

MATTHEW PATIENCE

Curriculum Vitae

April 2024

Department of English, University of Münster
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I. EDUCATION

- Ph.D. Hispanic Linguistics, Department of Spanish & Portuguese, University of Toronto, Canada, 2022
Dissertation: *Articulatory Difficulty in L2 Acquisition*
Committee: Laura Colantoni (co-advisor), Jeffrey Steele (co-advisor), Pascal van Lieshout.
- M.A. Hispanic Linguistics, Department of Spanish & Portuguese, University of Toronto, Canada, 2012
- B.Comm. International Business, School of Business, University of Victoria, Canada, 2003

II. PROFESSIONAL APPOINTMENTS

- 2024-Present Alexander von Humboldt Research Fellow, Department of English, University of Münster, Germany
- 2022-2023 SSHRC Postdoctoral Fellow, Department of Linguistics, University of Victoria, Canada
- 2022-2023 Assistant Professor (Limited Term), Department of Linguistics, University of Victoria, Canada

III. PUBLICATIONS

Peer Reviewed Journal Articles

- 2022 **Patience, M. & Steele, J.** Relative difficulty in the acquisition of the phonetic parameters of obstruent coda voicing: Evidence from Mandarin-speaking learners of French. *Language and Speech*, 66(3), 625-651.
- 2022 Colantoni, L., Klassen, G., **Patience, M.**, Radu, M., & Tararova, O. Perception and production of sentence types by Inuktitut-English bilinguals. *Languages*, 7(3), 1-26.
- 2022 **Patience, M. & Qian, W.** The role of task complexity and dominant articulatory routines in the acquisition of L3 Spanish. *Languages*, 7(2), 1-26.

- 2020 **Patience, M.**, Colantoni, L., Klassen, G., Radu, M., & Tararova, O. The perception and comprehension of L2 English sentence types: Cross-linguistic influence and task effects. *Gradus*, 5(1), 71-98.
- 2020 Radu, M., Colantoni, L., Klassen, G., **Patience, M.**, Pérez-Leroux, A. T., & Tararova, O. The perception and interpretation of sentence types by L1 Spanish–L2 English speakers. *Linguistic Approaches to Bilingualism*, 10(4), 499-529.
- 2019 **Patience, M.** An analysis of global and local crosslinguistic influence in L1 Mandarin-L2 English learners of L3 Spanish. *Estudos da Língua(gem)*, 17(2), 187-208.
- 2018 **Patience, M.** Acquisition of the tap-trill contrast by L1 Mandarin-L2 English-L3 Spanish speakers. *Languages*, 3(4), 1-34.
- 2018 **Patience, M.** Relative difficulty in the L2 acquisition of the Spanish dorsal fricative. *Journal of the European Second Language Association*, 2(1), 1-11.

Contributions to Edited Volumes (peer reviewed)

- 2016 Klassen, G., & **Patience, M.** Stressed clitics in Argentine Spanish: Which way does the clitic lean? In A. Cuza, L. Czerwionka, & D. Olson (Eds.), *Inquiries in Hispanic Linguistics: From theory to empirical evidence* (pp. 149-170). Amsterdam, NL: John Benjamins Publishing Company.

Conference Proceedings (peer reviewed)

- 2018 **Patience, M.**, Marasco, O., Colantoni, L., Klassen, G., Radu, M., & Tararova, O. Initial prosodic cues in statements vs. questions, *Proceedings of Speech Prosody 2018*, 463-467.
- 2018 Colantoni, L., Johns, A., Klassen, G., **Patience, M.**, Radu, M., & Tararova, O. L1 Influence and task effects in the realization of sentence types by Inuktitut-English sequential bilinguals, *Proceedings of Speech Prosody 2018*, 932-936.
- 2016 Colantoni, L., Klassen, G., **Patience, M.**, Radu, M., & Tararova, O. Task-effects in the L2 perception and production of English sentence types by L1 Spanish speakers. *Proceedings of Speech Prosody 2016*, 11-15.
- 2015 Colantoni, L., Klassen, G., **Patience, M.**, Radu, M., & Tararova, O. Increasing context: L2 production of English intonation by L1 Mandarin and L1 Spanish speakers. In The Scottish Consortium for ICPHS 2015 (Ed.), *Proceedings of the 18th International Congress of Phonetic Sciences*. Glasgow, UK: The University of Glasgow. Paper number 0813.1-9.

