Spring Awakening: The TLC Continues to Make Languages Matter!
by Thomas J. Garza, Director TLC

Welcome back, everyone, to Spring Semester 2011! The Texas Language Center is excited to be back at work promoting language and culture instruction and teacher education in the College. We are especially pleased to announce that Professor Adi Raz of the Department of Middle Eastern Studies is joining our professional staff as of January 15. In addition to working closely with me on project development for the TLC, Prof. Raz will primarily be responsible for counseling students of languages with disabilities. She brings unparalleled expertise in this specialized skill to our offices, and will be addressing a crucial quotient of our teaching mission and audience.

We brought the fall semester to close on a high note following the November symposium “Beyond Babel: The Survival of Language Programs in the Current Economy,” during which invited speakers Dr. Elizabeth Bernhardt and Dr. Benjamin Rifkin gave us energetic and insightful views on the state of language programs across the country. Over 50 of you joined us for the daylong session, which finished with a panel discussion of our guests and three UT language faculty, Orlando Kelm, Karen Kelton, and Per Urlaub. The questions raised during this discussion made clear the imperative of modifying our curricula and courses to meet the dire budgetary constraints of the current economy. Both invited speakers made it clear that UT faculty and programs were up to that task!

This spring promises to bring an even greater variety of offerings than in the fall. Thanks to close collaboration with other language-related units in the College, such as newly-funded Title VI Language Resource Center COERLL, the Center for European Studies, and Middle Eastern Studies, the TLC will be sponsoring or co-sponsoring a wide-ranging slate of events during the semester. Our popular faculty-led workshop series “Language Matters” will continue to bring our own best instructional practices to the teaching staff at UT, with sessions conducted by Prof. Mahmoud Al-Batal (Middle Eastern Studies), Prof. Davíd Quinto-Pozos (American Sign Language), and Prof. Elsa Chang (Asian Studies).

In addition to the Language Matters series, the TLC will co-sponsor two large events with COERLL this spring. First will be a March workshop where invited specialists will discuss the goals, promises, and challenges of teaching heritage speakers of foreign languages. “Teaching the Speakers: Heritage Language Learners and the Classroom,” will address the growing necessity of integrating learners with varying degrees of prior exposure to the language into our classes. Then, at the end of April, we will host a workshop on classroom assessment. “Can Do: Measuring Assessment in the Foreign Language Classroom,” will provide hands-on instruction on how to design, conduct, and interpret in-class evaluation of various language proficiencies during the course of a given semester of instruction. Both sessions are open to the public.

The TLC was also awarded a Fulbright Visiting Scholar Enrichment Program grant for this spring, which will include among its activities having native-speaking research scholars from around the world visiting relevant language classes as

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TLC News
Spring 2011

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Left to Right: Karen Kelton, Per Urlaub, Benjamin Rifkin, Elizabeth Bernhardt,
Orlando Kelm

