Center for Open Educational Resources and Language Learning

Newsletter

Collaboration
For an Open World

Spring 2012

COERLL Newsletter

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Address

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To find a scanner application, Google "QR Reader" and the model of your phone or the operating system of your computer.

Mission

The Center for Open Educational Resources & Language Learning (COERLL) is one of 15 national foreign language resource centers funded by the U.S. Department of Education (Title VI of the 1990 Higher Education Act). COERLL's mission is to produce Open Educational Resources (OERs) for the Internet public. In addition, COERLL aims to reframe foreign language education in terms of bilingualism and/or multilingualism.

From the Director

COERLL aims to promote a culture of collaboration that lies at the heart of the Open Education movement. In keeping with our goal, COERLL hosted representatives from the National Foreign Language Resource Centers (LRCs) at the Open Language Summit held at the University of Texas at Austin on October 12-13.

Thanks to a FIPSE grant to promote open educational practices in foreign language education, the summit brought LRC members together to brainstorm ideas about how to collaborate more productively. Speakers included visionary leaders of the Open Education movement, including Hal Plotkin, senior policy advisor to Under Secretary of Education Martha Kanter, who brought official greetings from President Obama and Secretary of Education Arne Duncan. Mr. Plotkin detailed federal efforts to promote Open Educational Resources (OERs) as a cost-efficient method of improving the quality of teaching and learning while reducing the need for expensive commercial textbooks. You can watch videos of the summit at http://sites.la.utexas.edu/open-language/ and a detailed report of the Open Language Summit can be found on page 13 of this newsletter.

Speakers at the summit discussed the range of issues surrounding OERs. Much of the discussion focused on how the new paradigm of Open Education might affect LRCs and their mission to create and disseminate high-quality pedagogical materials. Participants left with a better understanding of OERs and their potential transformative impact on foreign language learning.

As mentioned, one of the goals of the Open Language Summit was to enable the LRCs to share their best practices and products. To this end, Professors Barbara E. Bullock and Almeida Jacqueline Toribio, co-directors of COERLL's Spanish in Texas project, spoke to the participants about how they are seeking to blend an ambi-

tious sociolinguistic research agenda (the documentation of Spanish as spoken in Texas) with an applied linguistic agenda (the development of instructional materials based on authentic language samples). The centerpiece of their project is an open video archive of interviews of native "Texas Spanish" speakers from around the state. The ultimate goal of the sociolinguistic research is to get a clearer picture of the multilingual reality of present day Texas. Trained primarily as sociolinguists, Drs. Bullock and Toribio have recently joined forces with bilingual specialists and foreign language teachers and students to explore the pedagogical applications of the videos. The Spanish in Texas project demonstrates the promise of an open research model that emphasizes the importance of sharing data, materials, and outcomes with researchers, teachers, and students. This project is featured on pages 4-8 of this newsletter.

Finally, the summit succeeded in providing a forum for LRCs to tackle the important issue of how to generate more revenue to offset the recent federal budget shortfall. Here at COERLL, we continue to believe that Open Education promises a potentially sustainable revenue model for the LRCs. In fact, COERLL has largely adopted a "freemium model" in which a pedagogical product is provided for free, but a premium is charged for advanced features, functionality, or related products and services. For example, our open textbooks *Français interactif* and *Deutsch im Blick* are offered to the public at no charge in digital format. However, these materials are also available as print-on-demand products that users may purchase at a very reasonable price. Despite these modest efforts to supplement our dwindling federal funds, we remain committed to freely sharing our OERs with anyone interested in language learning. We only ask the public to remember this: OERs are free to use, they are not free to make. So, please consider giving us a tax-deductible gift online http://coerll.utexas.edu/coerll/donate/. Your generous gift will help us to continue our mission of "opening up" language learning to the world.

For an open world,
Carl Blyth, Director of COERLL

Dr. Carl Blyth, Director of COERLL

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Spanish in Texas: From Corpus to Classroom

The majority of Hispanics, or Latinos, in the U.S. are not immigrants; they are U.S. born. And though the vast majority of this diverse population believes in the importance of learning English, Spanish as a heritage language continues to be spoken in homes and communities, generation after generation. The Center for Open Educational Resources and Language Learning (COERLL) has launched the Spanish in Texas project, a pioneering effort to represent and assess the bilingual experience in a state with one of the highest populations of Spanish speakers in the country.

