



UC CONSORTIUM FOR LANGUAGE LEARNING & TEACHING

A SEMI-ANNUAL NEWSLETTER PUBLISHED AT UC DAVIS • VOL. 4, NO. 1, FALL 2004

Message from the Director

Consortium Awarded NEH Grant for Outreach

The Consortium is proud to announce that it has received a \$75,000 NEH Faculty Humanities Workshop Grant, *Spanish for Spanish Speakers*. The project's goals are to assist heritage/home speakers in achieving success in the AP Spanish Literature program, thereby increasing their chances for success in humanities courses at the college level. In this way, bilingualism becomes an advantage for one of California's most important ethnic communities. The Consortium will draw on the content strengths offered by UC faculty and partner with the California Foreign Language Project. This initiative is a model outreach program that demonstrates how UC can harness its research expertise to address one of the state's pressing educational needs.

This is a great way to start off the last year of the Consortium's original five-year charge. I am gratified by the system-wide progress we have made together thus far in the foreign language and SLA fields. Under our sponsorship, the Chinese, German, and Japanese language faculty from the different UC campuses have met for the first time in order to plan joint curricular efforts. Many of the ideas emerging from these encounters are turning into Consortium-funded projects. Our distributed governing structure has attracted national attention as have our research conferences and professional summer workshops. With respect to grants, we have

been successful in both the federal and local arenas, despite difficult financial times.

But with a five-year evaluation and proposed renewal in process—despite the above-mentioned and many other clear successes over the last four years—it's no time to rest on our laurels. In fact, all language departments must continue to advocate for the preservation of strong language programs within the context of a first-tier research institution.

This advocacy role must have an impact not only on the UC system and the state, but also on the federal government's urgent agenda to remedy the nation's linguistic deficits. Since 9/11, the military and

“Bilingualism should be considered an advantage for California's ethnic communities.”

intelligence communities have been actively defining the national priorities for our nation's foreign language capabilities. The Center for the Advanced Study of Language (CASL, University of Maryland), funded last year by the Department of Defense, and the National Language Conference, convened this summer in Washington, D.C., have focused attention on the most advanced, professional levels of language proficiency (i.e. moving students from ILR level 3 to 4). The white paper drafted by that conference declares that higher education has failed to produce graduates with advanced language capability. The time has come for the academic

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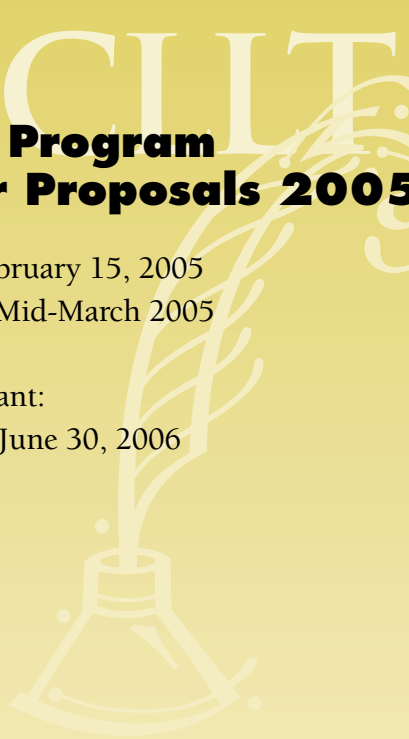
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community to take a stand and rearticulate the goals of foreign language education at the secondary and college levels and to devise pedagogical objectives better suited to the current global realities. The Consortium is poised to take the lead in shaping an academic approach to foreign language educational policy by hosting a national colloquium. The proposed conference will take place in Fall 2005 at UC Berkeley under the direction of Professor Claire Kramsch, Director of the Berkeley Language Center. Foreign language scholars and teachers from various academic institutions, as well as representatives from ACTFL, the MLA, and the national foreign language resource centers will assemble to discuss the future priorities for language instruction within the education community. Leading scholars and educators from Europe will also be invited to share their experience in confronting the same challenges. Details will be forthcoming in the Spring 2005 newsletter.

On another front, the Consortium has been called upon to represent UC in the state-mandated IMPAC project

(*Intersegmental Major Preparation Articulated Curriculum*, see <http://www.cal-impac.org/Project/Project.htm>), which is responsible for ensuring that California's transfer students make progress toward their majors without impediments. Once again, the existence of the Consortium has made contacting and tapping into UC's resources in foreign languages not only possible but straightforward. Our partners in the CSU and CCC systems greatly appreciate working together with us.