David Quinto-Pozos (American Sign Language), and Prof. Elsa Chang (Asian Studies).
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<tr>
<th>Date</th>
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<tr>
<td>Jan. 24</td>
<td>2011 TLC Professional Development Award applications available on TLC website. Applications accepted for innovative projects in foreign language teaching, curriculum, and materials development.</td>
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<tr>
<td>Jan. 26</td>
<td><strong>Fulbright Scholar Colloquia Series:</strong> &quot;Comparative Post-Secondary Educational Systems&quot; 2:30-3:30pm, TX Governor's Room, UNB 3.116</td>
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| Feb. 7   | "Words as Constructions: Some Reflections from a Contrastive (English-Spanish) Perspective"  
**Dr. Francisco González-García**  
4:00pm-5:00pm, Burdine (BUR) 337 |
| Feb. 16  | **Language Matters Series:** "Vocabulary, Vocabulary, Vocabulary: Three Important Things to Remember in the Language 'Real Estate'"  
**Dr. Mahmoud Al-Batal**  
2:00 - 3:00pm, Lone Star Room, UNB 3.208 |
| Feb. 23  | **Fulbright Scholar Colloquia Series:** "Political Insitutions" 2:30-4:00pm, TX Governor's Room, UNB 3.116 |
| Mar. 1   | 2011 TLC Professional Development Award Applications due.                                               |
| Mar. 5   | **Explore UT:** "Sounds of Babel: Foreign Languages in Performance"  
1:00 - 1:40pm, Parlin Hall, PAR 206 |
| Mar. 9   | **Language Matters Series:** "American Sign Language (ASL) Instruction: Implications of not having a writing system & possible insights for spoken language instruction"  
**Dr. David Quinto-Pozos**  
2:00 - 3:00pm, Lone Star Room, UNB 3.208 |
| Mar. 12  | **Conference:** "Teaching the Speakers: Heritage Language Learners and the Classroom"  
10:30-3:00, Eastwoods Room, UNB 2.102 |
| Mar. 24  | **Fulbright Alumni Networking:** UT Austin Community  
7:00-9:00pm, TX Governor's Room, UNB 3.116 |
| Mar. 30  | **Fulbright Scholar Colloquia Series:** "Popular Culture" 2:30-4:00pm, TX Governor's Room, UNB 3.116 |
| Apr. 13  | **Language Matters Series:** "Listening Acquisition: Chinese Tones from Perception to Practice"  
**Elsa Chang**  
2:00 - 3:00pm, Lone Star Room, UNB 3.208 |
| Apr. 15-16| **Dual Conference:** TexFLEC 2011 Conference  
"Language Education across the Academic Pipeline"  
McComb’s Business School Building  
For more information, please visit the TexFLEC website: http://texflec.org  
SOCALLT 2011 Conference  
"Language Teaching and Learning in an Open World"  
McComb’s Business School Building  
For more information, please visit the SOCALLT website: http://www.socallt.org/index.php |
| Apr. 20  | **Fulbright Scholar Colloquia Series:** "Environmental Issues" 2:30-4:00pm, TX Governor's Room, UNB 3.116 |
| Apr. 28  | **Fulbright Alumni Networking:** Central Texas Community  
7:00-9:00pm, TX Governor’s Room, UNB 3.116 |
| Apr. 30  | **Workshop:** "Can Do: Measuring Assessment in the Foreign Language Classroom"  
10:30-3:00, Eastwoods Room, UNB 2.102 |
| May. 4   | **Fulbright Scholar Colloquia Series:** "Global Relations" 2:30-4:00pm, TX Governor’s Room, UNB 3.116 |

For updates to the calendar, please visit [http://www.utexas.edu/cola/centers/tlc/](http://www.utexas.edu/cola/centers/tlc/)
TLC Welcomes Dr. Adi Raz!
by Amy McMillan, TLC Staff

The Texas Language Center would like to welcome the newest member, Dr. Adi Raz, in conjunction with the Department of Middle Eastern Studies. Dr. Raz has worked at UT since 2008. She has earned her Ed.D in Jewish Education at The Jewish Theological Seminary of America in 2009. Her doctoral dissertation focuses on teaching Hebrew as a second language to students with language learning disabilities. Dr. Raz also holds an Ed.M in Applied Linguistics from Teachers College, Columbia University which she has earned in 2004. She has worked as a learning specialist and Hebrew language teacher at various preparatory schools in the New York Metropolitan area and has also written and adapted educational curriculum to students with learning disabilities. She has developed courses on cross-cultural communication, pragmatics, and language learning styles, which she has taught at both the undergraduate and graduate levels.

As Clinical Assistant Professor for TLC, Dr. Raz will develop a program for language education for students with disabilities. This will involve teaching undergraduate and graduate courses on language learning for students with disabilities as well as language courses in Hebrew. In addition to classroom teaching, she will conduct workshops for faculty on language pedagogy for students with disabilities and work directly with students with disabilities, assisting them with their accommodations related to language learning. Dr. Raz will be working directly with students and faculty to accommodate special needs related to foreign language learning on an individual and group basis, as needed.

Summer Language Institute 2011

The 2011 Summer Language Institute, coordinated through the Texas Language Center in the College of Liberal Arts at the University of Texas at Austin, is offering students an exciting new opportunity in intensive language learning: the possibility of fulfilling the two-year foreign language requirement in just three months — from June 1 to August 15. Students can receive the first two years of credit in their choice of four languages: Czech, Modern Greek, Portuguese, or Vietnamese. They may also choose to receive one year of credit in second-year Russian.