It is important to note that Spanish is not a foreign language in Texas; in fact, its presence in this region predates that of English. As with any living language, Spanish spoken in Texas continues to evolve. The purpose of Spanish in Texas is to make available authentic knowledge about the linguistic characteristics of the Spanish spoken in Texas for the improvement of educational programs, first in Texas, then beyond.

Project directors Dr. Barbara E. Bullock, Professor of Linguistics in the Department of French and Italian, and Dr. Almeida Jacqueline Toribio, Professor of Linguistics in the Department of Spanish and Portuguese, both at UT Austin, are working with a team of Spanish-English bilingual undergraduates to record interviews and conversations with Spanish speakers throughout the state. To date, the project team has collected over 50 video interviews of Spanish speakers of diverse personal profiles and regional

origins throughout Texas. The growing number of video interviews is being developed into a corpus of Spanish and bilingual speech samples. Drs. Bullock and Toribio are also partnering with bilingualism specialists and educators to produce instructional materials to accompany the video corpus. The materials are being designed for specific levels—elementary, middle school, high school, and college—for use in mainstream Spanish language classrooms and dual-language immersion programs. These resources will be made available on an open website accessible to teachers, students, researchers, and the general public.

Currently, the Spanish in Texas website provides sample video clips from the initial set of interviews. Visitors can listen to and watch Spanish-speaking Texans talk about their lives and their language, with comments and explanations about the various forms their language takes. Themes in the video clips range widely, including life and language at the border, growing up during the Depression, playing in a high school marching band, and what it means to honor your parents. The Spanish in Texas team and the COERLL staff are working to give language learners and educators the ability to integrate the video samples into structured classroom curricula.

Why Spanish in Texas?

The directors realized the need for this project when they arrived at the University of Texas three years ago to find that previous research on Spanish spoken in Texas focused on particular language fea-

tures spoken in specific locales throughout the state, "for instance, how you use one verb form in El Paso or how you integrate a borrowed word into Spanish in the Valley," says Dr. Bullock. "There hadn't been a central effort to document Spanish in Texas in all its variation." Not only was there not sufficient research on the topic, the project directors were also surprised by the resistance to acknowledging local varieties of the language as worthy of study. "Local varieties of Spanish are generally seen as deviating from some imagined or distant target," says Dr. Toribio. "We felt almost a social calling to try to redress that." The opinion that the Spanish spoken in Texas is somehow deficient persists, despite research demonstrating that U.S. varieties are not significantly different from the national varieties of Spanish-speaking countries.

Linguists Partnering with Educators

The efforts of the program directors and their team have been received enthusias-

tically by educators at all levels. Dr. María Irene Moyna, Associate Professor in the Department of Hispanic Studies at Texas A&M in College Station, welcomes the attention to Spanish language varieties in Texas. "[The Spanish in Texas project] brings actual scientific facts to the discussion of the issue of U.S. Spanish," says Dr. Moyna. "Sadly, it is often unscientific discourse that informs public measures that affect hundreds of thousands of people, including educational and language policies."

The Spanish in Texas website features a section called Myths and Facts that lists common perceptions of Spanish in the U.S., perceptions that Dr. Moyna describes as "riddled with prejudice and lacking any scientific value." For example, the website addresses a persistent myth that Hispanics don't want to learn English, when in fact, the Pew Hispanic Center reports that 89% of Hispanics believe immigrants need to learn to speak English, and that foreign-born Hispanics

The Spanish in Texas resource features video interviews of authentic Spanish speakers across the state.

are more likely than U.S.-born to feel this way. "It is very important that experts on bilingualism provide a counterbalance to these myths, through unbiased, quality information," says Dr. Moyna. In addition, she supports strongly the aspect of the Spanish in Texas project that allows U.S. Spanish speakers to 'speak for themselves' through the video clips. "These are not abstract 'others'," she says. "They are the people who live next door to you, your neighbors, your classmates."

