



UC CONSORTIUM FOR LANGUAGE LEARNING & TEACHING

A SEMI-ANNUAL NEWSLETTER PUBLISHED AT UC DAVIS • VOL. 3, No. 1, FALL 2003

A Message from the Director

Consortium Awarded Major Federal Grant

We are most pleased to announce that the Consortium has just been awarded a prestigious three-year, \$450,000 FIPSE grant from the U.S. Department of Education to develop distance-learning Arabic for the UC system. We will do this by joining forces with the National Middle East Language Resource Center at Brigham Young University (Kirk Belnap, co-PI) and by working closely with the Arabic programs at UCB and UCSB. This grant is the culmination of the Consortium's determined efforts to respond to both the vote of confidence and the charge from the campus executive vice chancellors to tackle the issues of providing instruction in the less commonly taught languages (LCTLs) in a fiscally responsible fashion.

The question remains: How are the UC campuses that offer LCTL instruction going to maintain these languages in the face of relatively low enrollments and a 35 billion dollar deficit in the state budget? In a language impoverished country, at least from the educational standpoint, our nation will face dire social and political consequences if we lose our knowledge base for languages such as Punjabi, Vietnamese, Tagalog, or

Farsi-- to name just a few of the LCTLs taught on a shoestring in the UC. Even Arabic--the most heavily enrolled LCTL, which is taught with full programmatic support only at UCB, UCLA, and UCSB--struggles to meet student demand and recruit instructors from a relatively small national pool of Arabic scholars.

“How are the UC campuses that offer LCTL instruction going to maintain these languages in the face of relatively low enrollments and a 35 billion dollar deficit in the state budget?”

The ideal, without any doubt, would be to establish Arabic departments on all UC campuses, especially in light of its current importance for geopolitics. This wistful idea has little chance of being implemented in the current or even foreseeable economic outlook. A similar curricular path would be even more impractical for Punjabi, Vietnamese, Tagalog, or Farsi. Our deans simply cannot afford it.

In an increasingly imperiled world where our political leaders all too frequently extol the virtues of globalization on the one hand while openly embracing initiatives for “English Only” on the other, the UC system has a vital mission to maintain our national expertise in foreign languages. What course of action should the Consortium chart in these dangerous waters? In Fall, 2002, the Steering Committee published a “Statement on Teaching Languages at a Distance in the

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UC System” (see link on our Web site). In 2003, the Consortium began its seed-funding program to spur innovations in the language curriculum. Other UC campuses, such as UCLA (see article p.5), are also beginning to focus on distance learning for LCTLs.

Much needs to be worked out system-wide before we can smoothly provide students on campuses with little or no access to LCTLs with a way to enroll in language courses at a distance. These new distance language courses need to be designed with (1) sound academic rigor and consideration of best practices, (2) course approval from the respective academic senates, (3) seamless enrollment procedures and transfer of credit (both matters for the campus registrars), and (4) clear articulation with follow-up opportunities through EAP. Our task is daunting but not impossible. Models for language delivery at a distance are just beginning to evolve. Clearly, successful delivery of languages at a distance will involve more than just inserting a video camera into a classroom and piping that to another location. There's little

doubt that the UC delivery model will have to include an array of technological tools: teleconferencing, Web-based curriculum, CD and DVD-ROM programs, and emerging communication tools (in both real and deferred time)—all tools in service to the linguistic and cultural requirements of teaching a particular LCTL.

The entire Consortium membership is called on to participate in meeting the challenge of developing distance learning for LCTLs, not because we think in situ classroom language instruction has been supplanted (because it hasn't), but because we cannot afford to dissipate our LCTL resources or fail to provide access to our students given the obvious demands for a more international focus, all too evident on this sad anniversary of 9/11.