Other publications

- 2013 **Patience, M.** La adquisición de la negación en español por hablantes de inglés y la naturaleza de las gramáticas de interlengua [The acquisition of negation in Spanish by English speakers and the nature of interlanguage grammars]. In D. Rozotto (Ed.), *Proceedings of the 2012 Annual Conference of the American Association of Teachers of Spanish and Portuguese, Ontario Chapter* (pp. 63-82). Ottawa, ON: Lugar Común Editorial.

IV. FELLOWSHIPS AND AWARDS

- 2024 Alexander von Humboldt Fellowship, Alexander von Humboldt Foundation, Germany (€65,000)
- 2022-2024 Postdoctoral Fellowship, Social Sciences and Humanities Research Council, Federal Government of Canada (\$90,000)
- 2022 Student Achievement Award, Canadian Linguistics Association
- 2014-2019 Junior Fellow Massey College, University of Toronto
- 2014-2017 Joseph-Armand Bombardier Canada Graduate Scholarship, Social Sciences and Humanities Research Council, Federal Government of Canada (\$105,000)
- 2017 Doctoral Completion Award, University of Toronto (\$9,100)
- 2017 Joseph Gulsoy Dissertation Scholarship (\$4,800)
- 2016 Doctoral Completion Award, University of Toronto (\$10,000)
- 2015 Arts and Science Fellowship, University of Toronto (\$3,800)
- 2015 Early Career Research Award, International Symposium on Bilingual Languages, Chania, Greece
- 2014 Arts and Science Fellowship, University of Toronto (\$3,250)
- 2013 Ontario Graduate Scholarship, Province of Ontario, Canada (\$15,000)
- 2013 Arts and Science Fellowship, University of Toronto (\$4,000)
- 2013 Chancellor Henry N.R. Jackman Junior Fellow, University of Toronto (\$5,000)
- 2012 Arts and Science Fellowship, University of Toronto (\$14,400)
- 2012 Avie Bennett Award, University of Toronto (\$10,000)
- 2012 Chancellor Henry N.R. Jackman Junior Fellow, University of Toronto (\$5,000)
- 2011 Arts and Science Fellowship, University of Toronto (\$16,500)

V. TRAVEL AND RESEARCH GRANTS

- 2019 Catherall Travel Bursary, University of Toronto
- 2018 Catherall Travel Bursary, University of Toronto
- 2017 Dean's Conference Travel Award, University of Toronto
- 2017 Catherall Travel Bursary, University of Toronto
- 2017 European Second Language Association student stipend, University of Reading
- 2016 Dean's Conference Travel Award, University of Toronto

- 2016 Catherall Travel Bursary, University of Toronto
- 2016 Boston University Conference of Language Development Paula Menyuk Travel Award, Boston University
- 2015 Dean's Conference Travel Award, University of Toronto
- 2015 School of Graduate Studies Travel Grant Award, University of Toronto
- 2015 Milton A. Buchanan Fellowship, University of Toronto
- 2015 Catherall Travel Bursary, University of Toronto
- 2015 ISB travel award, Rutgers University
- 2014 European Second Language Association student stipend, York University

VI. INVITED TALKS

- 2023 Developing effective pronunciation instruction tailored to different learner strengths, Hul'q'umi'num' Language and Culture Society, Woodbank, Canada, Mar 14.
- 2022 The role of speech motor skill and perceptual acuity in second language pronunciation, Western University, London, Canada, November 7.
- 2021 Articulatory difficulty as a predictor of L2 speech production: Evidence from L1 English-L2 Spanish speakers, Western University, London, Canada, October 27.
- 2018 Las fuentes de dificultad en la adquisición de una L2 [Sources of difficulty in L2 speech], Universidade Federal da Bahia, Brazil, July 19.
- 2018 Articulatory constraints in L2 speech, Universidade Estadual do Sudoeste da Bahia, Vitória da Conquista, Brazil, May 7.