Dr. Moyna, who has conducted important research on the history of U.S. Spanish, hopes to contribute her own video clips to the Spanish in Texas corpus. The program directors seek contributors such as Dr. Moyna who wish to submit language samples representative of their regions to help expand the "linguistic map" they are drawing of Texas. Dr. Moyna has used existing video samples from the web site to illustrate to her students the different aspects of Spanish in the U.S. "It is one thing to tell people about the characteristics of a linguistic variety, and quite a different thing to show them," she says. "It makes it much more concrete, and it's an easy way to bring the world into the classroom."

Dr. José Esteban Hernández, Associate Professor of Spanish Linguistics at the University of Texas Pan-America in Edinburg, has incorporated the Spanish in Texas videos into his classes at the undergraduate and graduate level. The videos can be used at an introductory level to show the dialectal differences of the Spanish varieties spoken across the state. At a higher level: "[The videos] illustrate cases of common linguistic phenomena that occur in cases of language contact: code-switching, borrowing, grammatical convergence," explains Dr. Hernández. "Most importantly, the videos illustrate cases of language attitudes, insecurity, and labeling, and how these tie-up to the construction of identity among Spanish speakers in Texas." Dr. Hernández hopes to involve his students in creating their own videos to add to the corpus. "My students are predominantly future educators," he says. "I am hoping they in turn will be able to use the Spanish in Texas website when illustrating the sensitive sociolinguistic situation of Spanish in the South Texas border region to their own students." Collaborative development with educators such as Drs. Moyna and Hernández stands as a keystone of COERLL philosophy.

Next Steps

Program directors and team members seek to add video interviews and conversations with elementary-aged participants, like the students in Adeli Cárdenas' 4th-grade classroom. These students welcomed a COERLL video team into their bilingual classroom at Galindo Elementary in East Austin. As Ms. Cárdenas explained the presence of the Spanish in Texas staff to her students, one energetic boy waved and smiled at the camera. The other nine-year-olds glanced with nervous excitement at the prospect of being recorded. In the coming months, students like Ms. Cárdenas' nine-year-olds will be interviewed by Spanish in Texas team members, by their peers, or by their teachers. "We are now asking teachers what *they* would like to see on our site. They have a role in determining content," says Dr. Toribio. "We want the site to be responsive to local needs." For Adeli Cárdenas it would represent empowerment for her bilingual students and their families. "We began this as a research project with

pedagogical implications," continues Dr. Toribio, "but it has become something much greater."

If you would like to know more about the Spanish in Texas project or to join the effort by contributing interviews or piloting the video resources in your classroom, please visit http://sites.la.utexas.edu/spanishtx/. □

Hay muchas frases que...que si estás conversando en el español vas a tener

00:23

Esa fue una historia muy bonita, pero ya me la cambiaste mucho.

00:15

Siempre fui respetuoso como me enseñaron en mi casa

00:05

Yo me llamo Dora y nací en McAllen, Texas.

01:12

Qué esfuerzos has hecho para conservar sus tradiciones culturales en este país?

00:08

Visit Spanish in Texas:
http://sites.la.utexas.edu/spanishtx/

Interview with Directors of the Spanish in Texas Corpus

Dr. Barbara E. Bullock, Professor of Linguistics in the Department of French and Italian, and Dr. Almeida Jacqueline Toribio, Professor of Linguistics in the Department of Spanish and Portuguese, explain the inception and importance of the Spanish in Texas project.

How did this project come about?
BEB: When we started to investigate the work that had been done on Spanish in Texas, we found that there was actually very little. We were surprised to see that there hadn't been a central effort to document Spanish in Texas in all its variation.

AJT: Equally troubling was the fact that here, at the flagship campus, there was little interest in the state's Spanish language heritage. Perspectives on Spanish have been and continue to be fairly prescriptivist and local varieties of Spanish are generally seen as deviating from some imagined or distant target.

What has been the reaction to your project?
AJT: The interest has been enormous, and it comes from all corners. We have been contacted by elementary and high school teachers from small towns across the country who are looking for authentic language materials. An important part of our work is to document Texas Spanish as it is, to present the language that students will be exposed to outside of the classroom. And there is also interest from scholars who are examining heritage speakers of Spanish for comparisons to second language learners. A great deal of that research presents heritage speakers' Spanish in deficit terms. It is important for us to show that Texas Spanish is not in any way deficient, merely different.