All these activities illustrate why languages and a coherent foreign language education policy are crucially important for reasons that include, but are not limited to, issues of national security. In the proposed next five years, the Consortium will continue to pursue its mission as the main source of support, advocacy, and collaboration among the UC language departments, and it will intensify its efforts to impact the system and nurture the foreign language field in ways consonant with state, national, and world trends. 🐾

UCCLLT
Grants Program
Call for Proposals 2005

Deadline: February 15, 2005
 Notification: Mid-March 2005

Tenure of Grant:
 July 1, 2005-June 30, 2006

**Check website for
 application forms and information**

<http://uccllt.ucdavis.edu/grants.cfm>

2005

consortium events calendar

- | | |
|--------------|----------------------------------------------------------------------------------------------------|
| Sept 17: | Annual Meeting of the Board of Governors
UC Davis |
| Sept. 18–19: | Workshop for UC Japanese Faculty
UC Davis |
| Oct. 15: | Fall Meeting of the Steering Committee
UC Riverside |
| Oct. 23–24: | NEH Faculty Humanities Workshop for High School Spanish Teachers
UC Davis |
| Feb. 15: | Deadline for Consortium Grant Applications |
| Feb. 26–27: | Second Meeting of the NEH Faculty Humanities Workshop for High School Spanish Teachers
UC Davis |
| June TBA: | 5th Annual Summer Workshop
UC Davis |

Consortium Submits Five-Year Review

The following is the Executive Summary of the report submitted to the UC Office of the President as part of the Five-Year Review and application for renewal.

THE CONSORTIUM'S mission calls for us to apply UC's collective resources and talents to meet the system's language-teaching needs and to develop innovative and efficient means of delivering language instruction. New technologies and pedagogies provide excellent opportunities for system-wide planning that will help eliminate duplication and increase access, while simultaneously enabling support of cutting-edge research in second language acquisition. Burgeoning enrollments require creative solutions in order to satisfy an increased language demand. The demography of our students and the requirements of a global economy heighten the urgency of our attention on the world's languages. The UC Consortium offers a collaborative organizational structure through which to accomplish these goals and impart visionary planning for language teaching and learning in the UC system.

In the four years since inception, the Consortium has set in motion a series of catalytic changes in the foreign language departments throughout the UC system. Individual faculty members are learning to look beyond their department walls and to think of themselves as a language teaching community of the UC system. The Consortium has pursued planning and actions in each of the major areas as stipulated by the original charge. One thing to note is that the report comports with the components of the charge, but many activities overlap.

1. Resource sharing and curricular articulation

The Consortium has begun a large-scale effort to equalize student access to the rich reservoir of foreign language expertise in the UC system in two ways: by developing grant proposals to create distance-taught courses in some of the less commonly taught languages; by initiating a new era of cooperation, collaboration, and sharing among faculty of each language, which is resulting in the production of state-of-the-art course materials based on the most current research in second language acquisition (SLA). On the bureaucratic side, the Consortium drafted and received approval from the University Committee on Educational Policy (UCEP) for a codicil document to Senate Regulation (SR) 544 that specifically addressed how UC distance language courses may be implemented across the system.

The Consortium's mini-grant program has fostered a new era of resource sharing. As we began operations in fall 2000, most language instructors from the different campuses had never even met one another. Multi-campus teams of faculty are now working together, writing new textbooks,

developing new placement and assessment protocols, and conducting research that will feed standardized programs of the highest quality on each UC campus.

The first major Consortium-sponsored project is *Arabic Without Walls*, a distance course that will provide all UC campuses a state-of-the-art course in Beginning Arabic. The project is funded by a major grant from the US Department of Education.

The Consortium has also made it a priority to integrate the Education Abroad Program (EAP) in its effort to create distributable language programs for the system that will guarantee students seamless cross-registration and UC credit.

Working with sub-committees of the Steering Committee, the Consortium has produced two white papers on major curricular issues affecting each UC campus: distance-taught courses and heritage language instruction.

Each year the Consortium director has been invited by language chairs and humanities deans to visit the UC campuses and provide consultation on resource sharing and program development. Working with the deans and department chairs, the Consortium is designing and coordinating a *linguistic map* that will a) identify the major strengths on the various campuses, particularly in the most critical languages, and b) develop distance course models for sharing those resources across the system.