The Consortium will hold a workshop/brainstorming session on this topic on Friday, December 12, 2003 on the Davis campus. Please contact our offices if you are ready to contribute to the development of LCTL language instruction at a distance in the UC. 🐉

In Memoriam



*Russell N. Campbell
(1927-2003)*

The Consortium wishes to join the Campbell family and UCLA community in celebrating the life of Russell N. Campbell (1927-2003), professor of applied linguistics since 1964 at UCLA and director of UCLA's International Language Resource Center and Pacific Rim Center, who passed away on March 30, 2003 at age 75. Professor

Campbell was a pioneer in applied linguistics as teacher, graduate mentor, administrator, language diplomat who helped open the first cultural exchanges with mainland China, and tireless advocate of two-way language immersion and heritage programs. His work and kind spirit of generosity represent the best in all of us and will remain an inspiration for our community. Those of us who had a chance to interact with Russ were fortunate, indeed. He will be remembered for his chronicled achievements and, moreover, for his nobility of character. (A more detailed memorial of his life can be found at <http://www.international.ucla.edu/lrc/>.)

consortium events calendar

*Details will be posted on the Web site
<http://uccllt.ucdavis.edu/> as they become available*

Oct 23:	UCCLLT Open House UC Davis
Oct 24:	Fall Meeting of the Steering Committee UC Davis
Nov 7:	Annual Meeting of the Board of Governors UC Davis
Nov 14-15:	Workshop for AP Spanish Literature teachers UC Davis
Dec 12:	Distance Learning Workshop UC Davis
Feb 2:	Deadline for Consortium grant applications
Mar 26-28:	2 nd Conference on Theoretical and Pedagogical Perspectives UC Santa Cruz
June TBA:	4 th Annual Summer Workshop UC San Diego

Consortium Grant Supports “Meeting of the Minds” on Teaching Intermediate and Advanced German

Contributed by Tiffani Howell, graduate student in the German Department, UC Berkeley

On April 12, 2003, coordinators and instructors responsible for intermediate and advanced German curricula on six UC campuses gathered at the Berkeley campus for a consortium-funded workshop. Our goals for this introductory “meeting of the minds,” organized by Lynne Frame and Tiffani Howell of UC Berkeley, were to compare notes, experiences, and ideas about teaching at this level of instruction in the UC system.

There were four round table discussions:

- 1) Language program overviews of all represented campuses,
- 2) Technology and collaboration in the 2nd and 3rd year,
- 3) The 2nd year: Logic and logistics of a literacy-based approach, and
- 4) The 3rd year: Theoretical and practical considerations.

The ideas that we shared, the issues that were raised, and the new contacts established should prove invaluable in the coming months and years, when we hope to find opportunities for closer collaboration.



Participants included: Claire Kramsch (UC Berkeley), Lynne Frame (UC Berkeley), Tes Howell (UC Berkeley), Chantelle Warner (UC Berkeley), Bob Clarke (UC Berkeley), Carlee Arnett (UC Davis), Susanne Schwarzer (UC Davis), Susan Morse (UC Irvine), Jason Wilby (UC Irvine), Glenn Levine (UC Irvine), Eva Reeves (UC Irvine), Elizabeth Bredeck (UC San Diego), Cornelia Becher (UC Santa Barbara), Evelyn Reder Wade (UC Santa Barbara), Judith Harris-Frisk (UC Santa Cruz), Walter Campbell (UC Santa Cruz).

A follow-up meeting is tentatively planned to take place at UC Santa Cruz, directly preceding the March 2004 Consortium conference (see Consortium calendar, page 2).



UCCLLT Grants Awarded in 2003

- Developing an online placement test for Chinese (UCB, UCD, and UCI)
- Developing an online Heritage Language teacher training handbook (UCLA)
- Developing instructional materials for first-year Mandarin heritage students (UCB, UCI, UCLA, UCR, UCSD)
- Developing Web-based exercises for first-year Chinese (UCB, UCLA)

campus reports

National Conference on Less Commonly Taught Languages Held at UCLA

Contributed by Ariann Stern,
UCLA Language Materials Project

The UCLA Language Resource Center, with support from UCLA Area Studies Centers including the Center for European and Eurasian Studies, the Center for Near Eastern Studies, the UCLA Asia Institute, and the African Studies Center, sponsored and organized the sixth annual conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), which was held at UCLA on May 2-4, 2003. The UC Consortium for Language Learning & Teaching supported travel for UC faculty who attended the conference.

The theme of this year's conference was "Focus on the Learner in the Less Commonly Taught Languages (LCTLs): Profiles, Motivations and Opportunities." Panels covered topics such as curriculum and program development, heritage language teaching, task-based instruction, learning strategies and environments, and international models of language instruction.

The program also highlighted four plenary sessions by invited speakers, including Claire Kramersch who gave a paper entitled "The Multilingual Subject". The other keynote sessions addressed broadening the learner pool for LCTL instruction in the United States, promoting a national policy to address language needs, and historical and contemporary challenges to LCTL instruction in the United States.

