Newsletter

For an Open World
Spring 2011

COERLL Newsletter
Spring 2011: For an Open World

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Language Resource Centers (LRCs)

The Center for Open Educational Resources & Language Learning (COERLL) is one of 15 national foreign language resource centers funded by the US Department of Education (Title VI of the 1990 Higher Education Act). The overall mission of these federally-funded centers is to improve the teaching and learning of foreign languages by producing resources (materials and best practices) that can be profitably employed in K-12 and higher education settings. The work of the LRCs is based on the following seven areas:

- Applied linguistic research
- Teaching materials
- Language assessment
- Teacher development
- Less commonly taught languages
- K-12 initiatives
- Outreach and dissemination

Mission

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.

Scan the code to the right with a scanner (barcode reader) application to explore COERLL.
To find a scanner application, Google "QR Reader" and the model of your phone or the operating system of your computer.

From the Director

We are pleased to present the inaugural issue of our biannual newsletter, a publication devoted to bringing you the latest information about COERLL.

It all began in August, when the US Department of Education (DOE) announced the winners of the 2010–2014 Title VI Language Resource Center grant competition. We were thrilled to find out that the Center for Open Educational Resources and Language Learning (COERLL) had been selected to join the ranks of the other Language Resource Centers (LRCs) around the country.

The DOE first began designating university campus-based LRCs in 1990 as the government's response to the growing national need for expertise and competence in foreign languages. Today, there is a national network of 15 LRCs that stretches from the East Coast to Hawaii. And we are especially pleased that from our headquarters at the University of Texas at Austin, COERLL will be able to bring the resources and expertise of this national network to the south central region of the United States.

While all LRCs promote the learning of foreign languages, COERLL's emphasis on Open Educational Resources (OERs) as the means to accomplish that mission is what distinguishes us from our institutional peers. COERLL seeks to:

- Promote a culture of collaboration that lies at the heart of the Open Education movement.

- Reframe foreign language education in terms of bilingualism and/or multilingualism.

- Create resources to represent more accurately language development and performance along dialectal and proficiency continua.

Open Education

At COERLL, we believe that Open Education has the greatest potential to meet the need for high quality educational resources, and as a consequence, to have the greatest impact on how people learn languages in the digital age. Digital technology has bestowed incredible power on educators by giving them the tools of production (e.g., digital equipment and mul-
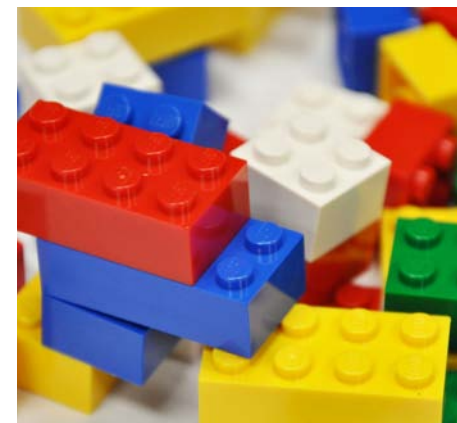
What is an OER?

OER (Open Educational Resource) refers to any educational material offered freely for anyone to use, typically involving permission to re-mix, improve, and redistribute.

timedia software) as well as the means of mass distribution (e.g., the Internet). In other words, digital technology has profoundly changed the traditional relations between producers and consumers of educational materials. These changes in professional roles have entailed a shift in values and beliefs, namely, a turn from the prescriptive linguistic ideology that is deeply entrenched in the fields of foreign language pedagogy and publishing.

While COERLL may be a brand new LRC, the University of Texas at Austin has a long and proud tradition of creating high-quality foreign language materials for public use. (See "Open Textbooks: An Affordable Alternative" on p. 10.) Thanks in large part to previous FIPSE (Fund for the Improvement of Post Secondary Education) grants, UT Austin has established itself as a leader in open textbook publication. For example, we have already produced several large-scale, comprehensive foreign language resources, akin to textbooks, that leverage the portability, flexibility, and convenience of an open, online environment. (See "Foreign Language Teaching Methods" on p. 12.)