This intensive "jumpstart" provides a solid and thorough foundation in the language basics, allowing future specialists to enroll in advanced classes that delve even deeper into the language and culture, future CEOs to tackle a non-linguistic degree from a global perspective, or speed demons who want to clear up their schedules to get out into the world that much faster and more cheaply. At $3700, plus UT tuition, this is one of the least costly summer language programs available nationally. And everything is included: room, board, excursions, extracurricular activities, and tutoring.

This unique, semi-immersion program provides the next best thing to a study abroad experience- without the 10-hour flight! Students will live in dormitory language clusters on the UT campus with their peers, together with a graduate teaching assistant who will assist language development through daily study sessions, homework assistance, and everyday interactions with the culture.

Courses will be taught by members of the award-winning language teaching staff at the University of Texas, who are leading scholars and researchers in language pedagogy, literature, cultural literacy, and area studies. Students in the Summer Language Institute will have extended daily contact with these instructors, and gain much from their knowledge, insight, and counsel.

In addition to weekday classes, students will enjoy a variety of extracurricular activities in the foreign language, including regional cooking demonstrations, a tour of the Blanton Museum of art, language game nights, a scavenger hunt, weekly movie nights, and weekly lectures from native speakers and area scholars on a wide variety of topics.

When they're not studying, students can also take in the sights, sounds, and tastes of Austin. Well-known as the live-music capital of the world, Austin is also home to the LBJ Presidential Library, hike and bike trails around three beautiful lakes, Barton Springs, and a diverse, fun-loving population from all over the world. So, take in some live bluegrass music, grab some Tex-Mex, go canoeing on the Colorado River, or enjoy it all! Just remember: The best way to "Keep Austin Weird" is to keep it multilingual!

For more information, please visit the SLI website at: http://www.utexas.edu/cola/centers/tlc/SLI

Dr. Adi Raz, Clinical Assistant Professor in TLC and the Department of Middle Eastern Studies

Dr. Raz’s TLC Office: HRH 4.194
(512) 232-7186 adi.raz@austin.utexas.edu
TexFLEC and SOCALLT Conference 2011 by Will Slade, Chelsea Sanchez, and Carl Blyth

The Texas Foreign Language Education Conference (TexFLEC), held April 15 and 16, will mark the twelfth year that TexFLEC has provided a forum for language education researchers and practitioners to share their work and learn from and with one another.

The theme at TexFLEC this year cuts across language programs and contexts: “Language Education Across the Academic Pipeline.” For all language education contexts, researchers and practitioners question how curricula and school environments can align to provide students with a smooth and continuous experience from beginner classes to the higher proficiency language classes. This concern exists in discussions of vertical articulation in modern language departments, and it is crucial in looking at educational experiences of language minorities in all contexts.

The metaphor of “academic pipeline” has been used by scholars such as Patricia Gándara and Linda Harklau to describe the ways in which students move through schools from kindergarten through college and graduate school; researchers working on these issues often direct a critical eye on how students such as minority language speakers “leak out” of that pipeline.

We are particularly fortunate that one of these insightful researchers, Dr. Linda Harklau will be presenting as the keynote speaker at TexFLEC this year. Dr. Harklau is an associate professor in the Department of Language and Literacy Education at the University of Georgia. She has published extensively on adolescent identity, multiliteracies, second language writing instruction, and ability grouping and placement practices for language minority students. Her qualitative research on the experiences of English language learners as they transition between high school and community college is particularly relevant for the theme of this year’s conference.

In addition to the critically important theme and the stellar keynote speaker, TexFLEC is benefiting from new and strengthened alliances this year. Since its inception, the conference has been a project of the Foreign Language Education area of the Curriculum and Instruction Department of UT Austin. It has long depended on the support of departments and organizations within and outside of UT, but this year the alliances with three entities have gone even deeper.

