereotypes and bring critical thinking into the classroom, and they build confidence in students because they see that they are able to understand the people and culture of the language they are learning.

In the context of teaching Arabic as a foreign language, a series of "cultural modules" are being developed for instructors who want to incorporate this type of materials in their curriculum, as well as for students who study Arabic on their own and want to learn more about the target Culture. These modules are being built around open source audiovisuals and they will have accompanying worksheets to exploit the materials culturally and linguistically. Materials will target the Intermediate, the Advanced, and the Superior proficiency levels, and the project is being developed with the collaboration of undergraduate and graduate students learning Arabic at UT.

Approaching culture in the Arabic classroom using non-traditional approaches like this one makes it easy to expose students to different registers and varieties of the language and the Culture, and bridge between those in a flexible manner. Another important aspect of the materials being developed is that they embrace different and opposite cultural points of view in a manner that can awaken students curiosity and develop their critical thinking skills in relation to the Arabic Culture, specially at times when tackling sensitive issues in the classrooms can be problematic. Some of the themes we are currently working on are politics, religion, humor, music, body language, and social practices.

This project is being developed thanks to funds received from the Texas Language Center, the Arabic Flagship Program, and the Intellectual Entrepreneurship Pre-Graduate School Internship.

Laila Familiar is a Lecturer of Arabic in the Department of Middle Eastern Studies and Director of the Arabic Summer Institute.
Bilingualism and Biculturalism in the Spanish Foreign Language Classroom: Student, Teacher, and Researcher Perspectives
Joshua Frank and Jesse Abing

The Department of Spanish & Portuguese!

Wednesday, March 20, 3:00 - 4:00pm
Texas Union Sinclair room, UNB 3.128

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

Bilingualism and Biculturalism in the Spanish Foreign Language Classroom: Student, Teacher, and Researcher Perspectives
Joshua Frank and Jesse Abing
Department of Spanish & Portuguese

Wednesday, March 20, 3:00 - 4:00pm
Texas Union Sinclair room, UNB 3.128

TLC Online Resources
Unable to attend the last Language Matters?
Want to review discussions from previous conferences?

You can find videos and handouts from past events on the TLC website.

www.utexas.edu/cola/centers/tlc/
Autocorrect Technology for Persian Language Learning
Dena Afrasiabi and Kristen Brustad

UT Austin faculty and graduate students have developed a new pedagogy and materials for teaching Persian that are already being used at ten universities across the US. Persian of Iran Today contains a great deal of audio-visual material used outside class and demands daily written homework. A TLC grant for summer 2012 allowed us begin to develop autocorrect exercises for Persian of Iran Today. The grant helped fund the development of a detailed answer key for all closed answer set drills in the textbook. Creating an answer key has been the initial step toward creating autocorrect exercises for assignments that instructors currently correct and grade manually five nights a week. The task of correcting these assignments each night is a considerable burden on the teaching staff, and autocorrect online exercises and drills will decrease the amount of time required to correct daily homework assignments by at least 50%, enabling instructors to make better use of the Persian of Iran Today curriculum. Time saved by implementing autocorrect exercises can be applied to activating materials in the classroom. The reduction of the teacher workload is especially important as more Persian programs begin using the textbook in the classroom and as we try to make it more accessible and user-friendly. As most Persian programs in the United States do not have teaching-assistant support, many instructors may feel reluctant to use these materials for fear that the correction workload would prove overwhelming.

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

With this first step of completing the written answer key, some of the correction burden has already eased. Fortunately, the TLC grant led to a larger grant from Longhorn Innovationation Fund for Technology (LIFT) grant program, and the larger project of developing the interactive website is underway. In the next stage of the project, these answers will be inputted into an autocorrect platform that will provide students with instant access to feedback. We hope to pilot test the autocorrect platform in the Summer Persian Institute in 2013 with Intensive Persian I and II.  

Dena Afrasiabi is a graduate student and Assistant Instructor in the Department of Middle Eastern Studies. Dr. Kristen Brustad is Associate Professor and Department Chair in the Department of Middle Eastern Studies.
Moscow Plus  
*Thomas J. Garza*

The 2013 cohort of the Moscow Plus program is already preparing for its July departure to the Moscow International University. The seventeen students will take courses in first- or second-year Russian language and culture after completing the first half of these courses here at the University of Texas during the first summer session. Advanced students of the language participate in a relatively new part of the program: Bridge Courses.

