



UC CONSORTIUM FOR LANGUAGE LEARNING & TEACHING

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Message from the Director

The challenges facing the promotion of foreign language study are fundamentally different in the United States than for the rest of the world. Outside the U.S. the question “what second language should I study?” is most often answered directly with “English.” What is the second most important language for U.S. citizens? That depends on many factors. The large consumer market and obvious diplomatic realities of our neighbors to the south would suggest Spanish and Portuguese. In addition, the Hispanic population within the U.S. is currently 12.5 percent (U.S. Census 2000) of the total. The rapidly rising fortunes of China and the eastern trade connection—in particular, from a Californian perspective—might suggest Chinese. Our students already sense this and are voting with their feet: Chinese enrollments are bursting at the seams, for both heritage and non-heritage students. Strategic concerns, a code word for national security, might point to Arabic, Farsi, or Korean at least for the moment. Hindi should not be left out of the picture considering it is the language of the world’s largest democracy. Let us not forget Punjabi, which is the language common to one of the most potentially explosive regions of the world between Northern India and Pakistan. And I have not even begun to consider the linguistic complexities presented by Africa. I am, of course, mostly referring to the less commonly taught languages or LCTLs for which the Consortium and the UCLA Center for World Languages have just been awarded

a four-year Department of Education grant to establish a National Language Resource Center for Heritage Languages (see page 4).

Faced with this bewildering panorama, most Americans run off in a panic (only 8.6% of U.S. undergraduates choose to study a second language), hide their heads in the sand, and intone the politically popular mantra “let them all speak English.” That is fine for them (whoever they are) because they understand us, but where does this attitude leave us.

Without proficiency in the others’ language, they understand what we are thinking but we have at best only a filtered understanding what others are thinking. Recent events show quite clearly that this translated perspective can often be flawed. Likewise, we cannot express deep feelings of sympathy and understanding toward others, which is the

Learning foreign languages is an inescapable necessity for survival in this modern world

basis of diplomacy, without access to the primary channel for social expression, which is always mediated through language. The symbolic importance of being able to speak the others’ languages should not be ignored, no matter how efficient it might appear to conduct all relations in English.

This sets the stage for conflicting national priorities: on the one hand, an urgent and justified call for language readiness coming from the governmental and military spheres; and, on the other hand, a more local, state-based concern for passing “English-only”

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UCCLLT

Grants Program Call for Proposals 2007

Deadline: February 19, 2007
Notification: Mid-March 2007

Tenure of Grant:
July 1, 2007-June 30, 2008



**Check website
for application forms and
information**

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

consortium events calendar

**October
20**

Fall Meeting of the
Steering Committee
UC Davis

**December
1**

Annual Meeting of the
Board of Governors
UC Office of the President

**February
19**

Deadline for Consortium
Grant Applications

**April
20**

Spring Meeting of the
Steering Committee
TBA

**June
18-22**

6th Annual Summer Workshop
on Distance Learning
UC Santa Cruz

In Appreciation

**The Consortium thanks the following
outgoing Steering Committee members
for their service:**

Dwight Reynolds, Santa Barbara
Rahim Shayegan, Los Angeles
Catharine Wall, Riverside

**The Consortium welcomes the
following new Steering Committee
members:**

Latifeh Hagigi, Los Angeles
Racha el-Omari, Santa Barbara
William Megenney, Riverside

Announcing

SIXTH ANNUAL CONSORTIUM SUMMER WORKSHOP

June 18-22, 2007

The 5-day workshop on "Distance Learning" will be held on the Santa Cruz campus. Three faculty representatives from each UC campus are eligible for funding from the Consortium.

Applications are available online (www.uccllt.ucdavis.edu) and must be submitted to the Steering Committee representatives on each campus by **May 1**.

All lecture sessions are open free to the public, and interested persons should register online since space is limited.

Dr. Mark Kaiser Receives Consortium Award

Mark Kaiser received his Ph.D. in Slavic Linguistics from the University of Michigan in 1989. From 1986 to 1996 he was Assistant, then Associate Professor at Illinois State University where he taught Russian language, literature and linguistics. In the early nineties, he became interested in language learning technologies and wrote a large software application for first-year Russian. This software became the centerpiece for a significant restructuring of the first-year curriculum at Illinois State University. The software, *Golosa Interactive*, was published in 1998 by Prentice-Hall.

