Consortium Launches Arabic Without Walls

In 2005, the Consortium was awarded a $452,000 grant from the U.S. Department of Education (FIPSE P116830526-05) to produce an online introductory course in Arabic in partnership with Brigham Young University. The Consortium contracted with Dr. Sonia S’hiri, Lecturer in Arabic at UC Berkeley, to collaborate with Professor Kirk Belnap (BYU) in designing the course that is based on the most commonly used Arabic textbook, Al-Kitaab. S’hiri is the instructor of record for the first iteration of Arabic Without Walls during academic year 2007-2008. Through Senate Resolution 544, students from across the UC system are eligible to register for the Berkeley course; non-UC persons are also able to take the course through UC Extension. In this first year, 12 UC students from Merced, Riverside, Santa Cruz, and 4 non-UC students are enrolled.

S’hiri has been a member of the Department of Near Eastern Studies at Berkeley since 2000. She received her doctoral degree from the University of Edinburgh and taught Arabic at Oxford University for five years prior to her appointment at Berkeley. She served as academic coordinator for the Berkeley Language Center from 2002-2005.

In recognition of her work on their behalf, S’hiri’s Graduate Student Instructors (GSI) nominated her for a prestigious campus award. The selection committee from the Graduate Council’s Advisory Committee for GSI Affairs, the GSI Teaching and Resource Center, and the California Alumni Association selected S’hiri as one of five recipients from all disciplines of the 2007 Faculty Award for Outstanding Mentorship of GSIs.

S’hiri reports that the students in the first class are highly motivated and that their performance is comparable to Berkeley’s face-to-face students in all four skills, including speaking.

See also page 6.
2008 Call for Grants

The Consortium Grants Program seeks proposals from UC faculty that will combine second language acquisition research and practice and will maximize the benefits to students and to programs system-wide. Accordingly, proposals must demonstrate the potential to impact the teaching and learning of languages across the UC system. The Consortium will also support projects committed to outreach (K-12, state/community college systems). Proposals for planning meetings will also be considered. The Consortium grants program will fund projects up to a maximum of $20,000.

**Deadline for Receipt of Submissions:** February 15, 2008

**Notification of Award:** Late March 2008

**Tenure of Grant:** July 1, 2008–June 30, 2009

For grant application and submission information please view our website at: http://UCCLLT.ucdavis.edu

---

7th Annual Consortium Summer Workshop

**Cognitive Grammar and Foreign Language Teaching**

June 28 – July 1, 2008

contributed by Professor Carlee Arnett, (German, UC Davis) Workshop Director

The four-day workshop, to be held on the UC Davis campus, will feature presentations on cognitive analysis of grammatical structures common to many languages. Afternoon sessions will be devoted to language specific understanding of the grammatical structures and the development of materials to implement the innovative cognitive method effectively in the classroom. The materials are compatible with any textbook in any language. Speakers include: Michel Achard, (French Studies, Rice University), Kyoko Masuda (Modern Languages, Georgia Tech), Sung-Ock Sohn (Asian Language and Literatures, UCLA) and Eve Zyzik (Spanish Department, Michigan State University).

Applications will be available online (www.uccllt.ucdavis.edu) and must be submitted to the Steering Committee representatives on each campus by March 31st.

All lecture sessions are open free to the public, and interested persons should register online since space is limited.
The Consortium recently held its fall steering committee meeting on the UC Merced campus. Now in its third year of operation, the newest UC campus with over 1,800 students has made great progress since its inception, and applications have increased dramatically along with the development of the physical plant. Hans Björnsson, Dean of the School of Social Sciences, Humanities, and Arts—an engineer by training and a professor of management—welcomed us to the campus with salutations in five languages that he studied in his native Sweden. In his welcome, he extolled the virtues of language study for all students and disciplines, including engineering. Although this might seem like preaching to the choir, I found it refreshing to have a humanities dean (and an engineer, no less) speak so in favor of including language study as part of the general education curriculum. GE requirements were much on Dean Björnsson’s mind, given that the UC Merced budget committee (CAPRA) had just postponed action on a faculty recommendation to make one year of language study a requirement for its students in the college. This innovation would bring the new campus in line with all of the other UC campuses (with the exception of Santa Cruz, which has no foreign language requirement in the L & S college).