Presenters from the University of California included: Yasuko Konno Baker (UC Berkeley); Barbara Blankenship (UCLA); Barbara S. Gaerlan (UCLA); Olga Kagan (UCLA); Juanita Santos Nacu (UCSD); Yasuhiro Omoto (UC Berkeley); Trinh Pham (UC Berkeley); Sang-Keun Shin (UCLA); Sung-Ock Sohn (UCLA); Lungi Sosibo (UCLA); Ariann Stern (UCLA); Jameson Tibbs (UCLA); and Yenna Wu (UC Riverside).

For information about next year's conference, contact NCOLCTL president Antonia Folarin Schleicher (ayschlei@wisc.edu).

News from UC Santa Barbara

There is now a Web site for the new Optional PhD Emphasis in Applied Linguistics
<http://www.appliedlinguistics.ucsb.edu/>

Heritage Language Journal

The debut issue is online at <http://heritagelanguages.org>
The Journal is now accepting submissions for 2004.

Berkeley Language Center Fall 2003 Lecture Series

Monday, September 29

Shirley Brice Heath
Professor Emerita, Department of English and Dramatic Literature, and Linguistics,
Stanford University
"What is Language as Knowledge?"
370 Dwinelle, 4-6 pm

Friday, October 31

Leanne Hinton
Professor and Chair, Department of Linguistics,
UC Berkeley
"Teaching Endangered Languages"
370 Dwinelle, 3-5 pm

Friday, November 14

Kirk Belnap
Associate Professor, Department of Near Eastern Languages, Brigham Young University and

Guadalupe Valdes
Professor, Department of Spanish & Portuguese,
Stanford University

"Heritage language teaching, foreign language teaching: what can we learn from the other"
370 Dwinelle, 3-5 pm

Friday, December 5

BLC Fellows' Presentation
Polina Barskova, Sargam Shah, Rakhel Villamil-Acera, Clare You
370 Dwinelle, 3-5 pm



Félicitations!
Herzlichen Glückwunsch!
The Consortium is proud to congratulate Claire Kramersch on her promotion to "Scholar of Great Distinction."

campus reports

UCLA Launches Pilot Distance Learning Project

Contributed by Melvin A. Strom, Foreign Language Distance Learning Coordinator for UCLA.

Perusing the general catalogs of the UC campuses will show roughly 9-15 foreign languages on offer at most; Berkeley and Los Angeles, however, list between 65 and 100. That disparity is one aspect of the UC system's foreign language imbalance. Move just outside the most commonly taught languages and another emerges: growing student interest and need for a foreign language, even in significant numbers, can develop at one campus without the means to meet it, while another campus may have staff to offer the language but enrollment is well below class capacity. A UC San Diego student minoring in African Studies, for example, has no Swahili language course (or any other African language) available locally, while UCLA's renowned and long-standing Swahili courses may be only half subscribed.


The confluence over the last two years of an immediate need to bridge such a geographic gap, key faculty members eager to harness various new technologies in the service of their language interests, and several U.S. Department of Education Title VI funded National Area Resource Centers with federal mandates to promote proficiency in critical but less commonly taught languages led UCLA to launch

its pilot Distance Learning (DL) project for LCTLs. Quickly extending the reach of existing classes was a primary goal. Videoconferencing, coupled with course Web sites, provided the technological backbone on which to develop a mechanism to meet the needs.

In 2002-03, the first year of operation for the DL initiative, mismatches of student interest and available courses in Scandinavian languages across three campuses (Berkeley, Los Angeles, and San Diego) drove the program. (See Consortium Newsletter, Spring 2003). UCB delivered Beginning Danish and Advanced Finnish to UCLA, while UCLA delivered Beginning Swedish and Beginning Finnish to UCSD. With these courses demonstrating the viability of this DL mode for languages, planning for 2003-04 and beyond expanded to include languages critical to National Area Resource Centers. The Center for European & Eurasian Studies and the African Studies Center were the principal backers of the effort. The Center for Southeast Asian Studies has now signed on as well. For 2003-04, UCLA will make beginning courses in Swahili, Norwegian, Swedish, and Uzbek available by DL to UCSD. UCB will continue its Beginning Danish and add Beginning Finnish

to what it sends to UCLA. Planning meanwhile is underway for UCSD, which has a thriving American Sign Language (ASL) program, and the only one in the UC system, to begin sending ASL to UCLA in Spring 2004.