Since 1996, Dr. Kaiser has served as the Associate Director of the Berkeley Language Center (BLC). In this capacity, he is also the Managing Director of the Language Media Center. He provides leadership, vision and coordination in the use of analog and digital technology for teaching and learning foreign languages. As the BLC Associate Director, Dr. Kaiser has played a crucial role in promoting a pedagogically sound and intellectually principled integration of technology in the practice and research of language. Over the years he has worked tirelessly with lecturers and graduate student instructors from various language groups to help them develop foreign language software and integrate it into the curriculum.

To give some sense of Dr. Kaiser's work, here are just three of the numerous software development projects he has worked with:



Consortium Director Robert Blake presents award to Mark Kaiser.

- 1) In the late nineties, he directed a team of writers-editors, programmers, graphic designers and language teachers in the development of a large Chinese character conversion project.
- 2) In the last five years, he has been working with Lisa Little, the Slavic Language Program Coordinator, on a computer-based formative test for first-semester Russian that was pilot tested in fall 1999. The program has already been adapted for French and is currently being tried out in first-year French.
- 3) Last year, he worked intensively with Sarah Roberts, a lecturer in

French and BLC research associate, to develop an attractive multimedia program *Flâneur de Paris*: An interactive learning environment for French conversation to teach intermediate level French students about the culture, history and social life of various districts in Paris.

In addition to providing support to technology related research projects, Mark Kaiser spends innumerable hours helping language teachers sharpen their thoughts, read up on the necessary literature, and write proposals for projects of their own.

Beyond his work with the BLC, Mark Kaiser's expertise in language pedagogy and in language learning technologies is sought outside of Berkeley. He has been repeatedly invited to review articles for the flagship journal in the field *Language Learning and Technology* and has served on numerous Consortium committees. He has given many public presentations at the annual conventions of professional organizations.

The Consortium Award is given biennially to honor individuals who have made major contributions to language learning and teaching at the University of California. Through his tireless commitment to improving language instruction at UC Berkeley over the last ten years and his invaluable contributions to the work of the Consortium, Dr. Mark Kaiser is most deserving of this highest recognition from the UC Language Consortium. 🐼

Highlights of Consortium-funded Projects

Content-based Materials for Heritage Learners of Filipino

A team of Filipino language instructors have developed content-based instructional materials for a complete introductory Filipino course for heritage learners. These materials serve as a "textbook on the web" or as a resource for other practitioners. Each unit introduces a topic on culture that is relevant to the Filipino-American experience. Each unit opens with a Cultural Essay in English and ends with a project in the target language. Irma Peña-Gosalvez of UC Berkeley was principal investigator of this project. The materials can be found at www.language.berkeley.edu/ucfcp/index.php.

Finnish On-Line Materials

The main goal of the project under development by Sirpa Tuomanin (UCB), is to develop reading materials in colloquial Finnish that will be easily accessible to students at the basic skill levels. This project is web-based to be available to the distance students on other UC campuses. Materials developed to date are available at: <http://mustikka.berkeley.edu>.

Teaching Urdu Script in a Hindi-Urdu Program

This Consortium grant, awarded to Gyanam Mahajan (UCLA), produced a new approach to teaching Hindi and Urdu

National Language Resource Center Awarded to UC

Message from Olga Kagan, Director

The Center for World Languages at UCLA and the University of California Consortium for Language Learning & Teaching have been awarded a U.S. Department of Education grant to establish a National Heritage Language Resource Center (NHLRC) for the granting period 2006-2010. California is a logical venue for such a center as more than 28% of its population five years and older is foreign born, and 39% speak a home language other than English.

Robert Blake, Director of the Consortium, will serve as the new Center's co-director, and Consortium Associate Director Kathleen Dillon, will be the Associate Director. The Center's organizational structure will enable it to draw on the strengths of the whole system of the University of California.

The creation of a national LRC dedicated to heritage language education attests to the importance of this new field. It also serves as the recognition of ongoing efforts by the Center for World Languages and the UC Language Consortium.

Russell Campbell, the founding director of the UCLA Language Resource Program (CWL's predecessor), championed the establishment of pedagogy that would lead to the maintenance and preservation of HL knowledge. The joint efforts of CWL and the Consortium include the establishment of instructional guidelines for heritage language education across UC campuses, founding the *Heritage Language Journal*, and holding numerous teacher education workshops and symposia devoted to heritage issues.