VII. CONFERENCE ACTIVITY

Conference Organization Committees

- 2019 4th University of Toronto Intonation Workshop, University of Toronto, February 15
- 2018 XIV Quebec-Ontario Dialogues on the Acquisition of Spanish, University of Toronto, April 24
- 2018 3rd University of Toronto Intonation Workshop, University of Toronto, February 16
- 2017 2nd University of Toronto Intonation Workshop, University of Toronto, February 16-17
- 2016 1st University of Toronto Intonation Workshop, University of Toronto, February 11-12
- 2014 X Quebec-Ontario Dialogues on the Acquisition of Spanish, University of Toronto, April 4

Selected peer-reviewed presentations

- 2022 **Patience, M.** Predicting difficulty in L2 speech: Moving towards a comprehensive model of L2 perception and production. Canadian Linguistics Association. Virtual, June 1-June 4.

- 2021 **Patience, M.** & Qian, A. W. La producción en español de las aproximantes [β̞, ɸ̞, ʝ̞] por hablantes nativos de mandarín [The Spanish production of the approximants [β̞, ɸ̞, ʝ̞] by native Mandarin speakers, Quebec-Ontario Dialogues on the Acquisition of Spanish, London, Canada, April 15-16.
- 2019 **Patience, M.** Predicting L2 production difficulty: The role of articulatory complexity, PsyLinCS UTM Workshop: Building Synergies between Psychology, Language Studies, and Computer Science, Toronto, ON, September. 7.
- 2019 Steele, J., & **Patience, M.** Relative Difficulty in the L2 Acquisition of the Phonetics of French Coda Obstruent Voicing, International Symposium on Bilingualism, Edmonton, CA, June 23-28.
- 2019 Colantoni, L., Johns, A., Klassen, G., **Patience, M.**, Radu, M., Tararova, O. Access to context and the perception-comprehension of L2 English sentence types, Abralín 50, Maceió, BR, May 5-9.
- 2019 Colantoni, L., Johns, A., Klassen, G., **Patience, M.**, Radu, M., Tararova, O. The production of L2 English sentence types by Inuktitut, Mandarin and Spanish speakers: Cross-linguistic influence and task effects, L2 Pronunciation Research Workshop: Bridging the Gap between Research and Practice, Barcelona, ES, June 6-7.
- 2018 **Patience, M.** The role of articulatory difficulty in L2 speech production, Hispanic Linguistics Symposium, Austin, TX, October 25-27.
- 2017 **Patience, M.** Acquisition of the Spanish dorsal fricative by L1 English-L2 Spanish speakers, International Symposium on Monolingual and Bilingual Speech, Chania, Greece, September 4-7.
- 2017 Colantoni, L., Johns, A., Klassen, G., **Patience, M.**, Pérez-Leroux, A-T., Radu, M., Tararova, O. Cross-linguistic influence and task effects in the production of English sentence types by native Inuktitut speakers, International Symposium on Monolingual and Bilingual Speech, Chania, Greece, September 4-7.
- 2017 **Patience, M.** Production of the Spanish dorsal fricative by L1 and L2 Spanish speakers, European Second Language Association, Reading, United Kingdom, August. 30-September 2.
- 2017 **Patience, M.** Hierarchy of articulatory difficulty of Spanish sounds for L1 and L2 Spanish speakers, Canadian Linguistics Association, Toronto, Canada, May 27-29.
- 2017 Tararova, O., Radu, M., Colantoni, L., Klassen, G., **Patience, M.** Task effects in the production of English sentence-types by native Inuktitut speakers, Canadian Linguistics Association, Toronto, Canada, May 27-29.
- 2016 Colantoni, L., Klassen, G., Johns, A., **Patience, M.**, Radu, M., & Tararova, O. Contextual effects in the perception and comprehension of English sentence types by native Inuktitut speakers. Speech Research 2016, University of Zagreb, December 8-10.