The end result has been to raise the quality and availability of OERs for foreign language learning by putting control of the production directly into the hands of language instructors. COERLL intends to

build on this innovative open publication process that is characterized by:

- usability testing and formative evaluation as part of the entire development process in order to create more learner-centered products;

- language varieties normally ignored by publishers (e.g., non-standard dialect and mixed codes); and

- user-generated content from teachers and learners as a means to continually improve and update the materials and tools.

Usability Testing

All COERLL projects emphasize frequent usability testing and formative evaluation to determine the effectiveness of materials as they are being developed. Teachers and learners do not always agree with developers about how pedagogical materials and tools should be used. Therefore, it is essential to hear from the end-users early and often during the development process. We are convinced that by carefully listening to the end-user, pedagogical products will have a greater impact on the learner.

Authentic Language Use

The need for pedagogical materials that accurately represent language use has never been greater. And yet, commercial publishers are still wary of including non-standard speech for fear of losing market share. At COERLL, we are committed to employing digital tools to capture language as it is actually spoken or written in real-life situations. In 2004, we launched *Français interactif*, an online first-year French curriculum that focuses

on the language learning experiences of American students in France. Videos show students speaking in a mixture of French and English and communicating with native French speakers as best they can. Since the goal of the videos was to capture authentic samples of native and non-native speech, no attempt was made to alter the language. *Français interactif* accords a place of privilege to bilingual French-English speakers exhibiting a wide range of proficiencies: from balanced bilinguals to so-called 'incipient' bilinguals (i.e., American students learning French).

The program was so successful that we developed a first year program in German—*Deutsch im Blick*—along similar lines. In addition, COERLL's Spanish in Texas project, a pedagogically designed corpus of sociolinguistic interviews, aims to fill the growing need for materials about the linguistic continuum (dialectal and proficiency) among US Spanish speakers.

User-generated Content

COERLL's open publishing process brings the end user back into the equa-

tion. This is best seen by the inclusion of user-generated content. For example, the Spanish in Texas corpus will rely on native Spanish speakers who share their own life stories. The concept of user-generated content is also central to the LESCANT cultural photograph archive. Students discuss and share their analyses of cultural differences by populating a searchable database with photos that highlight potential miscommunications between cultures. Each entry includes metadata such as Google maps. Both of these projects reflect the participatory nature of Web 2.0 technology where the end-user is a co-producer of the content.

Visit Us Online

This has been a year of firsts for us: our first ACTFL, our first regional conference, our first website, and now, our first newsletter. I hope that you enjoy reading about our many projects and events. But don't stop there. Visit us online and share with us your ideas for creating a new generation of open language materials.

For a more open world,

Carl Blyth
Director of COERLL

Introducing the People of COERLL

Carl Blyth
Director

Carl Blyth is the Director of COERLL and Associate Professor of French Linguistics in the Department of French and Italian. He has held several administrative positions prior to COERLL: Coordinator of Lower Division French (1993-2002); Acting Director of Technology, Literacy, and Culture (2001-2002); Director of COERLL's predecessor, the Texas Language Technology Center (TLTC) (2006-2011); and Director/Assistant Director of the UT Summer Program in Lyon, France.

Karen Kelton
Programs Manager

Karen Kelton is the Programs Manager of COERLL and a Senior Lecturer in the Department of French and Italian. She supervises lower-division French courses and directs the UT Summer Program in Lyon, France. She is working on the open textbook initiative to lower textbook prices through print-on-demand publishing.

Nathalie Steinfeld Childre
Publications Manager/Web Developer

Nathalie Steinfeld is the Publications Manager/Web Developer for COERLL. She has taken over the maintenance and deployment of COERLL projects since she joined the team in 2008. She develops the graphic design of all COERLL websites and print publications.

Rachael Gilg
Projects Manager/Web Developer

Rachael Gilg is the Projects Manager/Web Developer for COERLL. She specializes in user-centered design and coding of instructional and multimedia websites and manages the development of the center's open educational resources.