The Texas Language Center has taken a central role this year by co-sponsoring TexFLEC for the first time, lending resources and guidance to strengthen the conference. A second alliance is not new but strengthened: the Bilingual Bicultural Education department at the University of Texas at San Antonio has contributed many presenters and participants in the past, and this year, it has become increasingly active in planning the conference. Lastly, another conference, the South Central Association for Language Learning Technology (SOCALLT) is being held in conjunction with TexFLEC, cooperating with simultaneous sessions and shared facilities and speakers.

SOCALLT is the regional affiliate of IALLT (International Association of Language Learning Technology), an international organization devoted to the dissemination of information about language learning technology (visit http://www.iallt.org for more information). Established in 1965, IALLT provides leadership in the development and management of all forms of instructional technology for the teaching and learning of languages. The primary goal of the regional SOCALLT conference is to enable technologists from Texas and surrounding states (Colorado, New Mexico, Oklahoma, Arkansas and Louisiana) to share their experiences with one another about the development and implementation of emerging language technologies on their campuses.

The theme of this year’s SOCALLT conference is “Language Teaching and Learning in an Open World.” The conference will be hosted by UT’s Center for Open Educational Resources in Language Learning (http://coerll.utexas.edu/coerll/home), a federally-funded national foreign language resource center, whose mission is to promote collaboration among foreign language educators interested in participating in the Open Education movement. A relatively small but committed group of language techies, SOCALLT participants come from all points in the “academic pipeline:” universities, community colleges and K-12 institutions. In addition, SOCALLT publishes proceedings of the conference (search in Amazon.com under “SOCALLT”), and all presenters are encouraged to submit their presentations in writing for publication in the proceedings. These joint conferences promise to facilitate stimulating conversations across the fields of language education and educational linguistics.


Will Slade and Chelsea Sanchez are graduate students in Foreign Language Education program. Carl Blyth is the Director of COERLL and an Associate Professor in French and Italian.
That’s Intense! Intensive Language Instruction at UT Austin
by Cory Hahn, TLC Staff

At the November 6th Texas Language Center event, “Beyond Babel: The Survival of Language Programs in the Current Economy,” featured speaker Dr. Benjamin Rifkin commented on the overall pessimism in our field in the face of the current economic crises. The tendency toward anxiety and fear was among his many criticisms. In lieu of dread, he encouraged a celebration of our successes and of our role in the university’s claim to academic diversity.

The development and implementation of intensive language courses offer one such success story. These courses stem from what began as a response to potential budget cuts, but are now proving to be more than just fiscally beneficial. These courses essentially offer students the option of doubling-up their language credits in order to fulfill the university requirements in one year instead of two, without sacrificing the proficiency gains acquired in a four-semester program. The 6/6 format (six credit hours in the fall and another six in the spring) of the intensive courses are not to be understood as an acceleration or a condensation of material, but a more student-centered format that demands students put in extra time outside of class, not only on homework, but through the use of various media (i.e., film, music, blogs, and other web-based media forums). The tradeoff of classroom time for individual time does not mean a distance from the instructor. In fact, it demands that the students engage with the teacher, their peers, and, perhaps most importantly, the language itself in more dynamic and interactive formats.

This format proves especially beneficial both for the students seeking only to complete their requirements as well as for those that wish to proceed with a linguistic and/or cultural education. Each group profits from the newfound flexibility in their schedules that opens up a wider variety of options for future courses. The intensive course also expands the student’s opportunities to undertake study abroad programs earlier in their college career that they may not have had time for in their junior or senior years—including full semester, as well as summer or winter break options, depending on his/her major. According to Christopher Barton (junior, English), students enrolled in an intensive language course must be highly dedicated to their studies and seriously interested in learning the language. The pacing of the course, he explains, demands that the students either put in the time or fail the class.

Christopher is currently taking intensive Russian (RUS 601C). Despite warnings from friends that had taken other intensive language classes at UT, Christopher decided to take his chances. He was driven by an interest in Russian culture, especially theater, a passion that aligns with his Shakespearean acting experience. With a few weeks left in the semester, when he managed to find time to take a break from his busy schedule to discuss his experience, he admitted to being both overwhelmed by the workload and proud of the time he had dedicated to the class. “It’s a huge investment that makes you not want to give up,” he added, concluding that, without the university offering these courses, he might never have been able to reach the level of proficiency that he has here in one semester. Christopher looks forward to continuing in the second half of this course in the spring.