- 2016 Klassen, G., Marasco, O., Colantoni, L., **Patience, M.**, Radu, M., & Tararova, O. L2 English speakers' perception of uptalk in Canadian English. Paper presented at the Second Language Intonation Workshop, University of Graz, November 18.
- 2016 **Patience, M.** Developing a difficulty hierarchy of Spanish sounds for L2 Spanish speakers. New Sounds 2016, the 8th International Conference on Second-Language Speech, Aarhus, Denmark, June 10-12.
- 2016 **Patience, M.**, Colantoni, L., Klassen, G., Radu, M., & Tararova, O. "Bobo hit the gator with the bat": The prosody of high and low attachment in English and Spanish. University of Toronto Intonation Workshop, Toronto, Canada, February 11-12.
- 2016 Radu, M., Tararova, O., Klassen, G., **Patience, M.**, & Colantoni, L. The L2 production of declarative and polar questions by Mandarin and Spanish learners of English. University of Toronto, Intonation Workshop, Toronto, Canada, February 11-12.
- 2015 **Patience, M.** Is the L1 or the L2 a stronger source of transfer in L3 learners? Evidence from L1 Mandarin, L2 English, L3 Spanish speakers. International Symposium on Monolingual and Bilingual Speech, Chania, Greece, September 7-10.
- 2015 **Patience, M.** The role of articulatory difficulty in native and L2 speakers of Spanish. European Second Language Association, Aix-en-Provence, France, August 26-29.
- 2015 Colantoni, L., Klassen, G., **Patience, M.**, Radu, M., Tararova, O. Production of redundant and primary prosodic cues to sentence type by L1 Spanish and Mandarin learners of English. Canadian Linguistics Association, Ottawa, Canada, May 30-June 1.
- 2015 **Patience, M.** What determines the source language in L3 acquisition? Evidence from Mandarin-speaking L3 Spanish learners. International Symposium on Bilingualism, New Brunswick, NJ, May 20-24.
- 2014 Klassen, G., & **Patience, M.** Stressed clitics in Argentine Spanish: Which way does the clitic lean? Hispanic Linguistics Symposium, West Lafayette, IN, November 13-16.
- 2014 **Patience, M.** L3 acquisition of the Spanish rhotics by L1 Mandarin L2 English speakers: The effects of cross-linguistic influence on development. European Second Language Association, York, United Kingdom, September 3-6.
- 2014 **Patience, M.** The L3 acquisition of Spanish rhotics by native Mandarin speakers. Canadian Linguistics Association, St. Catharines, Canada, May 24-26.
- 2014 Radu, M., Klassen, G., Colantoni, L., **Patience, M.**, & Tararova, O. The perception of intonational contours: A cross-linguistic study. Canadian Linguistics Association, St. Catharines, Canada, May 24-26.

- 2014 **Patience, M.**, Colantoni, L., Klassen, G., Radu, M., & Tararova, O. Prosodic phrasing of ambiguous sentences: A comparative study. Linguistic Symposium on Romance Languages, London, Canada, May 2-4.
- 2013 **Patience, M.** Spanish speakers' use of prosody for sentence disambiguation. Hispanic Linguistics Symposium, Ottawa, Canada, October 17-20.
- 2012 **Patience, M.** Un estudio sobre la adquisición de la negación en español por hablantes de L2: ¿Tienen acceso a la Gramática Universal? [A study on the acquisition of negation in Spanish by L2 speakers. Do they have access to Universal Grammar?]. The American Association of Teachers of Spanish and Portuguese, Toronto, Canada, November 3.

Campus Talks - Research

- 2023 Establishing the role of articulatory constraints on L2 speech production: Evidence from L1 English learners of Spanish, University of Victoria.
- 2017 Production constraints in L2 Spanish, Department of French, University of Toronto.
- 2015 Articulatory difficulty in L2 Spanish, Department of French, University of Toronto.
- 2013 Prosodic characteristics of ambiguous sentences in Spanish, University of Toronto.

Campus Talks - Teaching

- 2023 Strategies for Applying UDL principles in the Linguistics Classroom. Department of Linguistics, University of Victoria.
- 2020 Designing and implementing effective evaluations. Department of Spanish & Portuguese, University of Toronto.
- 2018 Communicative activities in the foreign language classroom: activity design and implementation, Teaching Assistants' Training Program, Center for Teaching Support and Innovation, University of Toronto.
- 2017 Actividades comunicativas en español [Communicative activities in Spanish], Department of Spanish & Portuguese, University of Toronto.

VIII. SCHOLARSHIP OF TEACHING AND LEARNING

Roundtables Organized and Facilitated

- 2022 **Patience, M.** Up close and personal with this year's TATP course instructor award shortlisted candidates: Reflecting on the past to prepare for the future. *University of Toronto Teaching and Learning Symposium*. Toronto, Canada May 11.
- 2021 **Patience, M.** From Reflection to Innovation: Graduate Student Course Instructor Teaching Excellence Award Shortlisted Nominees in Conversation. *University of Toronto Teaching and Learning Symposium*. Toronto, Canada May 12.

