



Texas Language Center

Fall 2014

Wither Our Languages? The TLC and The Place of FLs in a Liberal Arts Education

Thomas J. Garza

Mandela's often quoted words made during his difficult and extended negotiations with the South African Apartheid government refer to his decision to learn the oppressor language, Afrikaans, in order to facilitate the process and outcomes. For our 21st century students, the comment underscores the critical importance of mastering other languages and cultures as successful global citizens and professionals. As the TLC begins its sixth year of operation in the College of Liberal Arts, we are planning a schedule of events and features that focus on the modern learner and the need for our classes, curricula, and teaching techniques to reach a broader and more diverse student constituent. It is our goal this year to bring innovative and varied ideas, techniques, and practices to the fore of our new language classes, as we attempt to demonstrate the need for mastery of foreign languages and cultures across disciplines and

"If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his language, that goes to his heart."

— Nelson Mandela

academic majors. Keeping language proficiency relevant, if not central, to every successful degree program is more critical than ever to the future of language programs locally and nationally.

This fall's "Language Matters" series focuses on the language learner and ways and means of making the learning experience relevant

and most successful across disciplines. In September, Professor Elaine Horowitz from the College of Education offers comments on the adult learner and on acquiring language outside of the traditional classroom. In October, Professor Adi Raz from the Department of Middle Eastern Studies and the TLC presents on how to make our classes accessible for all students. Finally in November, I will be showing how multi-tiered assessment can highlight our students' multiple intelligences and interests. This fall "Language Matters" will meet on Wednesdays from 2:00 to 3:00 p.m. in the Sinclair

Continued on page 12

TLC News

Fall 2014

- | | |
|--|--|
| 1..... Wither Our Language? | 7..... Magistra: Site for Sharing Instructional Materials has Grown |
| 2..... Fall Calendar of Events | 9..... Creating Supplemental Activities for First Semester Polish Students |
| 3..... Using Popular K-Drama Clips for a Korean Language Class | 10..... Yiddish Back at UT-Austin |
| 4..... Training by Example: Spanish Classroom Video Corpus | 11..... UT-Austin Home to New Nonprofit PLUS |
| 5..... Engaging Biblical Hebrew | 13..... Resources |
| 6..... Online Listening/Speaking Activities for the Japanese Online Self-Help Utility (JOSHU) Site | 14, 15 Area Conferences and Professional Development Opportunities |

Using Popular K-Drama Clips for a Korean Language Class

Kyung Park

KOR320K (Third-Year Korean I) is the first semester of a year-long three-hour upper division course that focuses on the acceleration of understanding of various aspects of Korean culture in the Korean language context as well as on the enhancement of linguistic knowledge and skills of speaking, listening, reading and writing in modern Korean. In this course in particular, students will begin to learn Chinese characters, traditional Korean proverbs, and “four-character idioms” of Chinese origin in a modern Korean context, all of which are important in acquiring a higher level of Korean language proficiency in the context of Korean culture. Students will also face many challenges to acquire precise understanding of the differences between everyday conversational style and sophisticated formalized speech style in Korean before they move forward to the advanced level.

I have put in effort to try to provide appropriate supplemental materials for students for years. I have used edited video clips from popular Korean soap operas to support students’ learning for this purpose. These materials are frequently renewed as trends in popular culture in Korea change with rapid speed. With generous support from the Texas Language Center at UT, I worked on the project to develop more efficient and organized supplemental materials using video clips during the summer of 2014.

“My Love from the Star” is my choice for this update. This show was aired from December 2013 to February 2014 in Korea and gained enormous popularity in many Asian countries including China and Taiwan, as well as in Korea. It is a romantic fantasy in which the male protagonist is an alien who has lived on the Korean peninsula for 400 years after being accidentally left behind on earth. I have found that this show is a useful resource for the course for both linguistic and non-linguistic purposes. For example, the male protagonist speaks in a very formal style of Korean in a modern setting, mainly because he works as a college professor. The story opens up during his last 3-month stay on Earth when he meets a celebrity girl (the female protagonist) and falls in love with her. The girl speaks in an almost exaggerated simplified informal speech style, in stark contrast to the male protagonist. This show offers many valuable video clips with traditional Korean cultural and linguistic aspects mixed with very modern ones. Additionally, when the male protagonist recalls his life during the past 400 years in Korea, students can learn through vivid, live images about

how Korean people spoke and how Chinese characters were used as everyday communication tools in the past.

I edited ten 10-20 minute long video clips from the show to develop supplemental materials, which are used in in-class and out-of-class activities. For in-class activities, students watch video clips without a provided script and have a group discussion session that has to be conducted in Korean. I ask students to vote on the most interesting topic from the scenes they watch and, based on the chosen topic, each group writes its own script (either parodist or creative). Completing the script may become a homework assignment. After five or six group activities, each group will choose its favorite script out of the ones they wrote to film towards the end of the semester. This project will be their final oral exam of this course and will be assessed by the instructor and peer-reviewed by fellow classmates.

First of all, I expect students to explore transnational



**[My Love from the Star]
offers many valuable
video clips with tradi-
tional Korean cultural
and linguistic aspects
mixed with very
modern ones.**

cultural concepts and trends by introducing them with this drama, which is still very popular in many foreign countries as well as in Korea. Secondly, I want students to have opportunity to discuss their opinions in Korean with fellow classmates about various topics, including some situational questions like “do you believe in superheroes or aliens?” “what if you or your friend was one of them?” “what would you do if you were living in the 17th Century?” “what would you do if you or one of your family members was a celebrity?” and so on. Students will enhance and expand their comprehensive and communicative knowledge and skills. Students will also deepen their awareness and understanding of traditional Korean cultural linguistic characteristics as well as modern ones. I believe that this will eventually help students move to the next level of advanced Korean proficiency.