The call for increased internationalization or globalization of our university curriculum is much on the minds of academic planners these days. But language study as a component of this process often gets lost in the shuffle. Some university leaders think that internationalization can be carried out in the absence of our students’ ability to access primary source materials from around the world (whether in the form of oral or written discourse). Others consider the enterprise of teaching languages is just too expensive in the short run (and hence Merced’s current problems with CAPRA and short-term budget decisions). As our literature colleagues know all too well, content can never be disengaged from form or expression, just as cultural knowledge cannot be separated from language competence. Learning languages needs to be at the heart of our internationalization efforts.

We in the profession bear considerable blame for the presumption that languages are not a priority, as has been made clear by the MLA’s recent report on Foreign Language and Higher Education (http://www.mla.org/flreport/). Many departments divorce the study of language and culture from their teaching and research mission in favor of a more literature-based curriculum that purportedly carries more prestige and theoretical weight at first-tier research institutions. In truth, researchers in applied linguistics continue to struggle for acceptance from literature and linguistic colleagues alike. A complicating factor in this debate results from the fact that most of UCs language teaching is carried out by lecturers or TAs, who have little say in curricular or academic planning matters taken up before the senate.

The impact of this MLA report on our profession will constitute one part of the program for the Consortium’s 2009 February colloquium, World Language Proficiency in the Californian Context, held on the Berkeley campus. Representatives from all sectors of California’s education system and other community leaders will speak on what is needed to promote translingual/transcultural competence. The intent is to produce a white paper on language educational planning that will serve the state’s decision makers and complement the 2005 colloquium on Language Educational Policy that has already been published by the Modern Language Journal (Summer 2007, Vol. 91(2), pp. 247-283).

In Appreciation

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

Gildas Hamel, Santa Cruz  
Stephanie Jed, San Diego  
Rodney Sangster, EAP  
Thomas Hinnebusch, Los Angeles

The Consortium welcomes the following new Steering Committee members:

Katrina Daly Thompson, Los Angeles  
Myriam Gonzales-Smith, Santa Barbara  
Luis Martin-Cabrera, San Diego  
Eva Diaz, EAP

The Consortium also welcomes the following new members to the Board of Governors:

Stephanie Couch, Statewide Initiatives  
Harold Levine, UC Davis School of Education
Sixth Annual Summer Workshop Held at Santa Cruz Campus

Under the direction of María-Victoria González-Pagani, the workshop “Enhancing Foreign Language Instruction through Technology,” with an emphasis on distance-learning, took place from June 20-23. New Santa Cruz Dean of Humanities, Georges Van Den Abbeele, welcomed the presenters and participants. David Hiple, Director of the Language Learning Center, and the Associate Director of the National Foreign Language Resource Center at the University of Hawaii Manoa, delivered a keynote address entitled “Distance Learning for Languages: the Big Picture.” Mirjam Hauck of the Open University, United Kingdom, gave the second keynote address.

Other guest presenters demonstrated “Blogging and Pod-casting” (Ted Lui, UCLA), “Chinese and Korean in Hawaii” (Yao Hill), “Teacher Preparation and Technology” (Leo van Lier, Monterey Institute of International Studies), and “Teleconferencing at the Defense Language Institute” (Wendy Tu).


25 faculty members from 8 UC campuses attended the workshop.

Robert Blake, Consortium Director, Georges Van Den Abbeele, UCSC Dean of Humanities, M. Victoria González-Pagani, Workshop Director

Worskhop participants

Worskhop presenters
UC Language Faculty Gather to Examine Heritage Language Research

The National Heritage Language Resource Center (NHLRC), directed by Olga Kagan (UCLA), was established in 2006 by the U.S. Department of Education and awarded jointly to the UCLA Center for World Language and the Consortium. The NHLRC supports a multi-year research project on “The Methodology of Experimental Studies.” The funds provide stipends for the project director, Professor Maria Polinsky (Harvard University), and a small cohort of U.S. and international scholars to assemble for a series of summer research institutes from 2007-2010. The institutes are intended to develop a research base for the heritage field.

The Consortium was also awarded a grant from the UC Humanities Research Institute (Irvine) and was able to expand the parameters of the 2007 institute to include a cohort of UC language faculty members and graduate students. The 2007 Heritage Research Institute was held on the Davis campus from July 29-August 2.

Formal presentations of current research were provided by Polinsky, Professors Elabbas Benmamoun and Sylvia Montrul (University of Illinois Urbana-Champaign), Olga Kagan (UCLA), and Maria Carreira (Cal State Long Beach). The presenters also led small-group discussions of a subset of topics in the heritage field. The participants examined and compared evidence from a spectrum of heritage languages and cultures, with the goal of attaining a deeper understanding of the heritage field as it relates to yet is different from traditional second language acquisition.