Thomas Garza
Associate Director of Outreach and Teacher Development

Dr. Thomas Garza is Associate Director of Outreach and Teacher Development for COERLL. Dr. Garza is the University Distinguished Teaching Associate Professor of Russian and the director of the Texas Language Center (TLC) at UT Austin.

Joseph TenBarge
Associate Director of Technology

Joseph TenBarge is Associate Director of Technology for COERLL. He is Assistant Dean for Instructional Technology and Facilities in the College of Liberal Arts and has led Liberal Arts Instructional Technology Services (LAITS) since 1998.

(from left to right: Nathalie Steinfeld Childre, Karen Kelton, Rachael Gilg, and Carl Blyth)

COERLL is a group of diverse individuals committed to working as a team. As an artist and computer programmer, Nathalie helps us translate ideas into end products that link text, sound, and image in provocative ways. Karen combines her expertise in foreign language teaching and study abroad in the publication of open materials such as *Français interactif*, a first-year textbook that focuses on the study abroad experience. Rachael manages the complex process of project development thanks to her professional background in user experience design and information architecture. As a sociolinguist and discourse analyst, Carl is fascinated by cross-cultural and intercultural communication, especially in computer mediated environments. He is also interested in exploring the creation of computer tools for linguistic analysis. Despite our diverse interests—fine arts, foreign language pedagogy, information design, and sociolinguistics—we all share a common passion for languages and technology.

COERLL also represents collaboration across educational units within the College of Liberal Arts at the University of Texas at Austin. For example, the COERLL team collaborates with foreign language faculty members from many different departments to create high quality OERs for language learning. COERLL's predecessor, the Texas Language Technology Center joined forces with the Liberal Arts Instructional Technology Services (LAITS) to produce websites and resource materials in over 17 different languages. COERLL intends to continue this collaboration with LAITS and to join with the newly-formed Texas Language Center (TLC) to present teacher training symposia and workshops. Under the direction of Thomas Garza, TLC seeks to professionalize UT Austin's foreign language teaching staff through research, continuing education, and course development. TLC's campus-wide mission goes hand in hand with COERLL's national mission to promote foreign language teaching and learning.

All of us at COERLL are honored and excited to join the ranks of the other Language Resource Centers. And we all truly believe that by sharing ideas and by collaborating we can realize the potential of the Open Education movement. Together we are working to create a more open world.

COERLL Projects

COERLL projects are grouped into broad themes that feature the creation of:

- Open multimedia courseware for the teaching of less commonly taught languages (LCTLs)

- Open sociolinguistic corpora of authentic language samples designed for use by students and educators

- Innovative tools for language analysis and learning

- Assessment tools for determining language dominance and for analyzing linguistic proficiency

- Teacher development materials and workshops

LESS COMMONLY TAUGHT LANGUAGES

Arabic Listening Comprehension
Aswaat Arabiyya

Videos and exercises for listening comprehension on a wide variety of topics from televisions stations throughout the Arab world, organized by proficiency level.
Project Director: Mahmoud Al-Batal
(Department of Middle Eastern Studies, Arabic Flagship Program)

Gateway to Chinese
Multimedia Learning Materials for Mandarin Chinese

A set of interactive websites for learning and practicing pronunciation, Chinese listening comprehension, context-based grammar exercises, and an interactive flash card project.
Project Director: Wen-Hua Teng
(Department of Asian Studies)

Hindi in America
Videos of Conversational Hindi

A collection of interviews with Hindi speakers that offers unscripted examples of the contemporary colloquial language.
Project Director: Rupert Snell
(Department of Asian Studies, Hindi-Urdu Flagship Program)

Yorùbá Language and Culture Through Film
Nollywood

An intermediate Yorùbá resource based on Nigerian videos and films.
Project Director: Omoniyi Afolabi
(Department of Spanish and Portuguese)

Yorùbá Open Access Textbook
Yorùbá Yémi

A print-on-demand textbook and accompanying multimedia for beginning learners of Yorùbá.
Project Director: Fehintola Mosadomi
(Department of Middle Eastern Studies)

Mahmoud Al-Batal

Wen-Hua Teng

Rupert Snell

Omoniyi Afolabi

Fehintola Mosadomi

Barbara E. Bullock

Almeida Jacqueline Toribio

CORPORA

Spanish in Texas Corpus

Spanish and bilingual Spanish-English speech samples culled from conversations with speakers of diverse personal profiles and regional origins throughout Texas. Videos will be accompanied by instructional materials for specific levels (elementary, middle school, high school, and college).