Lucy Junker, a freshman in the Plan II Honors program, is one of the many students whose interest in language stems from a deep-seated interest in the many distinct global cultures. She has been studying languages since seventh grade, beginning with Latin and eventually picking up Greek in high school. As a first semester student here at UT, she immersed herself in the intensive Russian course without any hesitations. She decided to take the intensive course because she was afraid she would be bored in a slower-paced class. Like her classmate Christopher, she admits to having no time for boredom and loves the work she is doing—not for the grade, she adds, but to master the language. She estimates that intensive Russian occupies ninety percent of her total study time, another indicator that the intensive option is not for the disinterested.

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The Texas Language Center Advisory Committee is important for shaping the future direction and plans of the TLC, as well as helping to ensure that all language departments are represented in the Center. The committee is made up of language teaching faculty from each foreign language department and, as such, has an extensive knowledge of the particular needs and circumstances of the various departmental programs.

**Department of French and Italian**  
Carl Blyth, Assoc. Professor  
Director, COERLL  
Interests: computer-mediated communication, stance-taking strategies in telecollaborative college courses, open educational resources for foreign language learning, eComma, a web-based application that allows groups of readers to collaboratively interpret texts

**Center for African & African American Studies / Middle Eastern Studies**  
Fehintola Mosadomi, Asst. Professor  
Interests: African languages and linguistics; Creole studies; language pedagogy; gender studies; theoretical and applied linguistics. Yoruba language coordination.

**Department of Classics**  
Timothy Moore, Professor  
Interests: Livy, Roman comedy, Japanese Kyôgen comedy, ancient music, The Classical Tradition, American musical theater  
- Dr. Moore will be standing in for Dr. Jennifer Ebbler for the spring semester

**Department of Middle Eastern Studies**  
Hope Fitzgerald, Lecturer  
Interests: Foreign language listeners, Listening in the Arabic language classroom, listening and reading evaluation, text typology

**Department of Curriculum and Instruction, College of Education**  
Elaine Horwitz, Professor  
Director, Foreign Language Education  
Interests: Foreign language anxiety, learner beliefs about language learning, language learning strategies

**Department of Asian Studies**  
Camilla Hsieh, Senior Lecturer  

**Department of Slavic and Eurasian Studies**  
Michael Pesenson, Asst. Professor  
Interests: Medieval East and South Slavic literatures, Russian baroque literature and culture, 19th c Russian literature, early Russian opera and theater, apocalyptic themes in Russian literature, dystopias, Russian language coordination.

**Department of Spanish and Portuguese**  
Rafael Salaberry, Professor  
Interests: Second language acquisition, tense-aspect development, language teaching methodology, second language testing, technology-based second language learning.

**American Sign Language Program, Department of Linguistics**  
Carol Seeger, Senior Lecturer  
Interests: American Sign Language (ASL) instruction, occupational language instruction, Department of Linguistics course coordinator.

**Department of Germanic Studies**  
Per Urlaub, Asst. Professor  
Interests: L2 reading, development of reading skills through strategy instruction, assessment of critical literacy, L2 literature instruction through creative writing, use of film in intercultural literacy, development of intercultural competence in study abroad contexts.
For a book so small in size, this one packs a punch. Whether you are a first-time graduate instructor or a full professor, every instructor encounters that terrifying or frustrating moment: a student that “just doesn’t get it.” Luckily, a number of excellent books not only describe the many complicated issues that face foreign language learners—motivation, environment, first-language interference, etc.—but also what instructors can do to help students cope and thrive in the pursuit of the L2.

The Texas Language Center is making some of these helpful books available by creating a lending library for the benefit of foreign language faculty and graduate students. The library is divided into five sections: About Language Teaching and Learning, Linguistics and Applied Linguistics, Conducting Language Research, In-Service Handbooks and Helpers, and Language-Specific Instruction Materials. In just one semester, the lending library has exploded into hundreds of books, with particular thanks to the generosity of Dr. Jane Lippmann from the Department of French and Italian.