The Center's work will be focused on the development of effective pedagogical approaches to teaching heritage learners, first by creating a research base and then in pursuing curriculum design, materials development, and teacher education resources. 🐼

Highlights—continued from page 3

simultaneously. The only major, recognizable difference between Hindi and Urdu is that Hindi uses the Devnagri script (Sanskrit script based) while Urdu uses a script which is Persian-Arabic script based. Hindi and Urdu share most of the vocabulary. Specialized vocabulary differs, but at introductory and even intermediate levels of language study, these differences are few and predictable. The new techniques developed include: using sentences to teach reading rather than sounds or symbols in isolation; aiding writing through computer typing of Nastaliq font; using “predictability” to produce patterns.

Teaching Chinese at the University of California: Practices and Perspectives

Thirty five Chinese instructors from the eight UC campuses that have Chinese programs met at UCLA on April 24. The meeting was co-sponsored by the Consortium and the Department of East Asian Languages and Cultures (UCLA). It was organized by Cecilia Chu (UCB), Chengzhi Chu (UCD), Ruohmei Hsieh (UCI) and Hongyin Tao (UCLA) with the assistance of the Chinese program coordinators of the other four campuses.

Consortium director Robert Blake delivered the opening remarks. The principal investigators of five Consortium-funded Chinese projects demonstrated their products: online Fan–Jian

character conversion exercises (UCB); online listening and vocabulary learning supplements (UCB); online Chinese placement test (UCI, UCD, UCB); a first-year textbook for heritage learners (UCSD, UCI, UCR); an online handbook for teaching heritage students (UCLA). The group also discussed a proposal for a “UC Online Chinese Teaching Resources Sharing Project.” A website based at UCD will be created with the share-ware Moodle (see <http://moodle.ucdavis.edu>, click on “Chinese UC”).

Twi On-the-Go

This is an online cooperative project between Selassie Ahorlu and Thomas Hinnebusch at the Department of Linguistics and the James S. Coleman African Studies Center at UCLA and Amma Oduro at the Center for African Studies at UC Berkeley. The goal of the project is to develop a suite of teaching materials and other aids for the study of Twi, a major language of Ghana spoken by about 2.8 million people. It also provides vetted information on the language itself and the society in which it is spoken to provide orientation and information to students who are either studying the language or considering studying it. Its target audience includes students who are studying or will be studying Twi in Ghana as UC Education Abroad students or who are studying Twi on UC campuses. Questions can be directed to hinnebus@humanities.ucla.edu. 🐼



Introducing Dan Greenstein

Since Julius Zelmanowitz left the UC Office of the President to return to his academic post on the Berkeley campus, the Consortium is now reporting to Daniel Greenstein.

Daniel Greenstein is Associate Vice Provost for Scholarly Information, University Librarian for Systemwide Library Planning and the California Digital Library (CDL) at UCOP. Prior to joining UC, he was Director of the Digital Library Federation in the U.S. and founding director of two networked information services working on behalf of the United Kingdom's universities and colleges. He holds degrees from the Universities of Pennsylvania and Oxford and began his career as a senior lecturer in history at the University of Glasgow.

campus reports

New Deans for Six Campuses

BERKELEY



Janet Broughton is the new Dean of Arts and Humanities. Dean Broughton is a graduate of UC Davis; she received her doctorate in philosophy from Princeton University and taught at Harvard before accepting a position in the Philosophy Department at Berkeley in 1979. Broughton is an authority on 17th- and 18th-century philosophy and her research focuses on the history of modern philosophy, particularly Scottish philosopher David Hume and French philosopher Rene Descartes. She is the author of a book, “Descartes’s Method of Doubt” (2001), and a number of articles on Descartes and Hume. Currently she is co-editing “Blackwell’s Companion to Descartes” and writing a book about Hume. Broughton is on the editorial boards of the scholarly journals, “Hume Studies” and “Journal of the History of Philosophy.” She has taught courses on skepticism, free will, the mind-body problem, and the nature of personal identity, as well as the history of philosophy.