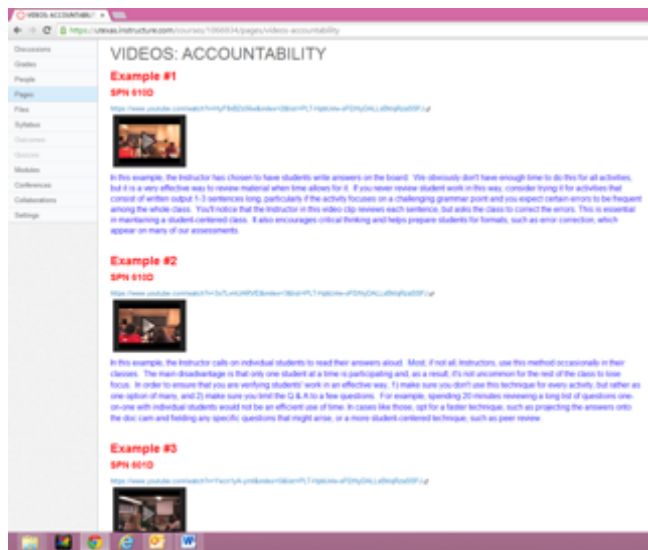
Ms. Kyung Park is a Senior Lecturer of Korean in the Department of Asian Studies.

Training by Example: Spanish Classroom Video Corpus

Melissa D. Murphy

Each semester, more than fifty graduate students serve as instructors of record in lower-division Spanish courses and, consequently, the training of this large group of Assistant Instructors is one of our main responsibilities in the Language Program. Although AIs take 398T Supervised Teaching in Spanish & Portuguese, attend a fall orientation each year, and receive guidance from their Course Supervisors on a regular basis, my goal is to provide additional resources that will benefit AIs in our department. One suggestion that the Course Supervisors and I often make to instructors is that they observe the classes of their colleagues. We realize, however, that it can be difficult to visit multiple two-hour classes, given their full schedules as graduate students and teachers.

In order to provide additional support to graduate student instructors, I decided to design an online resource, where AIs can access a wide range of short video clips from actual language classes in the Department of Spanish & Portuguese, illustrating various issues related to teaching in our program. In the spring of 2014, several classes were filmed and two graduate students working in the department's Media Center (Sam Cannon and Olivia Thayer) began editing clips, which range from one to twenty minutes in length.



During the summer, I reviewed approximately sixty edited clips and selected those that I felt best represented the items that are included in our class visit report—the written evaluation of AI performance completed by Course Supervisors—since these are the issues we consider to be the most important for successful teaching in our program. The video clips were divided into the following categories:

Lesson Planning:

- Appropriate selection of activities
- Appropriate sequence of activities
- Student accountability integrated into plan

Language Proficiency:

- Accuracy of explanations
- Appropriate length of explanations

Classroom Management:

- Student-centered class
- Clear & concise instructions
- Effective transitions
- Students kept on task
- Good pacing and efficient use of time
- Judgment calls, reactions, and dealing with disruptions
- Judicious use of English

Teaching Outcomes:

- Students analyzed & hypothesized about data
- Students produced substantial written output
- Students produced substantial spoken output

For each clip, I prepared written comments and made reference to both strong and weak points, paying particular attention to common challenges faced by language instructors and providing suggestions about improvements that could be made in certain areas. I believe that it is precisely this variety of real-life examples that will prove most useful to our AIs.

Currently, all of the video clips with comments are organized on a new Canvas site for AIs in our department, so that the resource will be available not only to my own 398T students this fall, but also to any returning AIs who may want to see examples of a particular pedagogical issue. In short, this project will allow AIs to receive additional training at their convenience and in a much more efficient manner. It will also provide a level of individualization, as instructors will be able to focus specifically on the issue(s) that they find the most challenging.

During the 2014-2015 academic year, I plan to collaborate with our Media Center staff to accomplish the following:

1. Film and edit clips from Portuguese classes, so that this online resource represents both languages taught in our department
2. Add more examples from Int Spanish classes, as the majority of the current clips are from Beg Spanish
3. Survey AIs to find out which topics they find the most useful, so that additional examples can be added accordingly.

I would like to thank the Texas Language Center for granting me a Professional Development Award to complete the initial stage of this project before the fall 2014 semester.

Dr. Melissa D. Murphy is the Language Program Director in the Department of Spanish & Portuguese.

Engaging Biblical Hebrew

Sarah Lynn Baker and Benjamin Kantor

In 2013–14, the Department of Middle Eastern Studies offered its first Intensive Biblical Hebrew course, built on the 6-hours-per-week model of the modern language courses in Arabic, Modern Hebrew, Turkish, and Persian. The success of these intensive language courses depends heavily on creative class-time interaction in the target language—activating new vocabulary and grammar in spoken activities and guided engagement with authentic texts—and this is most effective when the students have already been presented with and practiced the material at home. Through the OCILL (Online Components in Intensive Language Learning) project, the DMES is currently in the process of developing more interactive online homework drills in which students can rehearse the mechanics of the language at their own pace and receive immediate feedback, equipping them to better participate in and learn from classroom activities.