In addition, the Consortium has set up a searchable database with language enrollment figures for the fall quarter/semester (2000-2003) gathered from the registrars on each campus. The data includes lower-division, upper-division, and programmatic information. Administrators, chairs, and language planners can access this database from the Consortium's website. A Consortium subcommittee is in the process of

preparing a report on language enrollment trends for the last three years.

Finally, the Consortium has made inroads in introducing and sharing cutting-edge technology in support of language instruction. For example, the Consortium now provides system-wide hosting for Wimba software that offers the ability to hold oral conversations and conduct testing at a distance over the Internet. Workshops on Wimba's use were given at UCLA, UCD, UCI, UCB, and UCSC.

2. Second Language Acquisition (SLA) research and professional development

In these four short years, the Consortium has established itself as a major clearinghouse for SLA research and professional development. The bi-annual conferences and annual summer workshops have already attained international recognition as major sites for disseminating the most current and innovative research projects. Each event has attracted leading scholars from across the U.S. and abroad to present their research, and applications to attend have come from as far away as Iceland and Australia. Large numbers of UC language faculty and graduate students representing the full spectrum of European, Asian, and African languages are receiving training from the most prominent scholars in the most advanced SLA arenas. UC language faculty members are also testing the results of their own research in these fora by presenting research papers and participating in panel discussions and roundtables. A significant outcome of each training event has been the growth of collaborative grant proposals and language-specific, system-wide planning meetings. Chaired by the Consortium director, these meetings (to date:

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Chinese, German, and Japanese) are unifying the faculty, capitalizing on the richest resources and guiding major programmatic improvements across the system.

The Consortium has drawn on its system-wide expertise in SLA in order to produce two white papers on distance language learning and heritage language instruction. The Consortium is currently planning a national colloquium to be held in 2005 for the purpose of defining a new US agenda for research and program development. The most prominent leaders in SLA and language education policy will aim to refocus national attention on the academic purposes of a foreign language education.

3. Outreach

Pursuing the outreach arm of its charge, the Consortium has provided professional training for teachers in the K-12 community in several areas: (1) the summer workshop on Heritage Languages in 2003 included representatives of language programs in the community and public schools; (2) the *Arabic Without Walls* grant proposal included input from the coordinator of Arabic Language Programs of the California Foreign Language Project (CFLP), and the course that will be produced by this grant will serve the pre-college as well as the university community; (3) the Consortium obtained a grant to contribute two workshops for teachers of Advanced Placement (AP) Spanish Literature in 2003. The Consortium has received a grant from the

National Endowment for the Humanities (NEH) to establish a year-long workshop (2004-2005) for high-school Spanish literature teachers that will result in the development of a new Spanish AP Literature curriculum for Spanish speakers. UC faculty from Davis and Santa Cruz will lead this workshop.

UC now enjoys for the first time a seat on the advisory boards of the CFLP, the California Language Teachers Association (CLTA), and the Intersegmental Major Program Articulation Curriculum (IMPAC). These activities will allow the Consortium to develop constructive relationships with these important educational partners.

4. The next five years

The scope of the original mission is vast. The efforts of the Consortium must be more tightly focused in the next cycle since the workload increased exponentially with each project, but the staff size remains the same. We will, therefore, center our energies on addressing the most urgent issues and accomplishing the most immediate and pressing goals.

At present, the action agenda includes: steps toward the creation of the *linguistic map*, involving a series of multi-campus meetings with language chairs and faculty; continuation funding efforts for Punjabi; beginning development efforts for distance courses in Vietnamese and Swahili; a national colloquium on the role of higher education in the US government plan for developing national language competency; two professional development summer workshops. 🙌

Berkeley Language Center Fall 2004 Lecture Series

Location: 370 Dwinelle Hall

Co-Sponsor: The College of Letters and Science and by Berkeley's eight National Resource Centers under a Title VI grant from the U.S. Department of Education

"Insights into SLA from Less Familiar Settings"

Date: 9/24/04

Time: 3 - 5 pm

Speaker: Leslie Moore

Postdoctoral Research Fellow, Center for Informal Learning and Schools, UCSC

"Heteroglossia in Foreign Language Classrooms: Research, Debates, and Issues"

Date: 10/15/04

Time: 3 - 5 pm

Speaker: Patricia Duff

Associate Professor, Department of Language and Literacy Education, University of British Columbia