The Moscow Bridge Courses were first designed and piloted in 2011 for students who had completed the two-semester sequence of Intensive Russian (RUS 601c and 611c) and wanted to have an in-country experience with the language and culture before beginning third-year Russian. But over the past two years the course has evolved into an advanced set of courses for any student with two or more years of Russian to work on appropriate situational use of the language in context.

The Bridge Courses provide students each week first with an in-depth linguistic and stylistic analysis of language use in a given setting, such as in public transportation, a retail store, a government office, an entertainment venue, and so on. After working in the classroom on the structure and use of language, the students are taken on local field trips around the city of Moscow to observe and practice the language in use at the end of each week. Students taking the Bridge Courses receive credit for Russian Stylistics (RUS 369) and Russian Culture (RUS 330), both required courses for the Russian major or minor.

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**TLC Up Close, Continued from page 1**

In November TLC began offering Livemocha subscriptions at extremely discounted rates. Livemocha enjoys an online community of over 14 million language learners from over 195 countries and in over 38 languages. Those that receive these subscriptions have access to all of the Livemocha language materials and community interactions.

To date over 130 students have signed up for the service. Livemocha provides learners with an opportunity to interact, beyond a course setting, for language practice, review, and conversation exchange.

As we enter the Spring 2013 semester, I am happy to report that the ship is still afloat, and Tom Garza has returned to his position at the helm. Thank you for the opportunity to serve.

Dr. Thomas J. Garza is the Texas Language Center Director and University Distinguished Teaching Associate Professor in the Department of Slavic & Eurasian Studies.

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**TLC is Now Offering**

*Livemocha*

Interested in learning or practicing a foreign language anywhere, anytime? Join Livemocha at a discounted group rate of $10 for access now through Sept 15, 2013. Livemocha fuses traditional learning methods with online practice and interaction with native language speakers from around the world. The Livemocha community has more than 14 million members from over 195 countries.

Subscribe to Livemocha at [links.utexas.edu/bvtxym](http://links.utexas.edu/bvtxym)

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**LIBERAL ARTS CAREER SERVICES**

Looking for a job or internship?

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

To get started, visit the Liberal Arts Career Services home page and create your account: [www.utexas.edu/cola/orgs/lacs](http://www.utexas.edu/cola/orgs/lacs)
UT/AISD Connections

Thomas J. Garza

On January 31, 2013, the Texas Language Center, in collaboration with the Austin Independent School District, organized a first-ever meeting with teachers and language program coordinators from schools in Austin, Round Rock, Leander, and Pflugerville. Tina Dong, World Languages Instructional Coordinator for AISD initiated contact with the TLC to bring foreign language secondary school teachers and University of Texas language faculty together to discuss issues of articulating curricula and expectations between school language programs and the University’s courses. Nine members of the UT faculty joined about fifteen area teachers for the exchange of ideas: Mahmoud al-Batal (Arabic), Carl Blyth, Karen Kelton and Nancy Guilloteau (French), Antonella Olson (Italian), Kit Belgum and Corinne Crane (German), Dygo Tosa (Latin and UTeach), and Tom Garza (Russian).

The two-hour forum raised a number of issues crucial to both sides in planning curricula that best serve area students who begin language training in school and wish to continue at the University. High school teachers noted in particular unfamiliarity with the mode and levels of instruction offered at UT, in particular with Intensive courses. Placement of students with prior secondary school language courses into UT courses was also a source of concern, especially when Advanced Placement exams are not available. UT faculty expressed concern regarding the lack of variation of curricula – even in the same language – across different schools. In addition, they discussed the proficiency and functional orientation of most UT language courses and the need to prepare AISD students for the much more performance-based classrooms that they will encounter at UT. Both groups expressed a need to provide better support to the growing Texas population of heritage speakers of a variety of languages.

The assembled group agreed that further contact and discussion would only be beneficial to students and teachers alike. To promote this goal of articulating and coordinating area secondary and post-secondary curricula and instruction, the participants agreed to initiate an area-wide partnership program whereby teachers and UT faculty would be paired to teamed to visit and observe classes and facilities at the other’s institution, and then consult on how best to facilitate the transition from high school language programs to UT classes. Another suggestion was to provide school teachers and their students with guidance from the University on career opportunities and job placement records for UT graduates with a major or minor in a foreign language. This suggestion prompted the addition of a special TLC-sponsored session and this year’s UT open house, Explore UT, on Saturday, March 2. This session, “Going Global: What can you do with a foreign language major?,” provides information on career opportunities and placement in the principal languages taught in our area: Spanish, French, German, Latin, Chinese, and Arabic.