The difficulty with bringing Biblical Hebrew (BH) into this pedagogical framework is that since most institutions still teach BH in the traditional grammar-translation style rather than with the communicative method, standard textbooks have very few exercises that require students to engage all four components of the language (listening, speaking, reading, writing). Thanks to a summer 2014 grant from the Texas Language Center, we've been able to develop a number of online exercises that enable students to interact with BH in both aural and written form. We're also working to identify and create audio recordings of those BH texts that can be most usefully integrated into a communicative approach to this ancient language.

The new online materials will replace passive translation exercises with interactive drills that engage the students and require them to produce the language themselves. For example, given a set of recorded questions and answers, students will match each question with its appropriate response or even record/write responses of their own. Fill-in-the-blank exercises will give students the opportunity to practice new vocabulary and morphology, and the autocorrect format allows them to see right away where they understand the material and where they need to focus more time. Other exercises focus on longer excerpts of authentic BH text, provided in writing and/or as an audio recording. Students will need to identify certain forms in these texts (e.g., plural nouns, pronominal suffixes, a particular verb type), as appropriate to the topics of the textbook chapter being studied. They will answer multiple choice comprehension questions on the BH passage (with instant autocorrect feedback), and they may even be asked to write questions or observations of their own, which can then be used in classroom discussions of the same text on the following day. The online format can also serve as a platform

for dictation drills, which are yet another practical way for the students to develop their “ear” for the language and to hear new vocabulary in context.

We expect that these online homework exercises will help the 2014–15 Intensive Biblical Hebrew class to interact more effectively with a greater quantity of authentic biblical material, attaining a significantly higher level of language proficiency after a year of study, as compared with the 2013–14 class. The autocorrect drills will also enable instructors to spend less time correcting homework and more time preparing quality classroom activities in the Hebrew language. It is our goal that these materials will lay a solid groundwork for the long-term success of the Intensive Biblical Hebrew program at UT, in which class-time engagement with the language will be supported by the pedagogically-driven use of technology outside the classroom.

Ms. Sarah Lynn Baker is a Ph.D. student in the Department of Middle Eastern Studies.

Mr. Benjamin Kantor is a graduate student in the Department of Middle Eastern Studies.

The Texas Language Center presents:

Language Matters

A Series of Monthly Teacher-Oriented Presentations

Preaching Beyond the Choir:



Talking about language learning
outside of the language
teaching community

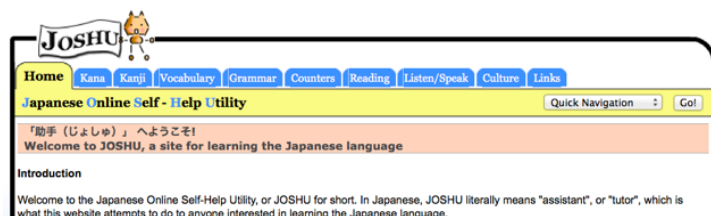
with Dr. Elaine Horwitz

Wednesday, September 17
2–3pm
Sinclair Suite, UNB 3.128

Online Listening/Speaking Activities for the Japanese Online Self-Help Utility (JOSHU) Site

Naoko Suito

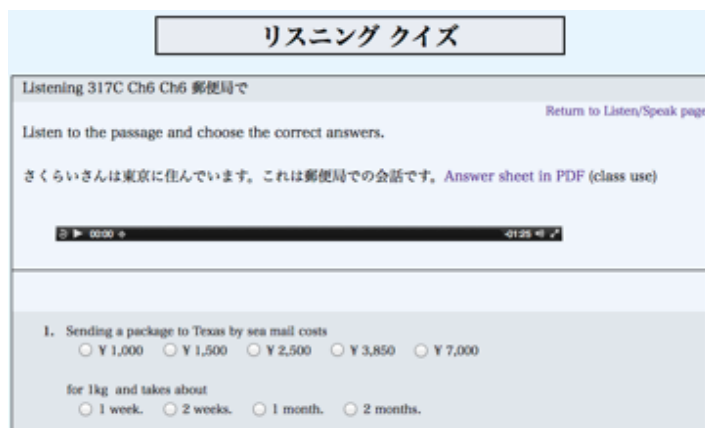
With the increase in our teaching and assignment-grading load and the decrease in the number of TAs in recent years, technology-aided homework and grading would enable an efficient and cost-means of maintaining a manageable workload without sacrificing educational quality. I believe that integrating technology into our teaching structure would not only deal with our current workload issues but also increase the strength of our Japanese program. If homework for mechanical and simple answer exercises could be submitted online, instructors could allocate their grading time to free-writing assignments.



JOSHU (Japanese Online Self-Help Utility) means “assistant” or “tutor” in Japanese. The JOSHU site was initially developed by a former student and has been modified and expanded for the past 10 years with the support of the TLC professional development awards, LAITS grants, and a FAST Tex grant. During this period many students have assisted me in handling technical maintenance of the site, as well as inputting data and drawing pictures for the site. The JOSHU site has reference pages and over 400 interactive exercise activities (with online submission function for the UT students) for Kana and Kanji writing system, vocabulary, grammar, and listening/speaking, as well as culture and links pages.

The TLC award this summer enabled me to expand the listening/speaking section. This section contains: oral performance exam practice video and audio files which provide an online practice options as a supplemental to face-to-face practice with their instructors during normal office hours; example conversation videos; listening comprehension; and questions and answers. This summer I developed materials for listening comprehension and questions and answers.