The lending library features books written by UT faculty, such as Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching, by Dr. Elaine Horwitz, Professor and Program Area Advisor of the Foreign Language Education program in the Department of Curriculum and Instruction, and the booklet TAs /AIs Talk about Teaching, written by UT graduate students. It also features the following texts, many required by the course of study in the Foreign Language Education program, and each of which has received high acclaim from the program’s students for a variety of reasons:

English Syntax, Baker – Intended primarily for ESL/EFL instructors, English Syntax gives a comprehensive overview of English grammar. Students who used this book in the course Studies in English Grammar frequently commented that understanding the intricacies of their own language helped them understand how to approach teaching and learning other languages. For novices in the realm of linguistic lingo, however, try the book Understanding English Grammar by Funk and Kolln, also available in the lending library.

Language Curriculum Design, Nation and Macalister – For a book so small in size, this one packs a punch. Whether you are designing a course for the first time or reworking an old one, this book discusses all the issues you should consider and provides thoughtful practice for approaching these changes from the perspective of the field’s latest research. Learn how to restructure your course to ensure students retain as much as possible, or how to motivate your students by giving them more responsibility for how their course is structured, or even—if you’re really brave—how they are graded.

Reading in a Second Language: From Theory to Practice, Grabe – While this book can be a tough read, it also illuminates that very subject: reading is miraculously complex! The volume presents a comprehensive and up-to-date description of reading, from the cognitive activity that takes place in the brain during reading, to how the research suggests we should approach it in the classroom, which is helpfully summarized at the end of each chapter.

Teaching Writing in Second and Foreign Language Classrooms, Williams – Like all books in the acclaimed McGraw-Hill Series in language education, this book provides a concise and practical look at the different approaches to writing in the language classroom and how instructors can ensure students gain all they can from peer and teacher feedback, become more invested in their writing, and improve it with the inclusion of just one five-minute activity per day.

Tools for Teaching, Davis – Much like a “Language Matters” handbook in print, this accessible and comprehensive manual gives advice for all our most pressing concerns, such as teaching and including student interaction in high-enrollment classes, as well as addressing the ever-present struggles of student motivation, learning styles, and evaluating your own performance to continue to ensure you are doing all you can to meet your students’ needs.

For a full list of what the lending library has to offer, visit the Texas Language Center website: http://www.utexas.edu/cola/centers/tlc/resources/lending-library.php. Updates including Dr. Lippmann’s new additions to the library will be coming soon. To keep the library growing, next time you feel your office growing cramped, don’t throw your books out on a table! Please feel free to donate them to UT’s future generations of language learners and instructors.

Chelsea Sanchez is the Senior Student Associate for the TLC and a graduate student in the Foreign Language Education program.

"Teaching the Speakers: Heritage Language Learners and the Classroom"

Workshop sponsored by the Texas Language Center and the Center for Russian, East European and Eurasian Studies

Saturday, March 12
10:30 - 3:00
Eastwoods Room, UNB 2.102
The Texas Language Center has been awarded a Fulbright Visiting Scholar Enrichment Program grant for the Spring semester. Fulbright scholars in residence at UT will visit relevant foreign language classrooms to share their personal experiences and cultural knowledge of their home countries – in their languages. In addition, they will interact with our language students in cultural activities, such as visiting the Bob Bullock Texas State History Museum and the Lady Bird Johnson Wildflower Center, and touring the Texas State Capitol. In addition, a day trip to San Antonio to tour the Alamo and Riverwalk has been planned. The scholars will also take part in home stays with local student volunteers. Beginning in January, the TLC will host five monthly Fulbright Scholar Colloquia, focusing on topics ranging from comparative post-secondary education systems to global relations. All of these panel discussions are open to the public. The TLC will also host Fulbright Alumni networking meetings for the UT community and local universities. These informal receptions will bring together current and past scholars to create a comprehensive network of Central Texas Fulbright Scholars. These connections will continue to grow through the use of social media.

Lucy looks forward to continuing to study Russian after completing the spring intensive course. One of her objectives is to read Dostoevsky in the original Russian. For her, reading literature in its original language transports her into the narrative in a way that the less authentic translation does not.