"Panel Discussion: Gesture in Language Learning"

Date: 11/5/04

Time: 3 - 5 pm

Speaker: Irene Mittelberg

PhD Candidate in Linguistics, Linguistics Department, Cornell University

Speaker: Eve Sweetser

Professor, Linguistics Department, UC Berkeley

"Instructional Development Research Projects"

Date: 12/10/04

Time: 3 - 5 pm

Speakers: Fall 2004 BLC Fellows —

Ellen Rosenfield (Lecturer, GSI Teaching & Resource Center)

Lihua Zhang (Lecturer, East Asian Languages and Cultures)

Mark Nelson (GSR, Education)

Victoria Somoff (GSR, Slavic Languages and Literatures)

Renee Perelmutter (GSR, Slavic Languages and Literatures)

Chinese Teacher Training Workshop at UCLA

Saturday, October 30, 2004, 10:00-5:30

Registration is free but is limited to 40 participants.

- A hands-on experience for college Chinese instructors, TAs, and community teachers with new ideas and new techniques in the field of Chinese pedagogy
- Themes: Technology, Heritage Language Instruction, Advanced Grammar

Jointly sponsored by The Center for Advanced Language Proficiency Education and Research (CALPER), Pennsylvania State University, and the University of California Consortium for Language Learning & Teaching

• **Contact:** Hongyin Tao (tao@humnet.ucla.edu)

Consortium Hosts Japanese Faculty Workshop

Contributed by Noriko Iwasaki, Assistant Professor & Japanese Language Program Coordinator, Department of East Asian Languages and Cultures, UC Davis

The UC Consortium hosted a two-day workshop for UC Japanese language faculty at UC Davis on September 18 and 19, 2004. Twenty-six participants represented eight campuses (Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, Santa Cruz). The Department of East Asian Languages and Culture at UC Davis organized the meeting and partially funded it.

Representatives from each campus described their programs, their priorities, and challenges they are facing. They also presented proposals for collaborative projects: long-distance learning model for heritage Japanese (Shoichi Iwasaki, Los Angeles); development of textbooks for content-based curriculum (Akemi Morioka, Irvine); development of web-based, content-based upper-level Japanese language teaching materials (Yasuhiko Tohsaku, San Diego); development of video materials for the enhancement of grammar learning (Miyo Uchida, UC Davis).

Consortium Director, Robert Blake answered questions related to how the Consortium can facilitate and support the collaborative projects.

Face-to-face interaction among UC Japanese faculty and concrete collaborative plans will lead to long-term networking and fruitful cooperation. 🐞



Participants:

Yoko Hasegawa, UC Berkeley; Noriko Iwasaki, Kazue Chavez, Mayumi Saito, Haruko Sakakibara, Ritsuko Shigeyama, Miyo Uchida, UC Davis; Akemi Morioka, Kiyomi Chinen, UC Irvine; Shoichi Iwasaki, Satoko Bourdaghs, Nobuko Sugamoto, UC Los Angeles; Yoshiko Hains, Reiko Sato, Kyoko Sagawa, UC Riverside; Yasu-hiko Tohsaku, Eiko Ushida, Masato Nishimura, Hifumi Ito, Kyoko Sato, UC San Diego; Tomiko Narahara, Koji Furukawa, Atsuko Hayashi, Chikako Shinagawa, UC Santa Barbara; Sakae Fujita, UC Santa Cruz.



WIMBA

UCCLLT is proud to announce the release of the latest version of Wimba to our site. Included in this new release are added security features, user management, improved sound quality, and support for Mac OS X. With Wimba, instructors can communicate with their students through use of an online voice board without restriction of time or place. Voice Board is a threaded message board in which users click on message

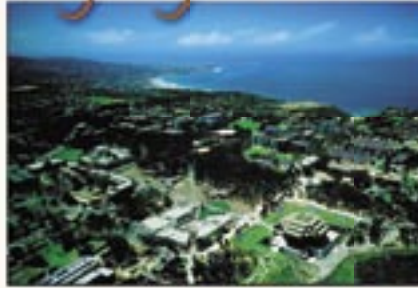
titles to hear messages and speak into a microphone to post messages. In addition, Wimba has recently released Voice Direct, a vocal communication system in real-time. It's like a conference call through a computer, without fear of firewalls. Voice Direct can be used for interactive discussions or "broadcasting".