Departments and instructors at UCLA will spend this year preparing additional languages for offering by DL in 2004-05. The South and Southeast Asian Languages program sees a good possibility that Indonesian will find an audience at another campus. Other campuses have expressed interest in first-year Czech and Polish. The Slavic Department also has on staff the only Romanian lecturer in the system, Georgiana Galateanu, who will retool the first-year course for DL distribution in 2004-05.

We have begun development of an informational Web site for the DL LCTL project, to be housed under UCLA's Language Resource Center site (see <http://www.international.ucla.edu/lrc/>). Besides a brief overview of the program, it provides a checklist of key points for instructors of DL LCTL classes and annotated links to key sites around the country and world giving valuable information and support specifically for DL and languages, especially LCTLs. 

Language Requirement Reduced at UC Irvine

Contributed by Betty Guthrie, Director of the French Language Program, and member of the Consortium Steering Committee

The Academic Senate of UC Irvine recently voted to reduce the Breadth Requirement in Languages Other than English from four quarters to three. The original four-quarter requirement, unique in the UC system, came into being as part of a comprehensive system of breadth requirements that were put into place in the mid-1980's. The move to reduce it was based largely on the difficulty faced by students who believed themselves to be UC qualified after completing three years of high school language study and who discovered, after enrolling at UCI, that they needed an additional quarter here. Many of these students, especially those in engineering and

the sciences, were unable to fit a foreign language course into their heavy schedules in the first year or two of their studies. Time to graduation was thus increased in many cases.

Supporters of the four-quarter requirement argued vigorously that there was no intellectual justification for reducing it and suggested that the problems could better be resolved by a less rigorous application of the placement exam or by creating a third-quarter review course for students who needed it. Nevertheless, the motion to reduce the requirement was carried, effective in fall, 2004.



UCCLLT Summer Workshop 2003 at UC Berkeley

Discourse and Culture in Language Study

The following is a report from Claire Kramersch, Professor of German at UC Berkeley, Director of the Berkeley Language Center, member of the Consortium Steering Committee, and coordinator of the workshop.

This workshop was designed to acquaint language teachers with recent trends and issues in language acquisition research, and with new ways of conceptualizing language learning and teaching. There were 20 full-time participants who came from each of the eight campuses and were fully funded by the Consortium, and another 20 part-time participants from UC Berkeley. The workshop opened with a glamorous reception and dinner at the Bancroft Hotel for all participants, graciously sponsored by TIAA-CREF (see photos p. 6-8).

The workshop covered various aspects of the relation of discourse and culture within a post-structuralist/ecological perspective on language and language acquisition: the changing knowledge-base of language teachers and a view of language as social semiotic; the semiotics of spoken language vs. written language; multiliteracies in L2 and genre-based curricula; culture as social and historical practice.

Each day started with a public lecture, delivered by the workshop coordinator or by one of the guest speakers: Robin Lakoff, Professor of Linguistics at UC Berkeley "Talking about yourself. The social and political functions of third person self-reference and the inclusive and exclusive We;" Heidi Byrnes, Professor of German at Georgetown University "Teaching toward multiple literacies in texts, through genres, with tasks: A social semiotic perspective;" Anthony Liddicoat, Professor of Linguistics at Griffith University, Australia "Teaching languages for inter-

cultural communication." (see Liddicoat p.9)

The lectures were followed by group discussions on the theme for the day and by practical activities in language groups. Some of these activities were: analysis of authentic documents in a social semiotic perspective; comparison of spoken vs. written language samples; analysis and interpretation of various classroom discourse transcriptions; stylistic analysis of participants' summaries of a short story by Maupassant; conceptual framework for describing one's "culture" or discourse system.