Project Directors:

Barbara E. Bullock (Department of French and Italian)

Almeida Jacqueline Toribio (Department of Spanish and Portuguese)

LANGUAGE TOOLS

Collaborative Reading and Annotation

eComma

A web application for collaborative reading of text with online commentaries.

Project Directors:

Carl Blyth (COERLL, Department of French and Italian)

Sam Baker (Department of English)

Cultural Archive

LESCANT Photo Database

An archive of photos contributed by students abroad and arranged according to cultural categories: language, environment, social organization, context, authority, non-verbal, and time.

Project Director: Orlando Kelm (Department of Spanish and Portuguese)

Multilingual Lexicon

Multi FrameNet

An online corpus-based multilingual dictionary that illustrates how words are used in real life contexts.

Project Director: Hans Boas (Department of Germanic Studies)

ASSESSMENT

Bilingual Assessment

An Easy-to-Use Instrument to Assess Bilingualism

An instrument quantifying language use patterns, language proficiency, and language dominance in the two languages of bilinguals for Spanish, French, Catalan, and English.

Project Director: David Birdsong (Department of French and Italian)

Proficiency Assessment Training

Proficiency Training Website and Spanish Learner Corpus

A website featuring videos of learners to help teachers of Spanish assess learners' proficiency levels.

Project Director: Dale Koike (Department of Spanish and Portuguese)

TEACHER DEVELOPMENT

Workshops, Symposia, and Resources for Language Teachers

COERLL offers opportunities for professional development every summer, including workshops on general foreign language teaching methods and workshops for teachers of specific languages, such as Arabic, French, German, Hindi, and Spanish. COERLL also sponsors yearly symposia based on its on-going projects and conference presentations at state, regional, and national levels.

Associate Director of Outreach and Teacher Development for COERLL: Thomas Garza (Department of Slavic and Eurasian Studies, Texas Language Center)

Carl Blyth

Samuel Baker

Orlando Kelm

Hans Boas

David Birdsong

Dale Koike

Thomas Garza

Where to find open textbooks

- **Orange Grove Text Plus** (OGT+) is Florida's operational repository project of open source educational materials. http://www.theorangegrove.org

- **The Assayer** is the web's largest catalog of open source textbooks, especially in the areas of math, science, and computers. http://theassayer.org

- **CCCOER** is a collaborative effort to develop and use Open Educatonal Resources (OERs) in community college courses. http://cccoer.wordpress.com/resources/

- **Flatworld Knowledge**, is a free open source textbook publisher. http://www.flatworldknowledge.com

- **Connexions** is a Content Commons of free, open-licensed educational materials in fields such as music, electrical engineering and psychology. http://cnx.org

- **Wikibooks** is a Wikimedia community for creating and sharing educational textbooks. http://www.wikibooks.org/

- **Merlot** is a free and open resource designed primarily for higher education. http://www.merlot.org

- **OER Commons** is a worldwide learning network of shared teaching and learning materials. http://www.oercommons.org

Adapted by COERLL from
Open Textbooks: The Affordable Flexible Alternative.
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Open Textbooks: An Affordable Alternative

College textbooks have become too expensive. That is the growing consensus on many campuses today. Although tuition has gotten most of the attention, the price of textbooks has actually risen more quickly than any other expense at two-year public colleges and at four-year colleges and universities, with the exception of room and board.

For some Americans, textbooks constitute the final barrier to college, particularly for low- and moderate-income students enrolled in community colleges where annual textbook costs are often equivalent to the price of tuition.