Presentations

- 2022 **Patience, M.** Teaching Spanish pronunciation to students through self-directed learning modules in Canvas. *Canadian Spanish Teaching Assistant Dialogues*. Toronto, Canada, Mar. 4.
- 2015 **Patience, M.** Análisis del éxito de un laboratorio de conversación [Analysis of the success of a conversation lab]. *American Association of Teachers of Spanish and Portuguese*, Waterloo, Canada, Nov. 7.

IX. RESEARCH EXPERIENCE

- 2012-2018 Graduate Research Assistant
Social Sciences and Humanities Research Council: *Learning L2 prosody: The meaning as a filter hypothesis*
Designed and conducted experiments, analyzed data, presented work at conferences, and wrote papers for publication
- 2012-2014 Graduate Research Assistant
Curriculum Renewal Initiatives Fund: *What Numbers Tell Us About Words: Integrating Quantitative Modules into the Spanish Language Sequence*.
Designed communicative activities for intermediate and advanced Spanish courses; contributed to the creation of an online corpus of object pronouns
- 2012 Graduate Research Assistant
Curriculum Renewal Initiatives Fund: *Language variation and its cultural representations across the Spanish curriculum*.
Contributed to the creation of a database of literary texts, films and research articles that demonstrate dialectal variation in Spanish

X. TEACHING EXPERIENCE

Linguistics Courses

Course Instructor, Simon Fraser University (graduate course)

Effective Pedagogies for First Nations Language (Winter 2023) [online]

Course Instructor, University of Victoria

Sociolinguistics (Fall 2023) [F2F]

Articulatory Phonetics (Winter 2023) [F2F]

Acoustic Phonetics (Fall 2022) [F2F]

Course Instructor, Brock University

Phonetics (Fall 2021) [F2F]

Course Instructor, University of Toronto

Contrastive Linguistics (Summer 2021; 2022) [online/F2F]

Spanish Pronunciation (Fall 2017) [F2F]

Linguistic Analysis of Advanced Spanish Grammar (Winter 2016) [F2F]

Head Teaching Assistant, University of Toronto

Introduction to Linguistics: The Sounds of Language (Winter; 2020; 2022) [online/F2F]

Teaching Assistant, University of Toronto

Introduction to Linguistics: Words, Sentences, their Structure and Meaning (Fall 2016) [F2F]

Introduction to Linguistics: The Sounds of Language (Winter 2018; 2019; 2020; 2022) [online/F2F]

Application of Linguistics (Winter 2021) [online]

English Sounds (Fall 2020) [online]

English Grammar (Fall 2018; Summer 2018) [F2F]

Bilingualism and Multiple Language Acquisition (Winter 2022) [online]

Spanish Language Courses

Course Instructor, University of Toronto

Beginner Spanish (Winter 2013; Fall 2014-Winter 2015; Fall 2018) [F2F]

Intermediate Spanish (Fall 2013-Winter 2014; Summer 2014) [F2F]

Advanced Spanish (Winter 2017; 2021) [online/F2F]

Teaching Assistant, University of Toronto

Beginner Spanish (Fall 2011-Winter 2012) [F2F]

Advanced Spanish (Fall 2015-Winter 2016; Fall 2020-Winter 2021; Winter 2022) [F2F]

Spanish Language Conversation Lab Coordinator

Department of Spanish & Portuguese, University of Toronto (2014-2016)

Proposed, developed, and coordinated a Spanish conversation lab for the Department's Spanish language courses, which consisted of 800 students and 12 TAs.

EFL/ESL teaching experience

Private Tutoring, Buenos Aires, Argentina (2007-2011)

Teacher, Lucila Valle Language Services, Buenos Aires, Argentina (2007-2009)

Teaching Assistant, Victoria Immigrant and Refugee Centre Society, Canada (2004-2005)

XI. EDUCATIONAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

Course Instructor Coordinator and Trainer, Teaching Assistants Training Program, Center for Teaching Support & Innovation, University of Toronto (Summer 2018-Present)

Online Education

- Developed and supervised the creation of our online course instructor training camp. This training camp consisted of a series of asynchronous online modules, and a 3-

- hour synchronous online webinar, designed to train graduate student course instructors on course design and best teaching practices in the online environment.
- Co-created and co-facilitated a workshop on online course design
 - Co-created online training modules on the following topics: Effective grading practices, Discussion-based tutorials, Problem Set tutorials.