The “listening comprehension” section has short audio passages or short sentences with multiple-choice and T/F questions appropriate for various proficiency levels. The vocabulary and grammar used in each listening audio file are selected to fit the lesson plans. With online exercises the students can receive immediate feedback and have an opportunity to correct their mistakes before submitting their scores online. Printable answer sheets are also provided so that these listening comprehension activities can be used in class.

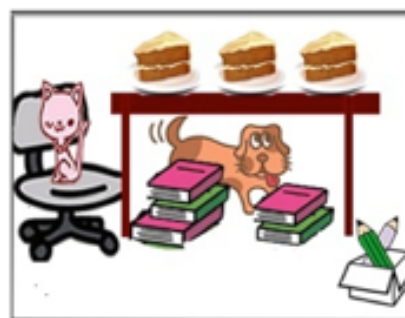


The “questions and answers” section has listening and speaking exercises. One such exercise involves listening to several sentences and restating them in a certain sentence structure introduced in class. Another type of exercise is

(2) Location of Existence

Based on the picture, answer the questions.

Q: 本はどこにありますか。
(your answer) つくえの下にあります。
(correct answer) 午前8時におきました



Continued on page 8

Magistra: Site for Sharing Instructional Materials has Grown

Jennifer Ebbeler and Paul Hay

In Summer 2012, I was awarded a \$1500 Professional Development Grant from the Texas Language Center to assist in the development of a website for Graduate Assistant Instructors of Latin and Greek in the Classics Department. The Classics Department Chair, Dr. Stephen White, generously contributed an additional \$5000 of departmental funds so that four graduate students could be hired to build the site and then populate it with teaching materials during the summer and fall of 2012. The two project leaders were Chuck Oughton and James Patterson. The site, called Magistra (Latin for “Teacher”), was developed to share and provide instructional materials such as worksheets, useful links, and sight passages among graduate assistant instructors in the Classics Department at UT-Austin. As the site evolved, it also became a landing page for graduate student AIs to post a CV, a more expansive professional biography, and a statement of teaching philosophy.

Magistra has now been up and running for two years. Over this past year, as we have focused efforts on increasing use of the site, the management of the site has been handed off to the department’s Graduate Coordinator, Beth Chichester. We are especially encouraging AIs to contribute their own teaching materials to it and keep their biography pages up to date. On the whole, materials contributed by graduate students remain password-protected and are accessible only by other UT Austin instructors (unless the contributor wishes to make the materials public). The primary function of the site is to serve as a repository for teaching materials, including exams, classroom drills, and worksheets. We imagine that, as we move forward, it will also house digital assets of various sorts.

The idea for creating Magistra emerged from my work as the supervisor of the AI program. It quickly became clear that each instructor was doing quite a lot of reinventing the wheel. Likewise, less experienced instructors were spending significant time creating teaching materials that their peers had already created. While the department’s graduate students have always been generous with one another, sharing materials and ideas, it seemed like a good idea to create a more permanent and easily accessible repository for this material—a place that could preserve institutional memory even after students passed through the graduate program and moved on to jobs.

The most significant challenges we have faced have been first, determining a good method for organizing all of the materials and making them easily searchable and retrievable; and second, getting graduate students to contribute their teaching materials to the collection. Overall, the issue does

not seem to be a concern about sharing proprietary materials so much as one of time. Graduate students are overly busy as it is, and it is an extra step to upload documents to Magistra during hectic semesters. We have encouraged them to try to set aside some time each week to upload materials, which has helped some. We have also devoted a lot of time to training new AIs to use Magistra, in the hopes that they will find it valuable and feel more willing to contribute to the growing collection. I expect that, as we move ever more into the age of digitalization, having a well-managed repository of vetted teaching materials will be crucial, particularly for graduate instructors. This summer, Paul Hay, an advanced graduate student and very successful Latin AI in the department, was awarded a Professional Development Grant to continue to expand the department’s inventory of digital Latin courseware.

Writing about his work this summer, Paul notes, “I have been able to spend this summer creating digital content for LAT 507, the second-semester course in UT’s undergraduate Latin program. I have developed content modules in Canvas based largely on the chapters of our textbook; these modules can be used to introduce new material to students at

Continued on page 8



*Theater as Language Classroom/
Language Classroom as Theater*

with Lisa Parkes
Senior Preceptor in German
Director of German Language Program
Harvard University

November 19, 2014

www.utexas.edu/cola/depts/germanic/

Sponsored by the Department of Germanic Studies
and the Texas Language Center

JOSHU Site, Continued from page 6

(1) Adversative (suffering) Passive

When you hear what Sarah did to Eric, your task is to restate each sentence in the passive form.

In your answer, include **who** is suffering and **who** caused it.

私はサラです。私の弟はエリックです。私はエリックに色々なことをします。そして、エリックはこまっています。エリックは私に何をされましたか。

[れい] サラ：私はエリックのケーキを食べました。
(your answer) エリックはサラにケーキを食べられました。
(correct answer) エリックはサラにケーキを食べられました。



question-answer exercises (with or without pictures).

Each audio file contains questions or statements followed by a brief silence and then the correct answers. The students are asked to answer each question or restate each statement during the brief silence, then self-check their answer by listening to the correct answer. If these exercises are used as homework assignments, the students can submit their audio file through the Canvas media function.

I will continue to add more listening and speaking exercises in the future.