Aware of the gravity of the situation, college administrators are desperately seeking solutions: textbook rental, use of old editions, posting textbook ISBNs online so students can search for the best deal, making certain that professors use all materials they require their students to purchase, etc. At COERLL, we believe that these solutions are unlikely to achieve much success because they treat the symptoms and not the cause. In other words, none of these solutions addresses the flaws in the educational adoption model. College publishers focus their product development and marketing efforts almost exclusively on the professors who make up the adoption committees, and not on the end users, i.e., their students (and teaching assistants in the case of multi-section courses). Oftentimes, the professors do not even know the price of the textbook much less what their students think about its content.

Rich Baraniuk, a leading advocate of Open Education and the founder and CEO of Connexions.org, has recently characterized academic publishing as "a closed system that creates shut outs," namely, the students and teaching assistants who have no say in textbook decisions. Baraniuk's main argument is that the structure of commercial academic publishing actually inhibits innovation and results in materials that are costly and far from user-friendly. But cost is only part of the problem. Anyone attending a professional meeting hears teachers criticize textbooks as being generic and ill-fitted to their classrooms' particular needs.

At COERLL, we believe that the "open textbook" is the most promising solution to the rising costs of pedagogical materials. Open textbooks fundamentally change the ecology of educational publishing. A textbook becomes "open" when its copyright-holder grants usage rights to the public through an "open license," which typically includes the right to access, reformat, and customize at no additional cost. Open textbooks look much like traditional texts, with these innovations:

- Students can access open textbooks online at no cost.

- Hard copies of the textbook are optional and affordably priced.

Thanks to previous FIPSE grants, COERLL has produced an open access first-year French textbook *Français interactif*. Initially, we made *Français interactif* available to the public as a free, downloadable PDF. We soon discovered,

however, that students and professors still wanted a printed version of course materials. So, in addition to our free digital version, we now provide a print-on-demand textbook at a reasonable $25 price point (most first-year textbooks cost well over $100). The term print-on-demand refers to a growing movement in the publishing industry in which new copies of a book are not printed until an order has been received. Open, print-on-demand textbooks avoid the publishing, printing, and inventory costs associated with traditional textbooks.

While most people find the price point attractive, they still worry about the quality of open textbooks. After all, isn't a textbook's price a good reflection of its quality? COERLL's open textbooks are developed by college professors through a traditional peer review process. Moreover, our textbooks are closely vetted by experts. For example, *Français interactif* is the product of many French faculty and students at UT Austin who

have contributed content over the years. And since *Français interactif* is free to the public, interested teachers or students are able to examine its contents fully before trying it in their classrooms.

COERLL's emphasis on the printed textbook option in the digital age may strike some as a step backwards. Our experience has shown otherwise. Students and teachers still demand hard copies of pedagogical materials. But they want more from their printed textbooks—they want the ability to create, revise, duplicate, and rearrange content, to make basic layout choices, in other words, to customize the textbook according to their needs. And open textbooks make it all possible. □

Visit Français interactif:
http://laits.utexas.edu/fi/

Foreign Language Teaching Methods

Teaching methods courses often have mixed results when it comes to actually changing teachers' pedagogical practices. One reason for this is an overemphasis on theory at the expense of practice. Novice teachers who graduate from such courses may understand the new methods at the conceptual level, but often have difficulty implementing them in their classrooms.

Beginning teachers face intense performance pressure, and incorporating innovation in teaching methods requires trial and error. Thus, for methods classes to achieve real results, teachers must feel comfortable enough to risk failure, that is, to try out new techniques and to develop at their own pace. In 2010, COERLL launched a unique online course for pre-service and in-service teachers called Foreign Language Teaching Methods. The result of a grant from the Texas Higher Education Coordinating Board, the course focuses on 12 different aspects of language teaching, each taught by a different expert instructor. The site contains video footage from an actual methods course held at the University of Texas at Austin. The goal of the grant was to design a flexible resource for use as a component of a classroom methods course or as a stand-alone course for independent learners. The course features faculty members representing seven different foreign languages (Arabic, ESL, French, German, Hebrew, Russian, Spanish).