BEB: We see this as one of Texas' biggest resources. It's not oil. It's people! And it's the language! Unfortunately, Texas Spanish speakers have internalized the notion that their language is somehow corrupted. They get criticized from people who compare them unfavorably to second language learners in the U.S. But they also get it from the other side of the border. Mexicans say that Texans' Spanish is *pocho* or *mocho*. These are unflattering terms,

like Spanglish. This constant criticism makes many speakers shift away from bilingualism, from Spanish. There needs to be more emphasis on exploiting this resource, and that is what we hope to do with this project.

What are the characteristics of Spanish spoken in Texas?
BEB: We are finding that the Spanish in Texas is Spanish. It's fine! Among those we've interviewed, there is some evidence of English influence, even from those who were born in Latin America, but their Spanish is grammatically well structured.

How do you envision the project unfolding over time?
AJT: Our first step was generating interest among our students and documenting their language practices. We recruited six undergraduate research assistants who are themselves Texas Spanish speakers, trained them to conduct sociolinguistic interviews, and had them return to their home communities to conduct videotaped sessions with family and friends. Some of them are very insecure about their Spanish. But these are exactly the types of speakers whose language and experiences we want to document. Their Spanish is very fluent and varies from other dialects of Spanish in predictable ways—mostly in pronunciation and vocabulary. There's nothing, in that respect, unique about Texas Spanish; it is a full-fledged Spanish variety that has evolved and continues to change. The interviews were transcribed and segments were selected for posting on the project website, highlighting the features that distinguish Texas varieties.

BEB: Then we traveled around the state to talk with educators and researchers about the project—at Texas A&M, College Station, a conference in South Padre Island, UT Pan-American in Edinburg. We are drawing people in to

contribute in whatever way they can, documenting the Spanish spoken in their backyards, submitting observations on language forms, preparing mini-lessons on Spanish. The next step is to analyze the interviews. We are especially interested in the variation we observe. Not just the linguistic variation, but variation in terms of language practices and attitudes. For instance, there are very positive attitudes toward Spanish in Brownsville and Laredo, but you move west and people feel that their Spanish is somehow not as good as others' and socially stigmatized. We need to conceive of Spanish in Texas almost in terms of language microclimates, and to discover where these are.

How will Spanish in Texas impact primary and secondary classrooms?

BEB: We will work with teachers in developing videos and educational materials that would be useful for Spanish as a second language courses or for transitional ESL or dual language classrooms. Some of our colleagues at UT have already used the short clips of adult interviews in training exercises for primary school teachers.

AJT: We will soon collect data from children at a local elementary school. Our intention is to have the children interview each other. The kids videotape each other all the time, for all types of school activities. We want them to focus on Spanish, to have a sense that the language is valued, and to encourage and support each other in speaking it.

On a forthcoming Texas Spanish grammar:

AJT: MaryEllen García, Associate Professor at UT San Antonio, has written extensively on Southwest Spanish. She will be writing a reference grammar for the project website that includes the basic structures of local Spanish, which are the same as those of standard Spanish, while at the same time highlighting the ways local varieties differ from each other. The examples in the grammar will be drawn from and linked to the video interviews.

Why is it important for the Spanish in Texas resource to be open and available at low cost to the general public?

AJT: Is it tremendously important because of the population whose speech we're documenting and because of the students we are hoping will benefit from the materials. These students often view standard Spanish textbooks as foreign language textbooks that don't reflect the Spanish they actually speak.

BEB: We have an opportunity to put something on the web that does match what they know about their language, which ought to invoke and enhance their literacy skills because they are learning to read in the language they speak and not one that's reflective of a foreign standard. And we can change the materials or add to them as we receive input from our users. Ultimately, with continued funding, we can make a great deliverable: an open textbook for heritage Spanish speakers. There are a few on the market now, but they are very expensive and none is ideal.

What are the benefits of the Open Research aspect of the project?

AJT: We have noticed that many researchers hoard their data. We've encountered a few fairly senior researchers who are probably going to die before they share their data! And we don't believe in that. Since we're making the effort to collect the language samples, we'd like them to be used. Some researchers are at a disadvantage simply because they don't have access to speakers or data. We'd like to help level the field.