With easy-to-follow, interactive, and fun learning tools, JOSHU is not only available as homework assignments for UT students, but also is accessible to all students who are searching for review material and those students who want to learn more about Japanese language and culture.

The JOSHU site is available at this URL: lairs.utexas.edu/japanese/joshu

Dr. Naoko Suito is a Senior Lecturer of Japanese in the Department of Asian Studies.

Check out the TLC's Lending Library!

Books on language teaching, pedagogy, and research are available for loan from the TLC. Visit us at HRH 4.196.

The library includes books about:

- **Language Teaching and Learning**
- **Linguistics and Applied Linguistics**
- **Conducting Research**
- **In-Service Handbooks and Helpers**
- **Language-Specific Materials**

Magistra, Continued from page 7

their preferred speed. The modules present new information through both PowerPoint presentations and video lectures created with screen-capture software, allowing students to follow along at their own preferred pace. This content will be available all semester for students to refer back to for individualized review.

The modules also present old material, including extensive review of the previous semester's content, which will let an instructor avoid using classroom time at the beginning of the semester trying to meet the review needs of a variety of student aptitudes. I have also developed short supplementary modules covering material that our textbook excludes but that will become essential for third- and fourth-semester Latin courses.

In addition to these content modules, I have also created a variety of LAT 507 diagnostic materials using the many tools Canvas offers. These online tools will serve much more effectively for practice with new class material, especially since they will allow the instructor to perform instant assessment for every student and find out where the class is having the most difficulty with new material (which the instructor can then focus on in the classroom). Through Canvas, the instructor can also use other online assessment methods (such as practice quizzes) to drill new and recent content.

LAT 507 is a course ripe for such a robust digital complement. As a transitional course between the basic vocabulary and grammar training of LAT 506 and the reading of actual ancient Latin texts in LAT 311 and beyond, LAT 507 has proven to be particularly challenging for both students and teachers. Students must review LAT 506 material continually, learn complex new syntax, and become able to apply this knowledge to long passages of real Latin by the end of the term. By creating this online component, I can maximize in-class time spent working with students on skill mastery (for which the instructor's presence is essential) rather than merely delivering content (for which it is not).

This digital supplementation, made possible by the Texas Language Center's grant, thus has allowed me to "flip" my classroom, a method that until now had largely been done for Latin pedagogy at UT only on an ad-hoc basis. My project connects well with the broader aims for online learning that Dr. Ebbeler has been pursuing for the Department of Classics. Indeed, because much of my material can be used by instructors in other Latin courses, our entire department can benefit from these shared digital resources."

Dr. Jennifer Ebbeler is an Associate Professor of Classics, Provost's Teaching Fellow, and Faculty Affiliate for Blended Instruction in the Office of the Provost

Mr. Paul Hay is a Ph.D. student in the Department of Classics.

Creating Supplemental Activities for First Semester Polish Students

Bernadeta Kaminska

All foreign language instructors know that there is no perfect textbook. It is even a bigger challenge to find a satisfactory textbook for Polish, a less commonly taught language in the US. Polish is one of the languages offered at the Department of Slavic and Eurasian Studies.

I have been updating textbooks for the first two years of Polish since I have joined the department.

A few years ago, I was very fortunate to have an opportunity to attend a methodological training in Kraków (Poland) where I met the publisher of our current textbook.

Polski, krok po kroku is written only in Polish, and I'm very happy as this method of presenting a new language brings the best results. It leads students into the language system in a natural way and from the very start encourages them to speak Polish. There are a large number of illustrations and audio materials.

In spring 2014, the first group of students finished their two years of learning Polish with level 1 and 2 of this textbook. The results of their exit interviews were very satisfactory and

NARZĘDNIK KIM? CZYM? I. poj.			
	rodzaj męski	rodzaj żeński	rodzaj nijaki
przymiotnik	-ym k, g -im	-ą	-ym k, g -im
rzeczownik	i -em	-ą	i -em
przykład	On jest dobrym studentem. On jest wysokim mężczyzną.	Ona jest dobrą studentką.	Ono jest dobrym dzieckiem.
	JAKIM?	JAKĄ?	JAKIM?

they all reached the Intermediate proficiency level.

The student experience with the textbook was very positive, however, they commented on lack of additional activities to practice different modalities. The Professional Development Award offered by Texas Language Center is a wonderful opportunity for us instructors to get support for such projects. I am extremely grateful to be one of the recipients of the funding to develop extra materials for my future first semester students of Polish language in fall 2014.

I am in a process of supplementing each of the twelve lessons of *Polski, krok po kroku*. It will enhance the students' experience immensely. The exercises are created online on Canvas and will complement in-class instruction. They could be assigned as a review for each chapter, before each major

test, or as additional homework exercises. The students can be required to do them at home or be responsible for their own learning experience. The materials could also be a refresher opportunity at any point during two years of studies.

The exercises allow students to practice their vocabulary, grammar, and reading skills as well as provide cultural information within specific chapter. The activities are online and represent variety of questions: multiple choice, true/false, fill in the blank, matching, and open questions.

The first semester of studies brings a lot of information about the Polish grammar. The students are introduced to four out of seven cases for nouns and personal pronouns in singular and plural. There are different types of verb conjugation to master. Students practicing, for example, the instrumental case in singular, are able to see the grammar chart and explanation of endings of the noun and adjective online next to the activity.