The course contains a wealth of practical information for foreign language teachers:

- Best practices for instruction that can be applied to any language.

- Design ideas for activities and lesson plans that can be adapted for any language classroom.

- Opportunities to learn by observing the development of actual teachers.

Professional Development as Self-Discovery

What sets this course apart from methods textbooks and other online courses is its focus on professional development as a process of self-discovery. In other words, the videos of novice teachers participating in an actual methods class afford the end user an excellent point of comparison and a virtual participatory experience. Within each module, the sequencing of content mirrors the real-life class. As the user progresses through the module, she is presented with the same experience as the teachers in the videos. She looks at the same examples, completes the same tasks, and "sits in" on the classroom discussions. Each module ends by showing how the beginning teachers put into practice what they learned by creating activities and lesson plans. As such, the focus of the course is the professional development process itself, that is, how teachers react to new pedagogical ideas and struggle to make them their own. The course begins with engaging interviews of the novice teachers who recount their own stories about foreign language learning and why they decided to become a language teacher. For example, one of the students, TJ Checkly, an M.A. student in Germanic Studies, says:

"

I'd like to thank you and your colleagues for creating and providing with open access this amazing resource …
I've been looking through the various modules, lessons, videos, portfolio ideas, and resource lists. This is such a well-designed, high-quality product. Wow.

-Brigitte Rossbacher
(Associate Professor of German, University of Georgia)

"

I have already shared this site with a number of colleagues, and we are thinking of the many ways in which we can use this incredible resource!

-Nelleke Van Deusen-Scholl
(Director, Center for Language Study, Yale University)

"

What an amazing resource! I will look forward to using it with my grad student instructors and also as a refresher for instructors. It is thorough and engaging–thank you!!

-Deb Reisinger
(Assistant Director, French Language Program, Duke University)

"At first I still thought I was gonna be a philosophy professor or something like that. And then I realized that language, in and of itself, was sort of the door for all this stuff. Without language you really can't describe science. Without language you couldn't describe math, or any field, especially philosophy. And that by learning the language, it opened the door to figuring out all kinds of other things and seeing all kinds of different worlds."

Embracing Open Education

Since its launch in 2010, the Foreign Language Teaching Methods course has been used around the country as both a supplement to a traditional methods textbook and a replacement for the traditional textbook. Last fall, two professors—Dr. Gillian Lord (Associate Professor of Spanish, University of Florida) and Dr. Lara Lomicka Anderson (Associate Professor of French, University of South Carolina)—used the online course as the centerpiece of their foreign language methods courses at their respective universities. But they didn't stop there. They combined their two courses via an Internet forum where students from both universities discussed their reactions to the online videos and activities.

Once they had completed the online course, the instructors sent COERLL helpful feedback about ways to improve the course, including corrections of errata. This kind of ongoing collaboration between content developers and end users is testimony to the power of Open Educational Resources (OERs). (See "From the Director" on p. 3.) At COERLL, we believe that by opening up the development process to end users who share their good ideas with us, our OERs can only get better. □
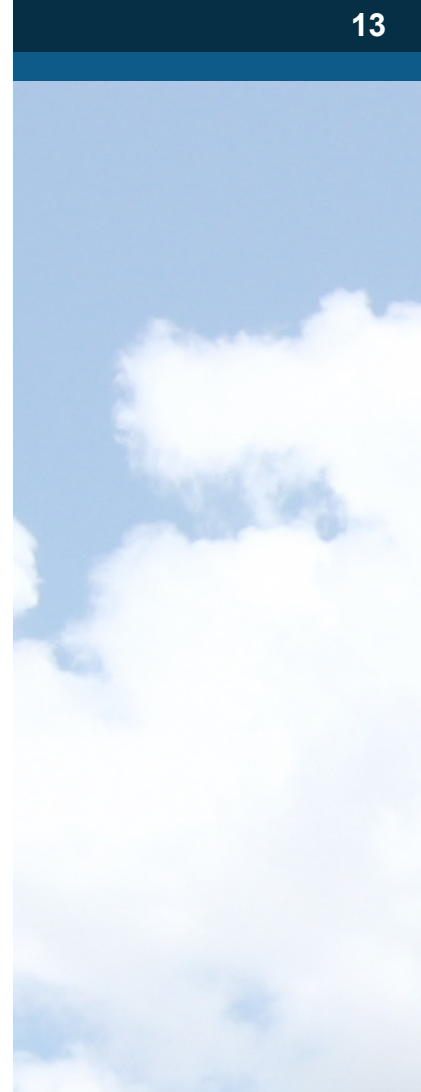
Visit this free online course :
http://coerll.utexas.edu/methods/