Mentorship

- Performed in-class observations, teaching dossier reviews, and one-on-one consultations for graduate student course instructors and TAs
- Mentored graduate student course instructors on best practices for designing online courses, and how to engage students.

Course Design Institute and the Teaching Assistant's Training Program

- Co-created and co-facilitated a workshop on effective lecturing strategies.
- Facilitated and modified additional workshops on topics related to course design (e.g., learning outcomes, assessment design)
- Facilitated 12 workshops for TAs on various topics (e.g., communicative activities in the foreign language classroom; supporting student writing; discussion-based tutorials; effective use of discussion boards)
- Facilitated 7 departmental trainings (1 – 4 hours), which consisted of training TAs on topics related to their teaching roles.

XII. PROFESSIONAL SERVICE

Peer Review, Second Language Research, 2019-2023

Peer Review, Journal of Phonetics, 2023

International Scientific Committee, Estudos da Língua(gem) Journal, 2019-2021

Peer Review, Toronto Working Papers in Linguistics, 2018

XIII. UNIVERSITY SERVICE

Search Committee for the Chair of the Department of Languages, University of Toronto, 2022

Community Service Committee, Massey College, University of Toronto, 2014-2017

Social Committee, Spanish & Portuguese Graduate Student Association, University of Toronto, 2015-2017

Colloquiums Committee, Spanish & Portuguese Graduate Student Association, University of Toronto, 2015-2016

President, Spanish & Portuguese Graduate Student Association, University of Toronto, 2012-2015

Search Committee for the Chair of the Spanish & Portuguese Department, University of Toronto, 2014

Faculty of Arts & Science External Review Discussion Group, University of Toronto, 2014

XIV. ADDITIONAL TRAINING

Other Pedagogical Training

- 2018-2021 Center for Teaching Support & Innovation, Educational Developer training topics: *Equity, Diversity and Inclusion; Universal Design for Learning & Online Instruction; Identify, Assist, Refer; Sexual Violence; Foundational Concepts in Equity: Equity 101; Course Evaluations and the Culture of Reflective Practice; Conducting In-Class Observations; Evaluating a Statement of Teaching Philosophy & Teaching Dossiers; Designing Engaging and Accessible Learning Experiences; Teaching Excellence at the U of T; EdTech at U of T; Learning about Equity and Access; Conducting In-Class Observations (ICOs); Teaching Assessment: Course Evaluations and Feedback; Online Instructional Design.*
- 2020 Living Works Start: Suicide Awareness, Living Works online
- 2020 Sexual Violence Education and Prevention, University of Toronto
- 2018 Accessibility for Ontarians with Disabilities Act (AODA) Training, University of Toronto
- 2014-2016 Second Language Teaching & Learning workshops, University of Toronto: *The 'What' and 'Why' of Second Language Learning; Teaching and Assessing Second Language Writing; Best Practice in Communicative Language Teaching; Effective use of Technology in Language Teaching; Understanding Individual Differences in Second Language Learning; Teaching and Assessing Vocabulary; Pathways to Culture: Integrating Experiential Learning and Culture-Based Research in the Second Language Curriculum; Student Engagement Designing Good Tests; Teaching & Assessing Reading.*
- 2015 Teaching Higher Education (THE500) course, University of Toronto
- 2013-2014 Advanced University Teaching Preparation workshops, TATP program, University of Toronto
- 2007 Teaching English as a Foreign Language certificate, Bridge Linguathec

Professional training

- 2012-2013 Graduate Professional Skills Program, University of Toronto

XV. TECHNICAL SKILLS

- LME:** Canvas, Blackboard, Sakai, Brightspace
- Webinar tools:** Bb Collaborate, MS Teams, Zoom
- Lecture capture:** SnagIt, Camtasia, Echo360
- Peer assessment:** PeerScholar
- Suites:** Microsoft Office Suite, Google G Suite
- Statistics:** R, SPSS
- Web Design:** Wordpress, HTML

XVI. LANGUAGE COMPETENCY

English	Native speaker
Spanish	Near-native reading, speaking, oral comprehension, and writing
French	Advanced reading, speaking, and oral comprehension; intermediate writing
Portuguese	Advanced reading; intermediate comprehension, speaking and writing
Italian	Advanced reading; beginner oral comprehension
German	Beginner reading, speaking, oral comprehension, and writing
Hul'q'umi'num'	Beginner reading, speaking, oral comprehension, and writing