Konjugacja -m, -sz

Mieć

I. poj.

(ja) mieszkam

(ty) mieszkasz

on

ona mieszka

ono

I. mn.

(my) mieszkamy

(wy) mieszkacie

oni

one

mieszkają

This is just one example of a great resource for my students. I am looking forward a great semester and wish all my colleagues in COLA a successful and enjoyable semester!

Ms. Bernadeta Kaminska is a Lecturer in the Department of Slavic & Eurasian Studies.

MOSCOW PLUS 2015!

Take bridge courses in Russian language & culture and earn six hours of credit during Summer 2015 while living and traveling in Moscow and St. Petersburg! Open to students who have taken two or more years of Russian.

Attend the **information session** on **Friday, November 14, 2014, 4 to 5pm** in **CLA I.302C**. For more information, visit links.utexas.edu/cdhbkeu

**Yiddish is Back at UT-Austin—
Course Has Long History**

Kirsten Belgum

There is a very long tradition of Yiddish being offered in the Department of Germanic Studies at UT. Prof. Robert King was the first one to offer some courses in Yiddish at Hillel in the late 1960s. The interest among students was so strong that around 1970 then Dean of the Humanities, Stanley Werbov (also from Germanic Studies) added it as an official course at UT. Soon after that there was a regular position for Yiddish in the department. This was the case until about 10 years ago, when Dr. Nina Warnke, our last Yiddish professor, left UT.

Dr. Itzik Gottesman, who was on the faculty in the 1990s, will be returning to UT to offer Yiddish again starting next fall. He has spent the intervening years in New York, where he served as associate editor of *The Yiddish Forward* [Forverts]. The idea to revive Yiddish at UT arose precisely because Dr. Gottesman was able to come back to UT; under his guidance the program thrived in the 1990s and we expect it to be successful again. The audience may have changed. Whereas there are fewer students with Yiddish speaking family members now, we think there is a lot of cultural, social, and historical interest in this Germanic language that is not only a document of a large part of Jewish European history, but also the vehicle through which much of that culture was transmitted and

is now stored. It was the spoken language of most Central and Eastern European Jews for centuries—from the Middle Ages until well into the modern era. Spoken Yiddish was, of course, along with so many of its speakers, a victim of the Holocaust. However, there are still native speakers of Yiddish from England to Israel and from Canada to Latin America.

We hope that a lot of students find out about this revival of Yiddish at UT. It will be a challenge to rebuild the program from the ground up. But we see excellent prospects for this Germanic language, and in the past a number of students went on to work with Yiddish as part of their research in history, linguistics, and Jewish studies.

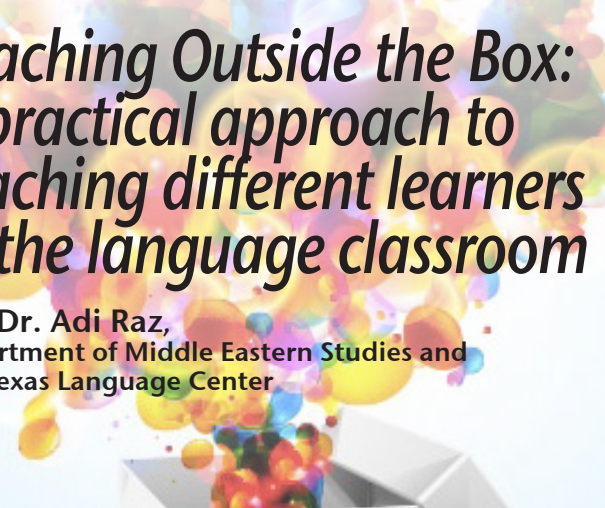
We have the support of the Schusterman Center for Jewish Studies and a talented and passionate instructor in Dr. Gottesman who is both a native speaker of Yiddish and a well-known researcher on Yiddish culture, folklore, literature, and song. Dr. Gottesman, who earned his PhD in Folklore at the University of Pennsylvania will also be offering courses each semester on Jewish culture taught in English. We are excited to be able to offer Yiddish at UT after a hiatus of several years. Taking the one-year intensive sequence will fulfill the language requirement for most majors!

Kirsten "Kit" Belgum is an Associate Professor and the Chair of the Department of Germanic Studies.

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

**Teaching Outside the Box:
A practical approach to
teaching different learners
in the language classroom**

with Dr. Adi Raz,
Department of Middle Eastern Studies and
the Texas Language Center



**22 Oct 2014
2–3pm
UNB 3.128**



Hey Students!
**Nominate your language instructor for the TLC
Foreign Language Teaching Excellence Awards!**

Awards are given to one professor or lecturer and one graduate assistant instructor. Scan this QR code or visit links.utexas.edu/gupetq to submit the nomination form online!

Deadline is January 18, 2015!



UT Austin Home for New Nonprofit Partners for Languages in the United States (PLUS)

Jessica Sinn

The University of Texas at Austin is now home to Partners for Languages in the United States (PLUS), a nonprofit member-based organization designed to advance language education to the highest levels of professional proficiency.

Housed in the College of Liberal Arts' Texas Language Center, PLUS works as an accrediting body for university-level programs that meet high levels of language instruction standards through a peer-review process.

Thomas Garza, associate professor of Slavic and Eurasian Studies and director of the Texas Language Center, says PLUS is a valuable asset for foreign language programs at UT Austin and universities across the nation.

"In an increasingly globalized world, language skills are no longer a luxury—they are an essential part of being a global citizen," says Garza, who serves as executive director of PLUS. "Now with PLUS under our umbrella, UT Austin is well on its way to becoming one of the premiere sites for language instruction."