TexFLEC

TexFLEC is sponsored by the Foreign Language Education Student Association (FLESA) the Foreign Language Education Program, the Texas Language Center (TLC), the Department of Linguistics, and the Department of Germanic Studies at UT Austin; and the Department of Bicultural-Bilingual Studies at UT San Antonio.

SOCALLT

SOCALLT (http://www.socallt.org) is an affiliate of IALLT, comprising the six-state region of Arkansas, Colorado, Louisiana, New Mexico, Oklahoma, and Texas.

Conferences

Joint 2011 Conference of SOCALLT & TexFLEC

Friday, April 15 & Saturday, April 16

http://coerll.utexas.edu/coerll/events/

COERLL will host the 2011 Conference of the South Central Association for Language Learning Technology (SOCALLT) in conjunction with the Texas Foreign Language Education Conference (TexFLEC).

TexFLEC 2011: Language Education across the Academic Pipeline.

http://www.utexas.edu/cola/centers/tlc/conferences/texflec_2011/home.php

The "academic pipeline" is a metaphor that education researchers have used to describe the flow of students from primary schools through higher education. This year's TexFLEC conference will address crucial questions about the academic pipeline for ELLs and foreign language learners. To what extent does K-12 language education prepare students to transition smoothly to college and higher education opportunities? What evaluative and pedagogical practices within and among schools provide continuity and support for students as they navigate through their academic careers? What factors cause students to "leak out" of the educational system and/or out of language studies?

SOCALLT 2011: Language Teaching and Learning in an Open World

http://www.socallt.org/Conferences/2011/

This year's SOCALLT conference focuses on the innovations in technology-enhanced language instruction resulting from open access communications technologies, including the Web and various mobile tools. This year's presentations address issues associated with designing and distributing instructional materials in a quickly evolving technological environment. Instructors and administrators from K-12, colleges, and universities present multiple perspectives on current concerns as well as future trends.

Symposia

Language Learning 2.0: Emerging Technology

Friday, June 24
Saturday, June 25
Co-sponsored by COERLL and TLC

http://www.utexas.edu/cola/centers/tlc/conferences/languagelearning2.0/home.php

Summer Workshops

French Language Workshop for K-12 Teachers

Monday, June 6 – Wednesday, June 8

Presenter: Nancy Guilloteau, French Language Program Director, UT Austin

Co-sponsored by COERLL, the Center for European Studies, and the Department of French and Italian. Includes course materials and final luncheon.

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

German Language Workshop for K-12 Teachers

Wednesday, June 8 – Friday, June 10

Presenter: Per Urlaub, Assistant Professor, German Language Program Director, UT Austin

Co-sponsored by COERLL and the Center for European Studies.

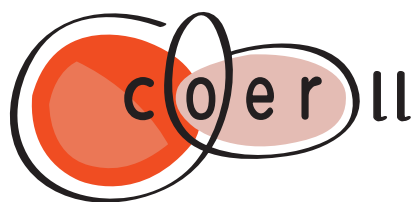http://www.utexas.edu/cola/centers/european_studies/

How to Teach Intensive(ly): High Voltage Teaching in the Foreign Language Classroom

Saturday, July 23

Co-sponsored by COERLL and the Texas Language Center.

http://www.utexas.edu/cola/centers/tlc/conferences/teachintensively/home.php

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and Language Learning
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