DAVIS



Jessie Ann Owens, a professor of music and former dean of arts and sciences at Brandeis University, and currently a visiting fellow at All Souls College, Oxford University, has been appointed dean of the Division of Humanities, Arts and Cultural Studies. Owens received her bachelor’s degree in Latin cum laude from Barnard College, and her master’s and doctorate, both in Musicology, from Princeton University. She began her career as a fellow and lecturer in music at Columbia University. She later became an assistant professor of musicology at the Eastman School of Music at the University of Rochester. In 1984, Owens became an associate professor at Brandeis University, and was promoted to dean of the college and associate dean of faculty in 1987. She became a full professor in 1994 and Louis, Frances and Jeffrey Sachar Professor of Music in 2001. Owens has earned numerous academic honors and is a fellow of the American Academy of Arts and Sciences. She is author of “Composers at Work: The Craft of Musical Composition 1450-1600,” and co-editor of “Music in Renaissance Cities and Courts.” She has served as series editor for books on British music theory and criticism of early music, and has published numerous articles on Renaissance music. Her most recent publication is “‘Noyses, sounds and sweet aires’: Music in Early Modern England,” the catalog for an exhibition at the Folger Shakespeare Library in Washington D.C.

LOS ANGELES



Timothy Stowell, a 25-year veteran of UCLA’s linguistics faculty and a noted syntactician, has been named dean of the university’s division of humanities, housed in the College of Letters and Science. Stowell received his Ph.D. from the Massachusetts Institute of Technology in 1981 and joined the UCLA Department of Linguistics that year. He has served twice as department chair: from 1994–98, and from 2004 to the present. His research has focused on how meaning is related to grammatical representation. He is the current co-editor of the journal “Syntax” and has been a longtime participant on the editorial boards of five other publications in his field.

campus reports

New Deans—continued from page 5

MERCED



Hans Björnsson will serve as interim dean in the UC Merced School of Social Sciences, Humanities and Arts. Björnsson retired last year from Stanford University and currently holds a faculty position at Chalmers University of Technology in Sweden. Björnsson trained dually as an engineer and social scientist with a graduate degree from Chalmers, a Master's from the University of Illinois at Urbana-Champaign and a doctorate from Chalmers. His administrative experience includes positions as founding dean of the School of Technology Management and Economics at Chalmers, director of the Institute for Management of Innovation and Technology at Chalmers, and director of the Center for Integrated Facility Engineering at Stanford. He has also served on the faculties of the University of Illinois at Urbana-Champaign, the Massachusetts Institute of Technology, and the University of Southern California. He has dedicated his distinguished career to analyzing risk in construction projects, researching the use of information technology in construction, and understanding decisions on investments in information technology. Björnsson's relationship with UC Merced goes back to 2004, when he worked as a consultant to the university on preliminary planning for the Gallo School of Management and other academic programs.

RIVERSIDE



Stephen E. Cullenberg, an economics professor at the University of California, Riverside since 1988, has been appointed dean of the College of Humanities, Arts and Social Sciences. He earned his Ph.D. in Economics from the University of Massachusetts, Amherst. At Riverside he has served as chair of the Department of Economics and has been active in the Academic Senate, at the campus and system wide levels. He was a member of the committee on Planning and Budget and the Editorial Committee of the University of California Press. Cullenberg has written several books and numerous scholarly articles on topics of political economy, globalization, development and transition in India, as well as postmodern economics. His forthcoming book is entitled "Sublime Economy: On the Intersection of Aesthetics and Economic Value."

SANTA CRUZ



Georges Van Den Abbeele, a scholar of French literature and philosophy with a wide expertise in public humanities programs and education, has been named the new dean of the UC Santa Cruz Humanities Division. Van Den Abbeele earned his B.A. from Reed College in 1976, and his Ph.D. in Romance Studies from Cornell University in 1981. He began his academic career at UC Santa Cruz. He joined the faculty at Ohio's Miami University in 1986 before accepting an appointment in 1991 as associate professor at UC Davis. At Davis he was the director of the Humanities Institute as well as the Pacific Regional Humanities Center. Van Den Abbeele has published more than 35 scholarly articles and has guest-edited several recent special issues of scholarly journals related to public policy and humanities education. He is the author of "Travel as Metaphor: From Montaigne to Rousseau" (University of Minnesota Press, 1992), and currently has two new books in progress: "The Retreat of the French Intellectual" and "The Children of Belgium: Myths of Failed National Identity."

campus reports

BERKELEY



Claire Kramtsch, Founder (1994) and Director of the Berkeley Language Center, welcomes Richard Kern the new Director, at a retirement reception in her honor on May 17.