Please visit our website at <http://uccllt.ucdavis.edu> for more details.

UCCLLT Summer Workshop 2004 at UC San Diego

Grammar & Language Teaching

The following is the report submitted by Grant Goodall, director of the Linguistic Language Program, UC San Diego, who organized and directed the workshop.



Grammar and Language Teaching took place June 19-21 at the Eucalyptus Point Conference Center at UC San Diego. There were approximately 90 participants for each of the first two days of the workshop, while the third day was restricted to the 23 UC participants who were funded by the Consortium. In addition to the UC participants there were many from CSU campuses, community colleges, and the Universidad Autónoma de Baja California. The largest numbers of participants were from Chinese, Japanese, and Spanish, but at least 15 other languages were represented.

Guest presenters included: Georgette Ioup (University of New Orleans), and Bill VanPatten (University of Illinois – Chicago). UC speakers were María Victoria González Pagani (UC Santa Cruz) and Grant Goodall, Robert Kluender, Leonard Newmark, Elke Riebeling, Françoise Santore, and Patricia Zuker (all from UCSD).

The workshop program included a broad spectrum of topics and views, but some common themes emerged. One was that grammar is definitely worth devoting time to in language classes. A number of reasons for this were discussed. First, grammar instruction can have an effect on the learner's developing ability in the language, if done in certain ways (more on this below). Second, many learners expect or even demand grammar instruction from their language classes. This may simply be because of the "adult beast" within that demands analysis and explanation, as Leonard Newmark memorably put it, but it is still a factor to be dealt with. Third, most students are likely to get their only exposure to grammar in their language classes, so we need to give serious consideration to grammar instruction as a part of the students' general liberal arts education. This fact raises the stakes somewhat with regard to the type of grammar instruction provided and may require us to explore new ways of presenting various grammatical topics.

Another common theme was that in order for grammar instruction to have a positive effect on learners' ability to use the language (i.e. on their 'implicit' knowledge of the language), it must be meaningful. That is, it must encourage learners to connect a particular grammatical form to a particular meaning. This conclusion is now supported by a considerable body of research, but it also seems to follow from common sense. If everyday language use involves constantly connecting form and meaning (i.e., we hear a form and figure out a meaning for it, or we have a meaning we want to express and then map that onto a form), it seems reasonable that this is what language classes should focus on. The bad news is that most traditional grammar exercises do not achieve this

objective; they encourage students to connect one form to another form, rather than a form to a meaning. The good news, though, is that there are many classroom activities that do connect form and meaning, and with some creativity they can make for an enjoyable, useful class while still satisfying the student's "adult beast."

A related idea that came up frequently during the workshop was that grammar activities should ideally be not only meaningful

but also emotional. That is, the connection between form and meaning is likely to be made much stronger if the meaning has emotional impact. Innocuous topics (e.g., "Is your book blue?") are thus likely to be less useful than emotional topics that deal with the same point of grammar (e.g., "Is your mother alive?").

The use of technology in teaching grammar was also a major topic of the workshop. Participants were able to see new and visually appealing ways of presenting grammar on the web, as well as intriguing techniques for using video in the classroom. If one job of the language teacher is to help students connect form and meaning, then video can be extremely helpful, displaying the intended meaning in a spectacularly clear fashion and often with considerable emotional content as well.

The web can also be used to find texts that contain examples of a particular grammatical point. This is much easier to do than one might imagine, and the results can then form the basis of a valuable class lesson. Funded UC participants were able to try their hand at this on the third day of the workshop, using a search engine to look for appropriate texts in their language, cutting and pasting the text into a word processor, adapting it for use by a particular class level, and then creating activities that encourage connecting form and meaning. There are often many interesting cultural issues that can be addressed as well, and sometimes there is also significant emotional content.

Informal discussions among colleagues from various campuses were also a valuable benefit for workshop participants. For the funded UC participants, this occurred not just during breaks, but also at the wonderful dinner sponsored by McGraw-Hill Higher Education and in the discussion group sessions on the afternoon of the third day. It was impressive how many participants were able to combine the knowledge gained from the workshop and their own creativity to produce activities, lesson plans, and other materials to take back to their campuses. We hope that the discussions begun in San Diego will continue in the months and years to come. To make that process easier, we have made the slides from many of the workshop presentations available at <http://ling.ucsd.edu/events/uccllt>.