Garza says PLUS will especially benefit the college's two flagship programs in Arabic and Hindi Urdu, which are designed to give students advanced foreign language proficiency through intensive language instruction and summer immersion programs.

By combining advanced language courses with PLUS resour-

es, students will have the opportunity to master professional proficiency in a second language. This highly valuable skill will allow them to work in other countries and compete in the global marketplace, Garza says.

PLUS offers several benefits and services, including:

- Participation in committee activities, including standards development, peer-review assessment and research
- Workshops, seminars and conferences on standards and accreditation
- Open access to the latest data on language acquisition results
- Articles, workshops and presentations on language skill development
- Information on the latest technologies and their application to language learning
- Professional development opportunities, including collaboration with experts and colleagues in all language programs across the nation

"We are delighted to welcome PLUS into the College of Liberal Arts," says Richard Flores, senior associate dean in the college's Office of Academic Affairs. "This new partnership expands the College of Liberal Arts' mission to help students better understand—and ultimately thrive in—the world beyond campus."

Ms. Jessica Sinn is a Public Affairs Specialist in the College of Liberal Arts

Upping Your Game: Using Games and Gaming in Foreign Language Instruction



Oct 18, 2014
10:00am–3:00pm
CLA 1.302B

Four hours of CPE credit available.
Register at links.utexas.edu/bvtxym

Sponsored by the Texas Language Center

The Texas Language Center presents: Language Matters

A Series of Monthly Teacher-Oriented Presentations



GETTING THE BIG PICTURE Multi-Tiered Assessment of Students' Progress in a Foreign Language

with DR. THOMAS J. GARZA

Wednesday, November 12, 2014
2–3 p.m.

Union Sinclair Suite, UNB 3.128

Wither Our Language, Continued from page 1

Suite, UNB 3.128, in the Texas Union. We hope that this later time will allow more instructors, graduate students, and students of foreign languages to be able to attend the talks and participate in conversations about UT's best practices in language instruction directly from the experiences of instructors in the field. Please join us at these forums for an open and lively exchange of ideas and practices for continuing success of our programs.

Also planned for this fall in October is a day-long Saturday workshop on using games and gaming techniques in language classes. Participants in this creative workshop will be introduced to successful ways that both traditional and online games can help raise interest and enthusiasm in using the language outside of class. From a mafia-themed role-play game in Russian to the virtual reality world created in Second Life simulated environments, presenters will demonstrate how to use various games in class, as well as how to incorporate them into the curriculum and assess student outcomes using the same gaming techniques. For students in non-literary fields, such techniques offer alternative outlets for using the language beyond the classroom. Online registration for this workshop is open to all language educators and students.

During the past summer, much of the TLC's efforts were directed toward setting up its newest enterprise: Partners in Languages in the U.S. (PLUS). In May, UT and the TLC were made the inaugural institutional home of this national membership organization after a national search conducted by the Language Partnership. The PLUS organization brings national attention to the creation of standards-based language instruction and peer accreditation of these programs. Such goals fit precisely into the mission and vision of the TLC in working with language programs of excellence at the University and around the state of Texas. PLUS will allow some of the professional development workshops and seminars to "go national" through a webinar format and serve both a local live constituency as well as a virtual national audience. (For more information about PLUS, see p. 11.)

The highlight of the past spring 2014 semester was the awarding of the fifth annual Texas Foreign Language Teaching Excellence Awards. Each year the TLC surprises two language instructors—one faculty at any rank and one graduate student Assistant Instructor—during their classes with a plaque, citation, and monetary prize for their outstanding contribution to the teaching of language and culture at the University. The TFLTE begins with nominations from students, followed by a peer selection process conducted by members of the TLC Advisory Committee. This spring, the TLC received more than forty nominations in nine languages. In the end, two instructors emerged as the 2014 recipients.

The first was Laila Familiar, a Lecturer in the Department of Middle Eastern Studies, for her inspired teaching of Arabic and her leadership of the Arabic Summer Institute. The second was Ph.D.

candidate and Assistant Instructor of German, Anke Sanders, in the Department of Germanic Studies. Anke was surprised at her doctoral dissertation defense, just as she learned that she was a new UT Ph.D.! Both recipients join a roster of exceptional and inspiring teachers of language and culture, who constantly demonstrate innovative and effective classroom techniques. Over

the past five years, the TLC has awarded \$35,000 in teaching awards, generously contributed by the College of Liberal Arts.

Finally, in anticipating the spring schedule of events, the TLC is pleased and honored to host the 2015 South Central Association for Language Learning Technology (SOCALLT) here at The University of Texas at Austin. Hosting SOCALLT fits thematically with the TLC's focus on technology and language education from this past year. We hope to have sizeable and enthusiastic participation—both as presenters and as audience members—from our own UT community of "language friendlies." Check the TLC website [www.utexas.edu/cola/centers/tlc/] for conference details and the call for papers and proposals for sessions at this exciting regional conference. In the meantime, have a great Fall 2014!



Middle Eastern Studies Chair Kamran Scot Aghaie, 2014 TFLTE faculty awardee Laila Familiar, TLC Director Tom Garza, and CoLA Dean Esther Raizen.



2014 TFLTE award-winning Assistant Instructor Anke Sanders with her doctoral committee members (L to R) Marilla Svinicki, Martin Tombari, Diane Shallert, and Ricardo Ainsley.