BLC Berkeley Language Center
Fall 2006 Lecture Series All Lectures in 370 Dwinelle

September 15 Friday 3-5pm	Daniel Shanahan Professor of Communications, Humanities Faculty Charles University in Prague <i>"Language, Feeling and the Brain: A Pribram-Based Model"</i>
September 22 Friday 3-5pm	Janet Swaffar Professor of German, Department of Germanic Studies University of Texas at Austin <i>"Some Thoughts on the Cultural Permutations of Literacy in Language Teaching"</i>
October 13 Friday 3-5pm	William Hanks Professor of Social, Cultural and Linguistic Anthropology Department of Anthropology University of California at Berkeley <i>Lecture Title to Be Announced</i>
November 03 Friday 3-5pm	UCB Lecturers Panel <i>Claire Kramtsch and the BLC: Her Legacy to Berkeley Language Lecturers</i> <i>Panel:</i> Lisa Little, Slavic Languages, Moderator Karen Möller, Scandinavian Nikolaus Euba, German Ruthe Adler, Near Eastern Studies Libu Zhang, East Asian Languages Hermilia Kerr, Spanish Seda Chavdarjan, French
December 08 Friday 3-5pm	BLC Fellows Forum Agnes Mazur, Stiliana Milkova, Elena Morabito, Liu Li, Lecturer <i>Instructional Development Research Projects</i>

The BLC Lecture series is sponsored by 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

Berkeley Language Center • B-40 Dwinelle Hall #2640 • <http://bhc.berkeley.edu>
(510)642-0767 x10

DAVIS

From UC Davis Press Releases

Thanks to a prestigious federal grant, UC Davis this fall will greatly expand education about the Middle East and South Asia, including first-time instruction in Hindi/Urdu and Arabic. By adding Hindi/Urdu and Arabic, UC Davis will be expanding to 12 the number of languages it teaches. Nearly \$180,000 from the U.S. Department of Education will be bolstered by \$470,000, or an almost 3-to-1 match, from the UC Davis campus, according to Suad Joseph, a professor of anthropology and women and gender studies and director of the Middle East/South Asia Studies Program.

Plans for the new Middle East/South Asia Studies Program include:

- An annual conference, workshops, seminars, a lecture series, and K-12 teacher training workshops, faculty travel to the two regions to collect teaching materials and other activities.
- Two Fulbright grants to supplement the language instruction by bringing graduate students from the Middle East and South Asia to work as paid teaching assistants.
- Funding to create 21 new courses about Middle East and South Asian culture and language, and the revising of another 15 existing courses to strengthen education about the region.

LOS ANGELES

The Center for World Languages, in collaboration with the Summer School and language programs at UCLA and with additional funding from the Consortium, offered a new series of summer intensive courses in less commonly taught languages, "Language Intensives in L.A.," designed for students to experience the target language and culture in Los Angeles. The languages and enrollments for the first of the three summer sessions were: Elementary Amharic (6); Elementary Swahili (8); Elementary Yoruba (5); Elementary Standard Arabic (28); Intermediate Standard Arabic (22); Advanced Standard Arabic (4); Elementary Russian (13); Intermediate Russian (10).

The Language Materials Project (LMP), an on-line bibliographic database of instructional materials for less commonly taught languages, has been funded by the U.S. Department of Education for another three years. LMP's offerings include language profiles and a collection of authentic materials for language learning. LMP can be found at: www.lmp.ucla.edu.

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campus reports

LOS ANGELES —continued

The Korean Flagship and Russian Flagship Programs, coordinated by the Center for World Languages, are beginning a new year of instruction in the fall quarter of 2006. Flagship programs are offered in various critical languages in several U.S. universities and are funded by the National Flagship Language Program in partnership with the National Security Educational Program.

The on-line *Heritage Language Journal* (HLJ) has published its fourth issue, which is a special issue on Chinese as a heritage language. HLJ is supported by the Center for World Languages and the Consortium. Special issues on TESL, Russian, and Korean are in preparation. HLJ can be found at www.heritagelanguages.org.

Lisa Parkes, coordinator of the German program, has been awarded an Instructional Improvement Program grant to develop a "Virtual Study Abroad Program," a video-based language program for 2nd-year German, focusing on issues that students encounter when abroad. The program features UC students currently living and studying in cities in Germany and Austria. Lessons will be hosted from an interactive satellite.

The Center for Digital Humanities and Distance Learning Coordinator Mel Strom have arranged for distance learning between UC campuses for the coming academic year in less commonly taught languages including Filipino (based at UCLA, with UCI student participation), Russian Literature (UCLA/UCB participation), Danish (UCB/UCLA participation), and Finnish (UCB/UCI participation).