Grant Goodall

A Sampling of Workshop Lectures

Leonard Newmark, University of California, San Diego

Explanation vs. Experience: Time Economy in Language Teaching

Language acquisition crucially depends on how much meaningful language input the learner gets, and time constrains how much meaningful input can be provided. To deliver meaningful input, progressively graduated conversation and reading are optimal. But we language teachers should also teach “grammar” (in the linguist’s sense), since knowing how a language works is as important in a college liberal education as knowing how blood gets circulated in the human body. If we don’t, who will?

Bill VanPatten, University of Chicago

Mental Representation versus Ability

This presentation showed how the creation of a mental grammar (i.e., the linguistic system in the student’s head) is dependent on input and then reviewed some input-based approaches to fostering development of that system. VanPatten contrasted the creation of the linguistic system with the ability to use that system for communication, a skill he says develops independently and does not involve the same processes as the development of the mental grammar. He reviewed a variety of tasks that promote skill.

Georgette Ioup, University of New Orleans

Putting Error Correction into Proper Perspective

This lecture addressed the question of whether formal aspects of the classroom, namely rule isolation and error feedback, can aid the development of a learner’s linguistic system, in particular its value for learners at more advanced levels. It concluded that it is possible for formal learning to integrate into the working grammar through repetitive practice provided by extensive use of learned rules in various naturalistic contexts. This practice allows the learner to develop implicit rules that are separate from and in addition to explicit rules. Evidence from an advanced learner was presented to support this analysis.

Grant Goodall, UC San Diego

Grammar and Language Teaching: Introduction

In approaching the role of grammar in the second language classroom, some basic facts to keep in mind are that (i) implicit knowledge of grammar, which is what makes normal, spontaneous language use possible, can only be taught indirectly; (ii) teacher’s anecdotes of what works in this regard, though valuable, are not always reliable, so we need to pay attention to results of careful research; (iii) what we informally call ‘the grammar’ is in fact only a small part of the actual grammar of the language.

Fitting Grammar into the Language Learning Experience

Research suggests that grammar instruction has an effect on implicit learning only when learners must pay attention to both the grammatical form *and* the meaning, as in some text enhancement and structured input activities. Activities in which learners manipulate or create sentences without needing to attend to meaning (e.g. changing a sentence to past tense) do not seem to help implicit learning, and in fact they almost certainly cause learners significant harm.



Speakers at the UC San Diego Conference pictured from left to right: Bill VanPatten, M. Victoria González-Pagani, Françoise Santore, Grant Goodall, Elke Riebeling, Georgette Ioup, and Robert Blake.

Not pictured: Robert Kluender, Leonard Newmark, and Patricia Zuker

The Workshop Program

“Explanation vs. Experience Time Economy in Language Teaching.” Leonard Newmark, UC San Diego.

“How linguistic knowledge can ease learning.” Robert Kluender, UC San Diego.

“Mental Representation vs. Ability in Second Language Acquisition” (Part 1). Bill VanPatten, University of Illinois at Chicago.

“Putting Error Correction into Proper Perspective.” Georgette Ioup, University of New Orleans.

“Fitting Grammar into the Language Learning Experience.” Grant Goodall, UC San Diego.

“Beyond Drills: Web Technology in Teaching Grammar.” M. Victoria González Pagani, UC Santa Cruz.

“Mental Representation vs. Ability in Second Language Acquisition” (Part 2). Bill VanPatten, University of Illinois at Chicago.

“How students acquire things you never teach them.” Robert Kluender, UC San Diego.

“Developing grammar-focused materials based on internet materials.” Elke Riebeling and Patricia Zuker, UC San Diego.

“TPR and the teaching of grammar.” Grant Goodall, UC San Diego.

“Authentic DVD and the teaching of grammar.” Françoise Santore, UC San Diego.

“Silent grammar.” Grant Goodall, UC San Diego.

Hands-on Experience Creating materials for grammar and culture (Language Lab).

UC SANDIEGO *Language Teaching* HIGHLIGHTS



campus reports

New Deans for Seven Campuses

BERKELEY



John Lie, Class of 1959 Professor at UC Berkeley, has been appointed Dean of International and Area Studies. Born in Seoul, South Korea, Lie received all his degrees (A.B. in Social Studies; A.M. and Ph.D. in Sociology) from Harvard University. Previously he has served as: Chair, Center for Korean Studies, University of California, Berkeley, 2003-04; Director, Center for Japanese Studies, University of Michigan, 2002-03; Director, Korean Studies Program, University of Michigan, 2002-03. Dean Lie's primary academic interests are social theory and political economy. He is committed to the unifying ideals of the human sciences and believes it is crucial to understand other countries: international, transnational, and global relations and realms.