The last day was devoted to brainstorming ideas for future collaboration among campuses in and across language groups: curricular or methodological innovations, pedagogic, ethnographic, or SLA research projects. Four of these projects were presented and discussed:

- Design of a four-part scheme for teaching culture as social, discursive practice in Japanese language classes: self-reflection on L1 behavior, observation of NS L2 behavior, performance of L2 behavior, reflection and feedback, with special focus on "critical incidents" in cross-cultural contact situations. (Contact person: Judith Kimura zotanteat@aol.com)

- A learner-centered approach to teaching Mandarin Chinese in heritage language classes, with particular focus on the subjective needs of heri-

tage learners. (Contact person: Jin-huei Enya Dai enyadai@eastasian.ucsb.edu)

- A sociolinguistic study of the development of intercultural competence by students from various languages (Arabic, Spanish, French, Italian, Portuguese, German) in a Study Abroad program. (Contact person: Judith Harris-Frisk jhfrisk@cats.ucsc.edu)

- An ethnographic study of language teachers: Why did they become teachers of the language they teach? What are the autobiographical roots of their passion, their dedication to their profession? How can their unique experience inform the intercultural competence they help their students to acquire? (Contact person: Cornelia Becher becher@gss.ucsb.edu)

Some of these projects are likely to be submitted to the Consortium's next grant competition in February 2004. If you wish to participate in any of these research projects, please contact the relevant contact person. 🍷



Claire Kramersch with Anthony Liddicoat at opening dinner.

'Globalization and Higher Education'

A summary of the opening night dinner keynote address given by William B. Lacy, Vice-Provost for University Outreach and International Programs, UC Davis

The topic for this workshop appears particularly relevant given the changes occurring around the world and within higher education. Globalization is pervasive in our lives and has raised important questions about the role of universities in generating knowledge and educating individuals for global citizenship. But most colleges and universities have been rather slow to respond to the vast research and educational opportunities that arise from globalization. As far back as 1979, a report issued by the President's Commission on Foreign Language and International Studies stated that "Americans' competence in foreign languages is nothing short of scandalous, and it is becoming worse." Sadly, there is little indication that the situation has improved in the last 23 years.

Language enrollments as a percentage of total enrollments are lower than they were in the 1960s and early 1970s. The percentage of undergraduate enrollment in language courses in the United States is extremely low (roughly 8%) and virtually unchanged in more than two decades. Exacerbating the problem is the average time spent in foreign language

study - approximately 2 to 3 semesters. Equally serious is the distribution of this appallingly small population of language students: the vast majority of them are in Spanish classes, and fewer than 10% are in less commonly taught languages. Moreover, the United States is virtually the only developed country in the world that places the real burden of language acquisition on the post-secondary system.

In contrast, the public appears to have quite different attitudes, expectations, and intentions regarding the importance of international education. A recent American Council on Education study reports that three-quarters of the college bound students in the national sample stated that proficiency in a second language is important to them, and 85% indicated that availability of foreign language classes would be a factor in their selection of a college or university. Over 50% of the nation's college freshmen indicate that they plan to study language, although the reality is quite different.

The National Foreign Language Center has argued for colleges and universities to make strategic decisions at the institutional level about language learning that are consistent with their missions and goals. Both faculty and administration need to answer 4 critical questions:

1. Why do we want our students to study a foreign language?
2. For what purposes?



William B. Lacy

3. Are we certain that our curricula and programs are properly structured to meet these goals?
4. What resources are we prepared to commit for the long-term in order to achieve these goals?

Institutions with a solid strategic approach, robust and diverse international cultural and language offerings, and incentives for faculty and students to participate will have a competitive advantage in attracting and effectively educating future students.

I believe that the UC system is making significant strides to meet these needs through the programs you represent, through the UC Consortium for Language Learning & Teaching, and through such creative workshops as the one offered this week. 🐾

One Participant's Perspective

Contributed by Cornelia Becher, Lecturer in the Department of German, Slavic & Semitic Studies, UC Santa Barbara

Over the last ten years, the profile of the typical language learner has become quite complex, and the notion of the native speaker is being replaced by that of a bilingual speaker simultaneously participating in several different cultures. This presents the FL teacher with certain challenges: how are we to bridge the gaps between conflicting cultures? And how are we to map out that elusive, slippery "third place" where (inter)cultural learning can take place?