The Iranian program has been awarded a grant from UCLA's office of Instructional Development for the creation of a web-based set of interactive materials for three of its Iranian language courses. The materials will include on-line exercises,

reading texts with glosses, digitized audio and video, and an encyclopedia. UCLA's Iranian program is the only one in the country to offer an undergraduate major in Iranian Studies.

MERCED

Beginning students can now take French and Japanese in addition to Spanish. Chinese will be added in Spring 2007.

In Fall 2006 Merced inaugurated a Minor in Spanish with emphasis in Spanish language and culture. In addition to courses in Spanish composition, conversation, culture and literature, students can also take Spanish for Health Professionals and Spanish for Business and Management.

RIVERSIDE

Professor Yenna Wu, Department of Comparative Literature & Foreign Languages, and former member of the Consortium Steering Committee, is one of six new members of a newly formed Academy of Distinguished Teaching. Criteria for selection include sustained excellence in teaching and a demonstrated commitment to teaching in and out of the classroom.

SANTA BARBARA

The Department of East Asian Languages and Cultural Studies has established a new PhD program, with nine different areas of specialization, including "Chinese Language Pedagogy and Linguistics." More information is available at <http://www.eastasian.ucsb.edu/>.

The first three students to receive their PhD with an Emphasis in Applied Linguistics are: Dr. Evelyn Reder Wade and Dr. Elena Skapoulli (2005) and Dr. Jeremy King (2006). Information about the emphasis is available at <http://www.appliedlinguistics.ucsb.edu/>.

Dorothy Chun, Professor of German and member of the Consortium Steering Committee, was a Plenary Speaker at the 2006 joint conference of AAAL (American Association of Applied Linguistics) and ACLA/CAAL (Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics) in June in Montreal. The title of her presentation was "What makes students click: Language and culture learning with computers and the Internet."

SANTA CRUZ

From UCSC Press Release

A consortium of donors has committed to funding Hindi/Urdu language courses through spring of 2010. The combined gifts in support of the program total \$75,000 and will enable the university to provide courses that would otherwise be eliminated due to budget cuts.

The 3rd UC Language Consortium Conference ON THEORETICAL & PEDAGOGICAL PERSPECTIVES

Highlights from Michael McCarthy's Keynote Address

Spoken Fluency in Theory and Practice

Reflecting back over his forty years in the language profession, Michael McCarthy (Nottingham University, UK, and Pennsylvania State University) delivered the keynote address on Friday evening, April 21, following the opening reception at the Café Bel Air near the UCLA campus. In keeping with his vow never to lull an audience to sleep by reading a paper, McCarthy's talk on "Spoken Fluency in Theory and Practice" was "off the top of [his] head" but guided by Power Point slides.

McCarthy framed his presentation with a historical perspective evoked by two contrasting images.



He identified two basic notions of spoken fluency: general fluency, and smooth, flowing speech. McCarthy also highlighted the pedagogical distinction between fluency and accuracy. Illustrating his point with a recorded conversation between a native speaker of English and a Korean speaker of English, he underscored that fluency in conversation is a joint enterprise. "The flow," McCarthy explained, "is an interactive one, more like the confluence of two rivers." Features of the successful, though obviously non-native conversation included the use of "lexical chunks" rather than complete sentences, "strategic moves" or rhetorical devices to

ensure comprehension, "reciprocation" ensuring that there was indeed a flow of communication, and use of various "small, interactive words" and "discourse markers" that punctuate conversations between native speakers.

Conversations, rather than individual speakers, are fluent or non-fluent.

In his conclusion, McCarthy recommended that teachers "open up a space in the classroom" and realize that "noticing the forms that contribute to fluency is a first step, followed by controlled practice, followed by freer practice." He stressed that fluency is a joint production; that is to say, "conversations, rather than individual speakers, are fluent or non-fluent."



*Michael McCarty
(Keynote Speaker),
Olga Kagan,
(Conference Director),
Robert Blake
(Consortium Director)*

Annual Report on EAP Language Initiatives

Contributed by Rodney B. Sangster, Regional Director and Language Coordinator at UC's Education Abroad Program and member of the Consortium Steering Committee.

The following initiatives were taken by EAP during the past year.