DAVIS



Patricia A. Turner is presently serving as Interim Dean of Humanities, Arts, and Cultural Studies in the College of Letters and Science at UC Davis. She is on leave from her position as Vice Provost—Undergraduate Studies. Dr. Turner joined the faculty at Davis in 1993 as a professor in the African-American & African Studies /American Studies Program and was director of that department from 1998-2000. Prior to teaching at UC Davis, Dr. Turner was an assistant professor at the University of Massachusetts, Boston in the Black Studies Department from 1985-1990. Her research is in popular culture and folklore. Her most recent work, with Gary Alan Fine, is *Whispers on the Color Line: Rumor and Race in America*, 2001.

LOS ANGELES



Gabrielle Spiegel, an internationally renowned historian who has served in national leadership roles in historical studies, has been named dean of humanities in the College of Letters and Science at UCLA. Dr. Spiegel comes to UCLA from Johns Hopkins University, where she was the Krieger-Eisenhower Professor of History. She is a medieval scholar whose work focuses on, among several fields, French literature, literary and cultural theory, and historiography. Her academic leadership includes service as chair of the Department of History at Johns Hopkins University, and Vice President of the Research Division of the American Historical Association.

MERCED



Kenji Hakuta is the founding Dean of the School of Social Sciences, Humanities and Arts at the University of California, Merced, scheduled to open in August, 2005. This is his first major administrative position. He has held faculty positions at Stanford University, University of California, Santa Cruz, and at Yale University. His major areas of research are in language acquisition, bilingual development, the education of language minority children, and educational equity. In education policy, he has worked on advancing social debate on issues of bilingual education, affirmative action, and the improvement of the quality of educational research. Dean Hakuta is a member of the Consortium's Board of Governors.

campus reports

New Deans—*from page 9*

RIVERSIDE



Joel W. Martin, Professor and Costo Endowed Chairholder in the Department of Religious Studies is the interim Dean of Humanities, Arts, and Social Sciences at UC Riverside. Martin holds an MTh from Harvard University and a PhD from Duke University. His research areas include Native American history and religion; the study of contact and colonialism; religion and film.

SAN DIEGO



UC San Diego has appointed Professor Georgios Anagnostopoulos, Professor of Philosophy and the current Associate Dean of Arts and Humanities, to serve as Interim Dean of Arts and Humanities. Anagnostopoulos has served as Acting Dean in the past, during periods of former Dean Frantisek's sabbatical leave.

SANTA CRUZ



Gary Lease, Professor in the History of Consciousness Department at UC Santa Cruz, has been appointed Interim Dean of Humanities. Lease studied history of theology and holds a Dr.theol. degree from the University of Munich. He came to UCSC from Loyola University, Los Angeles in 1973. Since then he has served as chair of a number of departments (History of Consciousness, Environmental Studies), as Associate Chancellor, and as Dean of Humanities. His on-going research includes the history of religious thought in 19th and 20th century Germany and theories of religion.

UC Heritage Language Courses – Part II

continued from Spring issue

Issues pertaining to heritage language instruction are gaining increasing attention across the United States, and perhaps especially in the state of California. UC campuses see growing enrollments in existing courses designed for heritage students and are developing new ones, including some in the area of pedagogy. The Newsletter will continue to list heritage language-related courses as the faculty on each campus report them to us.

Riverside

SPN 109A. Spanish for the Native Speaker. (4)

Lecture, three hours; individual study, three hours. Prerequisite(s): a sufficiently high test score on the Spanish placement examination, as determined by the Hispanic Studies faculty. Designed for the native speaker with little or no experience with Spanish grammar and composition. Emphasis is on basic grammar, written accents, orthography, and composition. The class is conducted in Spanish. Credit is awarded for only one of SPN 101A or SPN 109A.

SPN 109B. Spanish for the Native Speaker. (4)

Lecture, three hours; individual study, three hours. Prerequisite(s): SPN 109A. Designed for the native speaker with little or no experience with Spanish grammar and composition. Emphasis is on basic grammar, written accents, orthography, and composition. The class is conducted in Spanish. Credit is awarded for only one of SPN 101B or SPN 109B.