The UCCLLT Summer Workshop on Discourse and Culture in Language Study

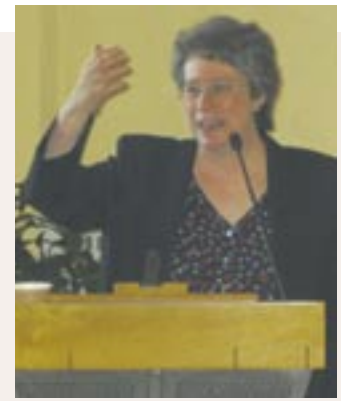
made it clear that FL teaching will have to be a group effort, involving not only linguists across the world but also other disciplines dealing in language, such as philosophy, history, and literary studies. Theoretically, we are at an important juncture: the study of language and the study of literature, both based on the notion of "text," have the potential to enhance each other in novel ways. It is to be hoped that we will be able to use this unique opportunity to re-invent and ultimately strengthen the FL departments within the UC system. 🐾

At stake was nothing less than the future of foreign language teaching in a pluricultural, plurilingual world.

Highlights of the Summer Workshop



Helen Jackson, TIAA-CREF



Robin Lakoff

'Language is a manifestation of society and social interactions, and this notion has to be placed at the center of any foreign language curriculum, instead of treating culture as an additive to mastering the language.'

'It is not culture per se that we as language teachers should teach, but the process of

culture for communication.'

–Judy Kimura and Akemi Morioka (UCI)



Heidi Byrnes



'The week-long immersion in the lectures, group activities, guided discussions, and informal conversations of the UCCLLT summer workshop was intellectually, professionally, and personally inspiring.'

–Catharine E. Wall (UCR)



'While the theoretical analysis at the workshop enabled us to reflect on our teaching in general and to eventually adopt new strategies in our various classes. We also obtained new insight and perspectives for future research through our discussion with the workshop speakers and some of the attendees.'

–Qian He (UCSD), Ying Petersen (UCI), and Yenna Wu (UCR)



'Teaching Languages for Intercultural Communication'

The following is an abbreviated version of the lecture presented by Anthony J. Liddicoat at the Consortium summer workshop. The complete text and the bibliography can be found at <http://ucclt.ucdavis.edu/>

Professor Liddicoat is Head of the School of Languages and Linguistics and the Associate Director of the Centre for Applied Language, Literacy and Communication Studies at Griffith University, Australia.

Introduction

Learning a foreign language is more than a simple task of assembling lexical items in grammatically accurate sentences. It involves learning to communicate with others in that language, and such communication involves an engagement with culture. I want to present one particular approach to teaching language and culture in an integrated way with the aim of developing in language learners the ability to understand, reflect on, and mediate cultures as a part of their language learning experience. In beginning this task, it is important to clarify a number of assumptions about language learning, communication, and culture that underlie my thinking:

- Communication is an act of sociality: it is not simply the case that information is transferred from one participant to another, but rather language is used to create and maintain social relationships. This means that we cannot view language in terms of a contrast between interactional (social) and transactional (information-exchange) discourse, but rather as a pervading social act in which information exchange may be one of the relevant activities going on.
- Language is a marker of identity, and to use a language is an act of social identity in that it encodes how the speaker is presenting him/herself in a particular interaction. Language use involves the expression of self not just the expression of ideas and intentions.
- Language learners are also language users, and it is inappropriate to see a dichotomy between these two characterisations. Language learners use language to express ideas, and they present their own identities regardless of proficiency.
- Second language communication is intercultural communication. This may seem obvious, but it is always important to remember that when individuals use their second language they are encoding ideas in a linguistic system which is located within a cultural context and which will be interpreted as being located within that context. Language learners have to engage with culture as they communicate.
- Second language communication is bilingual.

This means that the communicative resources available to second language users are different from those available to monolingual speakers of the language. Bilinguals need to be able to mediate linguistic codes and cultural contexts as a regular part of their interaction.



Anthony J. Liddicoat

These assumptions about the nature of (second) language use raise some questions for the way in which language teaching and learning are conceived.

- What is culture for communication?
- How can intercultural competence be taught?
- How is intercultural competence acquired?

What is culture for communication?

In searching for an answer to this question a number of issues emerge as important for practice.

The first of these is that culture is a practice that is accomplished and realized by members of a cultural group in their daily lives and interactions. This means that culture in the context of language learning needs to go beyond behaviors, texts, artifacts, and information as manifestations of culture. Culture learning becomes an engagement with cultural practices rather than exposure to information about a culture. Cultural competence to be developed through language learning takes the form of intercultural behavior in and through the language being learned.