Bobbi Duncan (sophomore, Social Work and Russian), added Russian as a major this year as a result of the intensive course. She is a passionate, ambitious student that thrives on the intensive format. She appreciates the encouragement to incorporate her language study into other areas of her life, such as cooking, music, online social networking, and even dog training.

Bobbi is also one of the many students that will take what they learn this year with them to Russia this summer on the Moscow Plus Program. Bobbi sees the study abroad program as the logical next step in her language-learning trajectory, one that she feels would not be as beneficial without the foundation she is establishing in the intensive language course.

Currently at UT, intensive language courses are also offered by the Asian Studies, Classics, French and Italian, Germanic Studies, and Middle Eastern Studies departments. The courses have thus far been widely successful in terms of student interest and, as the enthusiasm of the above students indicates, satisfaction with their progress. Additional intensive language courses could prove to be equally advantageous and might even help build interest in the less commonly taught languages.

Cory Hahn is the Teaching Assistant for the TLC and Graduate Student in the Program in Comparative Literature.
The addition of a new set of readings from various sources (internet, newspapers, magazines, invented realia) was completed this summer by Cecilia Tocaimaza, the graduate student assistant involved in this SPN 367K course revision. The readings were selected or created for their thematic, functional, and linguistic relevance to the course, as well as their usefulness in helping students prepare for the new Texas LOTE exam in Spanish. Ms. Tocaimaza also assisted in preparing pre-reading questions, vocabulary lists, and reading comprehension questions for the readings. Prof. Dale Koike compiled this material, re-organized the class textbook, and devised new exam questions for the course to reflect the new requirements. Coincidentally, Scott Herrick of the Center for Teaching and Learning completed the latest version of the technological testing and commentary tool used in the course, called RAACS. Prof. Koike and Ms. Tocaimaza are now gathering data to complete a study on vocabulary acquisition, to be presented jointly at a future conference.


Chinese Oral Proficiency Exercises (COPE) is a project funded by TLC to develop online speaking curriculum for the CHI612 (accelerated second-year Chinese) students. A webtool called lingtlanguage is adopted, which allows the instructor to record oral questions and assign them to the students. Students in turn record their answers or responses and submit them by one click of the mouse. Both the instructor and the students enjoy a great deal of flexibility since the exercises are conducted in an asynchronous manner. Students feel less anxiety often associated with speaking in a foreign language, whereas the instructor can manage the assignments more efficiently. Furthermore, students receive individual attention from the instructors since feedback is provided for every response. Students can make improvement and avoid recurrent mistakes based on the feedback and thus achieve a higher level of oral proficiency.

Lingtlanguage helps re-define a traditional language classroom by extending the reach of the classroom to the Internet. It makes learning a more individualized activity, and thus more effective. Comments made by the CHI612 students about the COPE assignments suggest that this project has attained a high level of success.

Developing Online Homework Assignments for the Japanese Program by Naoko Suito

The JOSHU (Japanese Online Self-Help Utility) site has been developed to help our students practice Japanese. The TLC professional development award enabled the development of additional online homework assignments for mechanical and simple answer exercises for all levels of the Japanese program.

With online exercises, the students receive immediate feedback and have an opportunity to correct their mistakes before submitting their scores online. The online grading system enables instructors to allocate more grading time to free-writing assignments and to keep their workload to a manageable size without a loss in educational quality. The use of the JOSHU practice quizzes is not limited to students enrolled in a specific class. It is open to anyone who wants to study or review Japanese. From the first week of the semester, these online exercises are regularly used by over 300 students.

JOSHU: http://www.laits.utexas.edu/japanese/joshu

Purchasing of Persian Teaching Videos by Anousha Shahsavari

The Persian program in the Department of Middle Eastern Studies has been designing new curricula and developing new materials. We used the TLC grant to produce new videos for ten introductory units. These videos were filmed in Iran and feature authentic situations and a wealth of cultural information. These clips are part of a larger, ongoing project that seeks to change the way that Persian is taught in the United States.
“Debating about Contemporary Germany: A Collocation-Oriented Approach to Advanced Conversation and Composition” by Kirsten Belgum