Given the enthusiastic participation and productive outcomes of this inaugural forum, the TLC and AISD plan to repeat the forum next spring and continue to build on the relationships established in January. Language team cooperation is underway this spring, and the TLC looks forward to helping facilitate further interaction between UT language faculty and AISD and area school teachers in the coming years.

Dr. Thomas J. Garza is the Texas Language Center Director and University Distinguished Teaching Associate Professor in the Department of Slavic & Eurasian Studies.

The TLC’s third annual Foreign Language Teaching Excellence awards will be announced in March!

Thank you, students, for taking the time to recognize a record number of your fine foreign language educators. Congratulations to the nominees!

Visit the TLC website for news about the winners! www.utexas.edu/cola/centers/tlc

Get TLC news in your mailbox!

Subscribe to our mailing list and receive news of all things TLC right in your email inbox! Look for the link at the bottom right side of our home page, and enter your email address.

You will receive notices about upcoming workshops, lectures, and our new online resources, such as language proficiency testing, Livemocha licenses, and more!

Spring 2013 9
Area Opportunities

Dialogue in Multilingual, Multimodal, and Multicompetent Communities of Practice Workshop

March 22–24, 2013

Conference of the International Association of Dialogue Analysis at The University of Texas at Austin

Keynote presentations:
- Embodiment and Enactment in Workplace Dialogues; Jürgen Streeck, Associate Professor of Communication Studies, Germanic studies, and Anthropology at The University of Texas at Austin.
- Competence-in-performance in the Mixed Game Model; Edda Weigand, Professor Emeritus of Linguistics at the University of Münster, Germany.
- Dialogue with the Past; Richard F. Young, Professor of English linguistics at the University of Wisconsin-Madison and visiting professor at the National Institute of Education, Singapore.

sites.la.utexas.edu/dialogue2013

Attendance for the UT-Austin community is free! (Registration is required.)

Southwest Conference on Language Teaching (SWCOLT)

APRIL 4-6, 2013

Viva Las Languages!

HENDERSON, NEVADA 2013

www.swcolt.org/conferences.htm

CALICO 30th ANNUAL CONFERENCE of the Computer Assisted Language Instruction Consortium

Navigating the Complexities of Language Learning in the Digital Age

May 21-25, 2013

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 CALICO’s conferences as “an excellent opportunity to network with others in the field” and “a great friendly ambiance combined with solid work.”

Hosted by the University of Hawai‘i

www.calico.org

Check Out the TLC Store

You can purchase language proficiency exams, discounted Livemocha licenses, and conference and workshop registrations in the Texas Language Center’s TxShop store. Visit the site at links.utexas.edu/bvtxym or scan this QR code:

Texas Foreign Language Association

Advancing the Study of LOTE in Texas

http://www.tfla.info/

TFLA will host two 1-day mini conferences this spring:
- February 23, 2013, 8:30 – 4:00 at Midland College, Midland, Texas
- March 2, 2013, 8:00-3:30 at Gregory Portland High School, Portland, TX

Spring 2013
The American Association of Applied Linguistics (AAAL) is a professional organization of scholars, who actively contribute to the multidisciplinary field of applied linguistics.

Plenary speakers include:

- William Hanks, UC Berkeley, *To Make Themselves New Men: Translation and Conversion in Colonial Yucatan*
- Monica Heller, Université de Toronto, *Re-imagining Language in the Globalized New Economy: System, Resource, Practice*
- Srikant Sarangi, Cardiff University, *Towards an Applied Linguistics of Professional Practice: Expertise with a Purpose*
- Lera Boroditsky, Stanford University, *How the Languages We Speak Shape the Ways We Think*
- Agnes Weiyun He, Stony Brook University, *Language of the Heart and Heritage: A Tangled Tale*
TLC News, Spring 2013

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Language Matters!

The Texas Language Center is continuing its monthly teacher-oriented presentation series from 3:00 to 4:00pm on Wednesdays in the Texas Union Sinclair Suite, UNB 3.128.

Join us this Spring for these exciting topics:

- Jan 23—Social Discourse Aboard the Hindi Urdu Flagship with Dr. Rupert Snell
- Feb 20—Setting Higher Expectations: Creating Successful Transitions from High School to College Language Programs with Dygo Tosa
- Mar 20—Bilingualism and Biculturalism in the Spanish Foreign Language Classroom: Student, Teacher, and Researcher Perspectives with Joshua Frank and Jeese Abing
- Apr 17—Open Access Publishing: Tongue twisters as an effective pedagogical tool in a Yoruba language classroom with Dr. Fehintola Mosadomi