ACADEMIC INTEGRATION PROJECT LAUNCHED

EAP has launched a pilot data collection project aimed at examining how EAP participants use coursework in its Language and Culture and other non-immersion programs abroad to fulfill academic requirements at the home campus, to continue with language study back on the campus, and/or to qualify for additional EAP programs abroad. The programs to be studied include those with significant language coursework at the first or second year level. The UC campuses involved in the study include Davis, Irvine, Los Angeles, and Santa Barbara. Data is being analyzed to determine prior (to EAP) foreign language study, coursework completed abroad, credit received and/or requirements fulfilled on the campus from the work completed abroad, and subsequent language or related coursework taken at the campus. Upon completion of the pilot project, EAP will determine how to expand the scope of such data collection to constitute an on-going database of information regarding UC language training abroad.

ACADEMIC INTEGRATION: SIENA PROGRAM

EAP has hired a Language Coordinator for its Siena program, with responsibility to oversee instruction and insure that it meets the requirements set for effective integration of the curriculum and learning outcomes with those of the campus-based Italian language programs. A Faculty Advisory Committee has also been established for this program, and the integration initiative will be implemented through this committee. The UCSB Italian language program will also be working with the EAP Siena study center to establish a comparative analysis of linguistic gains at the first and second year levels, using the recently redesigned Siena pre- and post-test instruments.

ACADEMIC INTEGRATION: GERMANY PROGRAMS

Professor Carlee Arnett at UC Davis, a member of the Consortium Steering Committee, will be conducting a pre- and post-test of students on EAP's programs in Germany during the 2006-07 academic year, to determine the degree of gains made in the acquisition of specific syntactic features of German. These are the features that are most frequently a problem for study abroad students returning to campus based German programs. The results of this testing will indicate where EAP may need to redesign its language instruction in Germany.

ACADEMIC INTEGRATION: RUSSIA

The Russian language coordinators from each of the UC campuses have been meeting regularly with EAP to improve the design of the programs in Moscow so that they better meet the needs of the campus departments. The most recent such meeting included the coordinator of the EAP program at International University in Moscow, who subsequently visited four UC campuses to observe how the Russian programs there operate. Prior to this visit, Dr. Olga Kagan, a member of the Consortium Steering Committee, traveled to Moscow in August 2005 to observe the program in operation and suggest changes. The results of these efforts are being implemented in Moscow in the fall of 2006.

NEW FIRST YEAR PROGRAMS IN MADRID AND PARIS

UC Faculty Advisory Committees were established to design two new first year summer language programs, one in Madrid and one in Paris. In each case a curriculum was established that would be responsive to students' needs and take advantage of the overseas location while integrating with UC campus-based language instruction. The Madrid program FAC is comprised of Spanish language faculty systemwide and includes four members of the Consortium Steering



Committee: Robert Blake, Grant Goodall, Juergen Kempff, and Tim McGovern. The Paris program FAC also includes two members of the Consortium Steering Committee: Elizabeth Guthrie and Theda Shapiro. The Madrid program had its first running in the summer of 2006. For budgetary reasons, the start of the Paris program had to be postponed, but the work of that committee is being used to redesign the UC Paris Center program's semester language component.

ACADEMIC REVIEW: SPANISH PROGRAM IN CHILE

EAP's Language & Culture Program in southern Chile was reviewed by a group of UC faculty, including Robert Blake, Director of the Consortium, and Grant Goodall, Consortium Steering Committee member, who chaired the Review Committee. As a result of the site visit and review, the program's language component is being revamped to better mesh with UC Spanish language offerings, and UC is planning to conduct a workshop in Concepción on the methodologies for communicative language teaching, content-based language instruction, and administering oral evaluative interviews. The program received very high marks for its integration with the local community.

NEW PROGRAM ON JAPANESE CONTEMPORARY CULTURE

EAP has been working closely with a UC Faculty Advisory Committee and colleagues at International Christian University, Tokyo, to develop a new program in Japanese contemporary culture, slated to begin in fall 2007. Students with no prior Japanese language training will be required to take an introductory Japanese language course, whereas students with some Japanese language training will be encouraged to pursue additional Japanese language studies. Part of the impetus for this

program was a report from Professor Yasuhiko Tohsaku (UCSD), a member of the Consortium Steering Committee, indicating burgeoning UC student interest in Japanese language and culture. Dr. Tohsaku has worked closely with an ICU colleague to develop the new introductory Japanese language course for this program.