How do you get students to do more talking in an advanced conversation course and how do you increase the sophistication (as well as accuracy) with which they can talk about contemporary issues? These were the questions I tried to keep in front of me as I spent part of spring and summer 2010 (thanks to the generous support of a TLC grant) revising GER 331L. Based on a wide range of material (film, music, poetry, news reports, and print media) that relates to post-wall German society, politics, and culture, my main goal was to devise assignments and activities that would lead students to expand their active vocabulary, regularly use more advanced grammatical structures in writing and speaking, and, in this way, reach a higher linguistic register. One of the main elements of this revision was to incorporate a large number of standard German collocations into the daily assignments in writing and speaking activities. While this initial phase is complete, the course will certainly undergo minor changes over the next few semesters as our department continues the revision of the other courses in our upper-division German curriculum.

The Center for Open Educational Resources & Language Learning

COERLL’s mission is to produce and disseminate Open Educational Resources (OERs) for the Internet public (e.g., online language courses, reference grammars, assessment tools, corpora, etc.). The term OER refers to any educational material offered freely for anyone to use, typically involving some permission to re-mix, improve, and redistribute. Thus, COERLL seeks to promote a culture of collaboration that lies at the heart of the Open Education movement. In addition, COERLL aims to reframe foreign language education in terms of bilingualism and/or multilingualism. As such, all COERLL resources strive to represent more accurately language development and performance along dialectal and proficiency continua.

http://www.coerll.utexas.edu/coerll/home
Relevant Conferences and Professional Development Opportunities

**TESOL 2011 Annual Convention and Exhibit**

“Examining the ‘E’ in TESOL”  
March 16-19, 2011

The issue-based theme of the convention, “Examining the ‘E’ in TESOL,” was designed to help us engage in what the “E” represents and how it may be understood in the field. The seven plenary sessions will address this theme in different ways drawing on their extensive work in the field of linguistics, applied linguistics, and TESOL. In addition to the plenary sessions, other featured presentations will address a range of issues to meet the needs of our diverse member communities.

What are the education priorities of President Obama’s administration? What is happening with major education policies affecting the field? To answer these questions, TESOL has arranged for a broad array of U.S. government officials and guest speakers to present information on education laws and policies, new initiatives, and advocacy.

Academic sessions and InterSections highlight topics of relevance to and across interest sections, providing a collaborative forum for attendees seeking innovative and cross-disciplinary approaches and solutions. This brief list grouped into a few broad categories is just a sample of the hundreds of sessions that provide something for everyone. For descriptions of these sessions, please see the online itinerary planner.

[http://www.tesol.org](http://www.tesol.org)

**CALICO**

“Mediated Learning Communities”  
May 17-21, 2011  
University of Victoria, BC, Canada

CALICO, the Computer-Assisted Language Instruction Consortium is an international organization dedicated to research and development in the use of computer technology in language learning: computer-assisted language learning (CALL). 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.

[https://calico.org/](https://calico.org/)

**SWCOLT**

“A Language Integrated”  
April 7-9, 2011  
Fort Worth, Texas

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

[http://swcolt.org/](http://swcolt.org/)

**Texas Language Center**

2011 Professional Development Awards  
Due Date: March 15, 2011

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 -- $2000, depending on the scope of the proposed project.

[http://www.utexas.edu/cola/centers/tlc/](http://www.utexas.edu/cola/centers/tlc/)

**American Association for Applied Linguistics**

“Exploring Relevance in the Changing Contexts of Globalization”  
March 26 - 29, 2011  
Chicago, Illinois

The AAAL conference is known for its in-depth symposia and focused workshops on key issues in applied linguistics; sessions on a wide range of research studies, in progress or completed; its stimulating and often provocative plenaries; and access to the latest publications via the book exhibit. Last but not least, the AAAL conference is the place for networking, for established and new professionals, and for graduate students.

2011 Summer Language Institute
University of Texas at Austin

- Intensive language instruction •
- Fully integrated cultural program •
- Semi-immersion in-residence learning experience •

June 1 - August 15, 2011
Application deadline: April 1, 2011

Czech
Modern Greek
Portuguese
Russian
Vietnamese

Application and more details available at:
http://www.utexas.edu/cola/centers/SLI