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



Like us on
Facebook

Scan this QR code, click the “Like us on Facebook” button on the TLC home page, or enter Texas Language Center in the Facebook search box to:

- Find information about upcoming language events and opportunities.
- Connect with other language instructors and enthusiasts.
- Provide feedback on past TLC events.



Unable to attend the last
Language Matters?

Want to review materials and
discussions from previous
conferences?

Videos and handouts from past lectures and workshops are available on the TLC website. Click on Resources on the TLC homepage.

LIBERAL ARTS CAREER SERVICES

Looking for a language-related job or internship?

You can find language-related jobs and internships in the Liberal Arts Career Services' database, *Beyond the Tower Gateway*.

Visit the Liberal Arts Career Services homepage—www.utexas.edu/cola/orgs/lacs/—and create your account.

LACS also provides career and internship coaching, résumé and cover letter assistance, recruiting, and support services.

Meet with a LACS coach for walk-in coaching, no appointment necessary:
M-F, 1:30-3:30 PM in FAC 18.

Do you know a language not regularly taught at UT-Austin? Need to fulfill your undergraduate language requirement?

The TLC offers foreign language proficiency testing in the following languages:

Afrikaans	Estonian	Indonesian	Romanian
Albanian	Fijian	Latvian	Samoan
Armenian	Finnish	Lithuanian	Serbian
Aymara	Georgian	Malagasy	Tagalog
Bulgarian	Guarani	Malay	Tahitian
Cakchiquel	Haitian Creole	Maori-New Zealand	Thai
Cambodian	Hmong	Mongolian	Tongan
Cantonese	Hungarian	Navajo	Ukrainian
Cebuano	Icelandic	Quechua	Vietnamese
Croatian	Ilongoo-Hiligaynon	Rarotongan	Welsh

Click on Language Requirement on the TLC homepage for more information about language testing and getting your foreign language requirement waived: tinyurl.com/ml64awp



SLRF2014

OCT. 23-25
Columbia, SC

SECOND LANGUAGE RESEARCH FORUM: Theory Meets Practice

Hosted by the University of South Carolina

Plenary Speakers:

Randi Reppen, Northern Arizona University

Donna Lardiere, Georgetown University

Cristina Sanz, Georgetown University

ce.byu.edu/cw/slrf



South Central Modern Language Association

Affiliated with the Modern Language Association of America

OCTOBER 18-22, 2014 AUSTIN, TX

Radisson Hotel & Suites, Austin-Downtown

NEH Grant-Writing Workshop October 18, 4:00-7:00 p.m.

The National Endowment For The Humanities is offering a grant-writing workshop to registered SCMLA conference participants at no extra charge. You must register for the workshop in advance.

www.southcentralmla.org



SWCOLT

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING

Effective Teaching: Soaring a Mile Higher

Denver, CO

February 27-28, 2015
(pre-conference workshops February 26)

www.swcolt.org



ACTFL

ANNUAL CONVENTION
& WORLD LANGUAGES EXPO

SAN ANTONIO 2014

HENRY B. GONZALEZ CONVENTION CENTER

NOVEMBER 21-23

www.actfl.org/convention-expo

Graduate Conference in Comparative Literature at The University of Texas at Austin



**Rethinking Comparison:
Relationality, Intertextuality,
Materiality**

September 26 and 27, 2014

**Keynote Address by
Professor Natalie Melas
Cornell University**

TLC panel at GRACLS 2014

Literary Interstices: Literary Texts, Prior Knowledge, and Foreign Language Learning

Katya Cotey, Melissa Demos, Daniel Kahozi, and Maryam Shariati with Thomas J. Garza, moderator

While many students in today's language classes do not plan to be literature majors, introducing them to the literary figures and works of the region provides invaluable insight into the language and culture being studied. This panel will discuss various various techniques and methods of using literary texts in the FL classroom, and the benefit of cultural literacy for overall proficiency.

sites.utexas.edu/gracsl/

Save the Date for
SOCALLT 2015

**April 24 & 25, 2015
The University of Texas at Austin**

Call for Proposals announced soon at
sites.utexas.edu/socallt.

71st Annual South Central MLA Conference

*Forces of Nature:
The Elements and
Aesthetic Production*

October 18-22, 2014

Austin, Texas

www.southcentralmla.org/2013-conference-logistics/

Texas Foreign Language Association
Advancing the Study of LOTE in Texas



**Reaching Global
Competence**

November 20-23, 2014
With ACFTL in San Antonio, TX

www.tfla.info/conferences

Fall 2014

TLC Newsletter

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Language Matters!

The Texas Language Center is continuing its monthly teacher-oriented presentation series from **2pm to 3pm on Wednesdays** in the Texas Union **Sinclair Suite, UNB 3.128.**

Join us this Fall for these exciting topics:

- **Sept 17—*Preaching Beyond the Choir: Talking About Language Learning Outside of the Language Teaching Community*** with Dr. Elaine Hortwitz, Dept. of Curriculum & Instruction, College of Education
- **Oct 22—*Teaching Outside the Box: A Practical Approach to Teaching Different Learners in the Language Classroom*** with Dr. Adi Raz, Texas Language Center and Dept. of Middle Eastern Studies
- **Nov 13—*Getting the Big Picture: Multi-Tiered Assessment of Students' Progress in a Foreign Language*** with Dr. Thomas J. Garza, TLC, PLUS, and Dept. of Slavic & Eurasian Studies