BEB: Sociolinguistic work is time consuming and labor intensive. So now that an open corpus will be available, we can focus on asking some interesting questions.

Almeida Jacqueline Toribio & Barbara E. Bullock

COERLL Project News

New OERs NOW AVAILABLE

Bilingual Language Profile

Assessment Tool (French, Spanish, Catalan, English, Arabic)

Researchers at UT Austin, in conjunction with COERLL, have developed a new assessment instrument called the Bilingual Language Profile (BLP), and are making it freely available to the public through a new website. Developed by Dr. David Birdsong and graduate students Libby Gertken and Mark Amengual, the BLP allows researchers, educators, and administrators to quickly and easily gather information about the functional language abilities of bilingual populations. The BLP instrument assesses language dominance through self-reports using a questionnaire that is concise, quick, and easy to use. The instrument assesses language history, proficiency, use, and attitudes in the two languages of bilinguals through self-reports. The measures can be used to develop a profile of speakers' relative language dominance.

OER link: http://sites.la.utexas.edu/bilingual/
Project Director: David Birdsong (Department of French and Italian)

Conversa Brasileira

Open Access Website / Video Collection (Portuguese)

Conversa Brasileira is a new resource in the *Brazilpod* collection of Portuguese materials developed by Dr. Orlando Kelm and his colleagues at UT Austin. The website features a compilation of video scenarios of people interacting with each other in Portuguese. Conversations include dialogs, questions, turn taking exchanges, clarifications, false starts, hugs, laughter, asides. The video sce-

narios are enhanced by transcriptions, translations, audio commentary, content analysis, and discussion blogs. There are currently 23 conversations available, with still more on the way.

OER link: http://coerll.utexas.edu/brazilpod/
Project Director: Orlando Kelm (Department of Spanish and Portuguese)

Deutsch im Blick on Facebook

Online Learning Community (German)

Deutsch im Blick (DiB), COERLL's online multimedia German textbook and Open Educational Resource, now has an accompanying community page on Facebook where learners can connect with each other and share tips on learning German.

OER link: http://www.facebook.com/deutsch.im.blick

OERs in Development

Less Commonly Taught Languages

Hindi in America

Open Access Website / Video Collection (Hindi)

The current focus of the Hindi in America project is developing instructional materials to accompany video footage of unscripted interviews with Hindi-speakers. Guatami Shah, a Senior Lecturer in the Department of Asian Studies at UT Austin, has joined the project to help create these materials.

Project Director: Rupert Snell (Department of Asian Studies)

Arabic Listening Comprehension

Open Access Website (Arabic)

This semester, graduate student Azza Mokhtar Ahmad is developing new activity worksheets and vocabulary to be added to the listening comprehension website *Aswaat Arabiyya*.

OER link: http://laits.utexas.edu/aswaat/

Project Director: Mahmoud Al-Batal (Department of Middle Eastern Studies)

Gateway to Chinese

Open Access Website (Chinese)

This "portal" website will provide beginning learners of Mandarin Chinese with a variety of materials that focus on practice and interactive exercises. Categories of materials will include Pronunciation Practice, Vocabulary, Grammar, Listening Comprehension, and Reading Comprehension.

Project Director: Wen-Hua Teng (Department of Asian Studies)

Language Tools

Multi FrameNet

Open Access Website (Multilingual)

The team has developed a prototype for a corpus-based lexicon that illustrates how words are used in real-life contexts. Graduate student Ryan Dux is working with project director Hans Boas to test the materials in German classes at UT Austin this semester.

Project Director: Hans Boas (Department of Germanic Studies)

eComma

Open Source Web Application (Multilingual)

COERLL has been developing *eComma*, an online tool for collaborative tagging and commenting on texts, and plans to release the tool as Open Source software later this year. The current iteration of the *eComma* tool is a module that plugs into Drupal, a popular Open Source content management system. Recent improvements to the interface and functionality are being tested with language classes this semester.