Viewing culture as a dynamic set of practices rather than as a body of shared information engages the idea of individual identity as a more central concept in understanding culture. Culture is a framework in which the individual achieves his/her identity using a cultural group's understandings of choices made by members as a resource for the presentation of the self. Language learning provides a challenge for identity in two key ways. First it raises the question "Who am I when I speak this language?" and secondly "How am I me when I speak this language?"

When culture is viewed as dynamic practice it gives a way of dealing with culture as variable. We move away from the idea of the national culture and the idea of a monolithic 'French culture' or 'Japanese culture' and recognize that culture varies with time, place, and social category and for age, gender, religion, ethnicity, and sexuality. Different people participate in

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different groups and have multiple memberships within their cultural group each of which affects the presentation of the self within the cultural context.

A view of culture as practices indicates that culture is complex and that individuals' relationships with culture are complex. Adding an additional language and culture to an individual's repertoire expands the complexity, generates new possibilities, and creates a need for mediation between languages and cultures and the identities which they frame. This means that language learning involves the development of an intercultural competence that facilitates such mediation. Intercultural competence involves at least the following:

- Accepting that one's own and others' behavior is culturally determined,
- Accepting that there is no one right way to do things,
- Valuing one's own culture and other cultures,
- Using language to explore culture,
- Finding personal solutions in intercultural interaction,
- Using L1 culture as a resource to learn about L2 culture,
- Finding an intercultural style and identity.

How can intercultural competence be taught?

The discussion so far provides an argument for teaching culture in a particular way. This approach has been developed with my colleague Chantal Crozet in a number of recent papers (Crozet, 1996; Crozet and Liddicoat, 1999; Liddicoat, 2000; Liddicoat, 2002; Liddicoat and Crozet, 2001). The approach divides language and culture teaching into four stages:

1. Awareness-raising
2. Skills development
3. Production
4. Feedback

1. Awareness-raising

The awareness-raising stage is where learners are introduced to new input about language and culture through participative tasks which encourage the learner to compare the new culture with their own practices.

Ideally learners should have an opportunity to notice differences between the new input and their own culture. It is especially important that students have the opportunity to think and talk about what they notice, either in their first language, or if their proficiency is adequate in the second language.

Students' noticings are followed up with an explanation of the function of particular actions in the target language to assist them in developing an explanatory framework for understanding what the speaker is doing. This explanation needs to be seen as being a normal way of acting.

For awareness-raising, authentic video materials are particularly useful, as are cartoons, stories, etc. However, some materials designed specifically for language learners may 'edit out' or 'nativise' cultural information in order to focus on lan-

guage giving students a distorted picture of the culture (c.f. Kramersch, 1987).

2. Skills development

This stage allows students to try out native speakers' ways of acting and speaking. This involves short, supported communicative tasks that practice elements of the new knowledge and help build towards overall learning for a new speech situation. This work involves picking apart some of the language and cultural needs of the students for focussed practice. Ideally experimentation should occur immediately after awareness-raising to help fix their newly-noticed knowledge through experiential learning.

3. Production

In this stage, students put together the elements they have been trying out in the experimentation phase and integrate the information they have acquired in actual language use. The best way to achieve this is through role plays, preferably unscripted role plays if the students are at a stage to be able to do these. In essence, they try out being a native speaker of the language. The aim is for students to experience culturally different ways of interacting. In part this involves them in experiencing the impact of using a different set of cultural rules on their identity and experiencing the comfort or discomfort this can bring.

4. Feedback

This is an important part of the activity and involves reflecting on the experience of acting like a native speaker. Students discuss with the teacher how they felt about speaking and acting in a particular way. This allows the teacher to comment on the language use of the student. The feedback should allow the students to work towards discovering a "third place": a place of comfort between their first language and culture and their second (Crozet and Liddicoat, 1999; 2000; Kramersch, 1993).

Some aspects of using a new language and culture are difficult or uncomfortable; others can be liberating. In engaging with a new set of practices, questions of identity are important, and even very small cultural differences can produce quite strong emotional reactions. In the feedback, it is important to recognise the positives and negatives students express and to acknowledge the validity of these feelings.

How is intercultural competence acquired?

We can think of the process of cultural acquisition in ways that are analogous to language acquisition processes. Learners begin with a knowledge of the practices of their own first culture and gradually acquire an approximative system of practices (c.f. Nemser, 1971) which vary from the starting position as the result of exposure to new input. The approximative system, like interlanguage, can contain rules that are identical to those of the first culture, rules that are derived from the target culture and rules that belong to neither culture, but which are learners' accommodations to their noticing of and reflection on the input. We can think of these approximative systems as intercultural, with each intercultural

being a new step in the development of a set of intercultural practices.