LANGUAGES OF INDIA

EAP has discussed ongoing programs and possible future developments in India with Professor Robert Goldman (Professor of Sanskrit and India Studies, UCB), who is the current EAP Study Center Director in India. A particular focus of these discussions has been the instruction of Hindi, Telugu, and other languages

in our programs in Hyderabad and New Delhi. Professor Goldman's work will be continued by the appointment of a UC-wide Faculty Advisory Committee later this year.

EXPLORATION OF ARABIC LANGUAGE OPTIONS

Last fall, an informal group of UC faculty dealing with Arabic language instruction met with EAP to explore new study abroad options for Arabic language training and for Middle or Near Eastern Studies. Subsequently, EAP developed a list of Arabic language options at EAP partner institutions in the English-speaking world, particularly the UK and Australia, and this list will be vetted with UC Arabic language faculty

to determine which of these options can be recommended to UC students interested in Arabic language training. In addition, EAP is collecting data on UC enrollments in Arabic languages, Near and Middle Eastern Studies, and Islamic Studies majors and courses, as well as the participation of these students in specific EAP programs, and will be appointing a UC-wide Faculty Advisory Committee to guide EAP planning in the Arabic and Islamic worlds. Finally, EAP's programs in Egypt were reviewed by a formal Senate committee this past year, and the pending report will address the Arabic language programs at the American University of Cairo, where EAP's study center is located. 🐼

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statutes and a call for building fences to keep the others out. It might be prudent to remember that Robert Frost's famous refrain "good fences make good neighbors," which is often cited as justification for this activity, is really a poem arguing against walls and fences.

*Something there is that doesn't love a wall . . .
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.*

Congress and the president, who have correctly called for a stepped-up preparedness in world languages, are really talking about advanced proficiency—level 3+ or higher—in order to have on-hand intelligence expertise. We, as a nation, sorely need this. This is why the UC initiative with heritage languages, along with the National Flagship Language Program and Flagship pipeline K-16 grant initiatives, are so timely and important to the nation. Heritage students are on a fast track to reach advanced proficiency. But what about non-heritage students?

In this quest to bring non-heritage students to advanced proficiency, many feel the university and their Title VI centers have failed to deliver what the nation so badly needs. However, the university exists for many reasons and to serve many different needs. Given the amount of time it takes to bring someone up to advanced proficiency—five years at the minimum—we do a good job, especially since we rarely have students for that much time. The Defense Language Institute (DLI) can do it in a more concentrated fashion, although the total amount of time is the same, with the concomitant costs of maintaining a 6:1 student/teacher ratio. What the DLI is not equipped to offer their students is the full array of historical, anthropological, and political studies that are part and parcel of what the Title VI area study centers deliver, essential knowledge that completes the cultural picture of learning a language, even if it conflicts at times with public policy.

Hearings are currently being conducted by the National Academies to investigate congressional charges that the Title

VI centers are both anti-government biased and not effective in training for advanced proficiency. Some believe we should concentrate all our efforts on K-12 and cut out Title VI altogether. Learning languages early is highly recommended, and we just might have the national will to carry it off in the case of Chinese (although this remains to be seen). But can we also do it in Arabic, Farsi, Korean, Punjabi, Hindi, etc.? I seriously doubt that. That leaves us with a two-pronged approach: (1) bring heritage learners along as quickly as possible (hence, the rationale for a NFLRC dedicated to heritage language issues); and (2) increase support for the Title VI centers, which remain the only bulwark against the complete loss of language expertise with respect to certain LCTLs. These centers produce new leadership that will flow not only into government but also into international agencies and business, as was the case with Russian over 50 years ago when the program was first funded. When Russian was funded through Title VI (the 1958 National Defense Education Act), it produced many of today's policy leaders. The current language push or Sputnik II, as some have called it, needs to be more diversified because we live in a more complicated world.

If we have enemies, then we need to understand what they are thinking. If we wish to have friends and, in turn, be good neighbors in a global world, we need to understand what our neighbors are thinking and talk to them in appropriate ways. Learning foreign languages is an inescapable necessity for survival in this modern world because this knowledge produces people who can correctly inform public policy. Language is not simply a tool for business transactions, but also a symbolic statement. To ignore this dooms our country to a reputation as fence builders, an image of a neighbor which in Frost's words, is less than flattering:

*I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage.*

Robert Blake



Under the direction of Professor Robert Blake (UC Davis), The UC Consortium for Language Learning & 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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