Project Directors: Carl Blyth (Department of French and Italian), Sam Baker (Department of English)

Corpora

SPT Actividades

Open Access Website (Spanish, Teaching Methods)

Graduate Student Jennifer Witte is working with Dr. Dale Koike to create applied linguistics activities for beginning Spanish teachers based on a learner corpus. The activities utilize existing videos of Spanish learners from the Spanish Proficiency Training and Learner Corpus (http://www.laits.utexas.edu/spt/), and demonstrate the value of opening up content for re-use in different contexts.

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

Spanish in Texas

Open Access Website / Video Archive (Spanish)

Program directors Drs. Barbara E. Bullock and Almeida Jacqueline Toribio have partnered with COERLL in this project which seeks to represent and assess the bilingual experience of Spanish speakers in Texas. It is the subject of the feature article in this issue. Please see page 4 for more.

Project Director: Barbara E. Bullock (Department of French and Italian), Almeida Jacqueline Toribio (Department of Spanish and Portuguese)

For more information about our projects in development contact us at **info@coerll.utexas.edu.**

# Finding Foreign Language OER Materials

We at COERLL have been working to disseminate our Open Educational Resources through OER repositories such as MERLOT and OER Commons. This enables teachers and learners to discover and review our materials, as well as create their own collections. Our contacts at MERLOT and OER Commons tell us they are excited about building comprehensive World Languages collections. We encourage all language teachers to visit these repositories to find language learning materials and perhaps even contribute their own open-licensed materials!

MERLOT:
http://worldlanguages.merlot.org/

OER COMMONS:
http://www.oercommons.org/browse/keyword/world-languages/
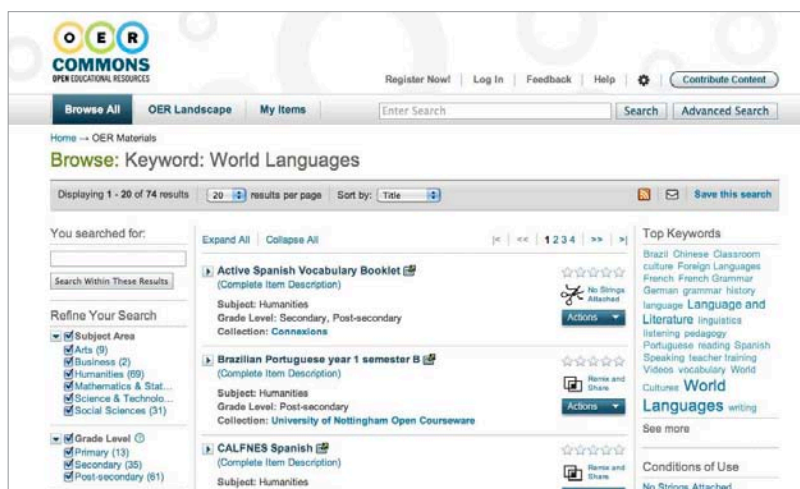
Open Language Summit Report

In October 2011, COERLL hosted the Open Language Summit: Promoting a Culture of Sharing, an event that took place at the University of Texas at Austin. More than 60 forward thinkers attended the gathering, which was made possible by a FIPSE grant to promote Open Education processes and products for language learning.

The goal of the summit was to share best practices, including those from Open Education, and to brainstorm ideas on how the National Foreign Language Resource Centers (LRCs) can work together more productively. The event featured speakers from various higher education institutions, LRCs, and learning consortia, and began with an address by Hal Plotkin, senior policy advisor to Under Secretary of Education Martha Kanter. He also co-chairs the Obama administration's interagency taskforce charged with designing the implementation plan for the American Graduation Initiative. Mr. Plotkin, a long-time proponent of Open Education, spoke on the importance of the shared learning movement, as well as on the Department of Education's stance on international education, foreign languages, and Open Education.