As with all language acquisition, acquisition of culture through language begins with input. For any acquisition to take place, however, particular elements of the input have to be noticed (Schmidt, 1993). As mentioned above, our cultural conventions are often invisible to us, and noticing a cultural difference can be made more difficult because of this. The promotion of noticing is one of the key tasks of the intercultural language teacher. Once it has been noticed, the input is available for reflection and experimentation. In intercultural language teaching it is important for the student who has noticed a difference in the input to reflect on the nature of the difference and to decide how to respond to that difference; that is, how far the learner will modify his/her

practices to accommodate to this new input. This decision is then introduced and leads to output in the language using a modified set of norms. This initial modification is not, however, the final stage, as the output itself provides opportunities for new noticing (Swain, 1985). This noticing may be a positive or negative evaluation of the new modified practices by the learner: the new practices may feel comfortable or uncomfortable, or it may be a noticing of a native speaker's response to the modified practices of the learner, which indicate that the modification has been either successful or unsuccessful. These noticings become the target of further reflection, which again becomes realized in the output of the student, and so in a (potentially) continuous cycle of acquisition. 🐾

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EAP Launches Foreign Language Integration Project

Contributed by Rodney Sangster, EAP Regional Director for Europe, and member of the Consortium Steering Committee

In keeping with its mission as an academic program on each UC campus, the Education Abroad Program (EAP) offers students the opportunity to add an international perspective to their undergraduate degrees by taking UC-approved coursework abroad. The purpose of this mission is two-fold: to add value to the undergraduate degree by offering subjects in a manner that cannot be duplicated at the home campus, and to integrate the coursework taken abroad with degree programs.

Perhaps nowhere is the realization of this dual purpose more challenging than in the area of language learning. While it may be obvious that there is value added by learning a foreign language in its cultural context, it is difficult to measure the linguistic gains in terms that relate to the predominantly classroom learning that defines campus language programs. In the areas of speaking and aural comprehension, students who have studied abroad tend to make significantly greater gains than their counterparts at home. Reading and writing skills often lag behind, however, unless the program abroad is geared specifically to the home campus

standards. When EAP students try to reintegrate into their campus language programs, they face concerns about how much and what kind of credit they will receive for the work done abroad, not to mention what subsequent course they are prepared to take.

In an effort to address these problems EAP launched its foreign language integration project with a comprehensive study of first- and second-year Italian programs at UC and in Siena, Italy. A pilot project was designed by Lucia Re, Professor of Italian Studies at UCLA, and Rodney Sangster, EAP Regional Director for Europe and a linguist by training. Professor Re carried out the project during the 2002-03 academic year. She began by contacting the directors of each campus Italian language program, soliciting feedback on the difficulties experienced by students returning from the EAP program in Siena, as well as comments on the program itself.

Each campus program also submitted syllabi, readings, tests, placement tests, midterms, and final exams for their first- and second-year courses. This material was then organized and analyzed

to produce a comprehensive manual of the principal elements of grammar, writing, and general linguistic competence expected of all UC students at each term during the first two years of study. Included in this manual are clear examples of the composition skills expected at each stage.

Starting with the 2003-04 academic year, this manual will be given to the language instructors in Siena and also at the new EAP program in Rome. Instructors will be asked to use the manual in preparing their class syllabi to assure that students acquire the necessary content and skills. Instructors will not be expected to alter their teaching methodology, which is often part of the value added in study abroad.

Re is also preparing pre- and post-program placement tests, to measure the linguistic gains achieved abroad and to aid the campus language programs in placing students into appropriate classes upon return.

Comments on the project are welcome. EAP looks forward to expanding it to other language programs in the near future. 🐾

Under the direction of Professor Robert Blake (UC Davis), The UC Consortium for Language Learning and Teaching is a system-wide initiative designed to make the most effective use of UC's vast linguistic resources and expertise at a time when foreign language enrollments are increasing dramatically. The consortium fosters collaboration among and across the language programs at the UC campuses with an eye to increasing student access to language study through a combination of the best classroom practices, technological enhancements, and EAP programs.

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