MERCED

A Summer Outreach Program

UC Merced worked with Dr. Glen DeVoogd, a professor at California State University, Fresno, to put together a Spanish immersion program for grades 2-8. A parent of a participating student had this to say about the value of the program: “I tip my hat to the University of California, Merced, for recognizing that foreign language in the ele-

mentary schools is a necessity and not a luxury for our children. I applaud UC Merced for its viewpoint and action. The university has seen the need and stepped in, looking past the short-term difficulties to provide language skills and cultural exposure that will benefit the students and our community in the long term.”

campus reports

RIVERSIDE

Distinguished Teaching Award to Yenna Wu

The Academic Senate honored Chinese literature professor and former UC Riverside representative on the Consortium Steering Committee, Yenna Wu, with the 2003-2004 Distinguished Teaching Award. The award is conferred on the basis of student evaluations and peer review. Wu, a member of the UC Riverside faculty since 1992, wins raves from students in her Chinese literature and language courses. Written evaluations praise her organization, patience, and concern for student learning.

"I love how she makes us look deeper into the story and read between the lines," one undergraduate writes. "She challenges her students and is always helpful and resourceful."

Wu's colleagues laud her work in curriculum and program development, including her co-authored textbook *Chinese the Easy Way*. Wu has also been incorporating technology into the language classroom through creating an audio-file website, which supplements the textbook (<http://chinesetheeasyway.ucr.edu/>).

Focusing on late-imperial Chinese fiction, Wu has combined literary work with rigorous research on the representation of gender dynamics. She has published six books and about forty journal articles on various topics in Chinese literature, as well as many translations and book reviews. Wu's latest book, *The Great Wall of Confinement: The Chinese Prison Camp Through Contemporary Fiction and Reportage*, is the product of ten years of research and is forthcoming from UC Press.

"It's very gratifying to receive the Distinguished Teaching Award because of the importance I place on teaching both at the undergraduate and the graduate levels," Wu said. "Student response has been a strong motivator for me in the classroom. I enjoy witnessing the advancement of their understanding of the subject in even just one quarter. I try to make students

welcome; I take a personal interest in my students and do a lot of mentoring."

A Model Project for Teaching Indigenous Languages

Teaching and learning indigenous languages is an ongoing project at UC Riverside Extension Native American Studies program. The project is creating a model that will bring knowledge of best teaching/learning practices to tribal Nations to help them revitalize their endangered languages. Focus is on providing educational support, teacher training, second language expertise, and workshops for any tribes working on related issues. Program activities consist of visits to adult language classes, workshops on technology-assisted language learning, lesson planning, activities to reinforce vocabulary and simple structures, motivating students through action, activating multiple-student language production, and teaching language through song.

The team of language teaching experts is composed of teaching English as second language (TESL) instructors. Although they usually teach methodology and techniques for English language teachers, their expertise can be applied to the teaching of any language.

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BERKELEY

Fall 2004 Enrollments in First-year Language Courses at UC Berkeley

Compiled by Mark Kaiser and Victoria Williams (Berkeley Language Center).

As of September 14, 2004, first-year language courses had the following enrollments:

Armenian	11	French	316	Latin	111	Swahili	28
Arabic	80	Georgian	4	Malay/Indonesian	16	Swedish	19
Bengali	8	German	175	Norwegian	6	Tagalog	76
Chinese	320	Greek (Ancient)	37	Persian	44	Tamil	10
Mandarin heritage	115	Greek (Modern)	10	Polish	12	Thai	37
Other dialect heritage	94	Hebrew	34	Portuguese	129	Tibetan	10
No previous exposure	111	Hebrew (Biblical)	15	No previous exposure	18	Turkish	10
Czech	6	Hindi	50	Other Romance lang.	111	Urdu	19
Danish	8	Hungarian	4	Punjabi	19	Uzbek	2
Dutch	8	Italian	222	Russian	62	Vietnamese	67
Finnish	12	Japanese	289	Heritage	10	Welsh	12
		Khmer	9	No previous exposure	52	Yiddish	5
		Korean	109	Serbian/Croatian	5	Total:	2,709
		Heritage	60	Spanish	283		
		No previous exposure	49	Heritage	22		
				No previous exposure	261		

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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