Other sessions included the discussion of challenges and lessons learned from the Open Textbook initiative, innovations in Open Education, and where emerging technologies meet Open Education. The entire Open Language Summit is available to be viewed at
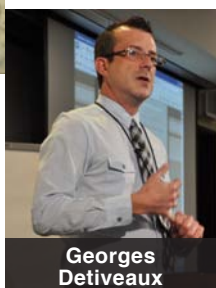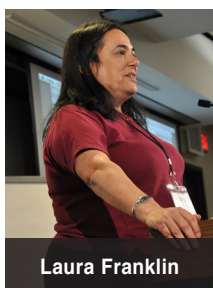http://sites.la.utexas.edu/open-language/
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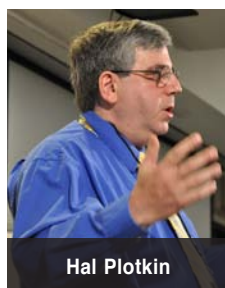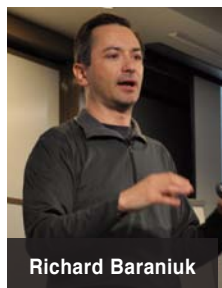
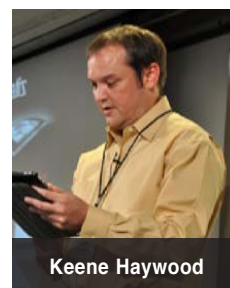http://goo.gl/wlsUK

Georges Detiveaux

Laura Franklin

Hal Plotkin

Richard Baraniuk

Keene Haywood

Upcoming events: Conferences

2012 LEARN conference (Language Education and Resource Network)

Dates To Be Announced

http://www.fbcinc.com/e/learn/

The Office of the Director of National Intelligence's Foreign Language Program Office, the National Cryptologic School, and the Defense Language Institute Foreign Language Center will sponsor the 2012 LEARN Conference, to be held at UT Austin. The LEARN conference provides language instructors working for the U.S. government an opportunity to exchange methodologies, technologies, and experiences in language and Area Studies teaching, as well as an opportunity to network with colleagues from other federal government organizations, the military, and academia.

Symposia

The Power of Openness: Improving Foreign Language Learning Through Open Education

Thursday, August 9–Friday, August 10

This symposium offers CPE credits.

The spirit and practice of sharing is gaining momentum and producing excitement, from high school teachers trading ideas and lesson plans with their peers in online communities, to professors making their courseware open to the public. This symposium seeks to bring together foreign language teachers, instructional designers, and educational administrators to discuss how to produce a new generation of foreign language materials called Open Educational Resources (OERs). OERs are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits sharing, accessing, repurposing and collaborating with others. Come learn how OERs enhance foreign language learning by leveraging the power of openness.

Summer Workshops

On Tolstoy and Toilets: Teaching High and Low Culture in Russian

Saturday, June 9

Presenter: Thomas Garza, Associate Professor, Dept. of Slavic and Eurasian Studies
This workshop offers CPE credits.

Come examine the place of both "high" (formal) and "low" (everyday) culture in the teaching of Russian from the beginning level. The workshop explores the use of authentic texts, media, and realia to make both subjects relevant to language students. Participants will also learn about portfolio-based assessment of cultural literacy, and what part it plays in overall proficiency gains in the language.

Texas Spanish in Texas Schools: Do you speak your students' language?

Saturday, June 23

Presenters: Barbara E. Bullock, Professor, Dept. of French and Italian; Almeida Jacqueline Toribio, Professor, Dept. of Spanish and Portuguese

This workshop offers CPE credits.

Texas leads the nation in the percentage of its residents who speak Spanish at home, but not everyone in Texas speaks Spanish the same way. This workshop will help educators to understand the origins of such variation and how a focus on language as it is actually spoken can enhance the classroom experience. Using authentic video samples from the Spanish in Texas corpus project, workshop participants will collaborate in creating activities to promote student interest in their own and others' language practices.

Chinese Inside and Outside the Classroom

Saturday, July 21

Presenter: Wen-Hua Teng, Sr. Lecturer, Dept. of Asian Studies

This workshop offers CPE credits.

Learn how to create instructional materials to supplement Chinese language textbooks. Materials from *Gateway to Chinese*, a COERLL web resource, will serve as examples to illustrate how quality materials can promote effective learning outside of the classroom.

All COERLL workshops and symposia are free of charge.

Visit COERLL's website at http://www.coerll.utexas.edu/coerll/ for more information.
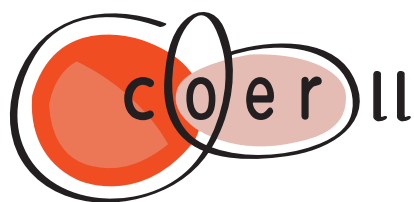
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