The institute concluded with the presentation of research project plans by the UC faculty members.

The presentations, reading lists and other details can be found at the NHLRC website http://www.international.ucla.edu/languages/nhlrc/2007summer/.

Worshipt Participants

<table>
<thead>
<tr>
<th>Berkeley</th>
<th>Lihua Zhang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>Francisco Alarcón, Chengzhi Chu, Cecília Colombi</td>
</tr>
<tr>
<td>Irvine</td>
<td>Pari Iranmanesh</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Susan Kresin</td>
</tr>
<tr>
<td>Riverside</td>
<td>Mariam Lam</td>
</tr>
<tr>
<td>San Diego</td>
<td>Ellie Sadegholvad</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>Sharon Yu</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>M. Victoria González-Pagani</td>
</tr>
</tbody>
</table>
Davis Campus Site for Summer Workshop on Arabic Without Walls

The Consortium hosted a four-day workshop for instructors of Arabic as part of the FIPSE grant that supported the creation of Arabic Without Walls, a pioneer full-credit online course in beginning Arabic (see page 1).

During his two-day presentation at the workshop, Dr. Mahmoud Al-Batal, professor of Arabic in the Department of Middle Eastern Studies, and director of the Center for Arabic Study Abroad (CASA) and at the University of Texas, Austin, presented the philosophy of the Al-Kitaab Arabic textbook series, which he co-authored with Kristen Brustad and Abbas Al-Tonsi. Al-Kitaab is the cornerstone of the Arabic Without Walls online course. He also discussed some of the general principles involved in teaching Arabic as a foreign language and offered some classroom techniques to demonstrate these principles. Topics of discussion included teaching vocabulary and grammar, using authentic texts in teaching reading and listening comprehension, facilitating group work, and providing corrective feedback to students.

Professor Robert Blake, director of the Consortium, conducted a segment of the workshop on Wimba, the web-based communication tool that is an integral component of Arabic Without Walls.

Dr. Sonia S’hiri, the chief developer and instructor of record of Arabic Without Walls, led the final component of the workshop.

Attendees represented the UC campuses at Berkeley, Davis, Irvine, San Diego, Santa Barbara, Santa Cruz. Professor Kirk Belnap, the co-Principal Investigator of the FIPSE grant, also sent a group of teaching assistants. Several campuses of the California State University system participated, bringing the total number in attendance to 39.
BERKELEY

Claire Kramsch, Professor of German and Foreign Language Acquisition, is the 2007 recipient of the Distinguished Scholarship and Service Award of the American Association for Applied Linguistics. The award, announced each year at the AAAL conference, recognizes and honors a distinguished scholar for scholarship and service to the profession.

Sonia S’hiri, lecturer in Arabic, was one of five recipients of the 2007 Faculty Award for Outstanding Mentorship of GSIs.

DAVIS

Travis G. Bradley, Assistant Professor of Spanish, has begun a two-year term as Director of the UC Davis Second Language Acquisition Institute. As Chair of the Designated Emphasis in SLA from 2004-07, he has proposed a new Graduate Academic Certificate program in SLA, which was recently approved by the Graduate Council. The Certificate is designed for doctoral students with a commitment to gaining competence in the theory and practice of language acquisition but their degree program or discipline requires a different intellectual focus for the dissertation.

LOS ANGELES

The James S. Coleman African Studies Center has received an Undergraduate International Studies and Foreign Language grant from the Department of Education. Under the direction of Dr. Katrina Daly Thompson, Professor in Residence (Linguistics) and African Languages Coordinator, the two-year grant will allow UCLA to expand its African language offerings to include Yoruba and Zulu, create an African Languages and Cultures major, develop new undergraduate courses that link African languages and cultures, and market African studies to diverse undergraduates.

The Center for World Languages (CWL) hosted the Baltic Studies Summer Institute (BALSSI) that offered courses in Estonian, Latvian, and Lithuanian. BALSSI is partially funded by a consortium of several American universities and the Association for the Advancement of Baltic Studies.

—continued
Los Angeles – continued

The CWL, in collaboration with the Summer School and language programs, offered a series of summer intensive language courses, “Language Intensives in L.A.,” designed for students to experience the target language and culture in Los Angeles. Classes were offered in Amharic, Arabic, Bosnian/Croatian/Serbian, Estonian, Latvian, Lithuanian, Romanian, Russian, Spanish, Swahili, and Zulu. The UC Consortium provided scholarship funds to support students from other UC campuses.

The CWL, with the support of the American Council of Learned Societies, offered a summer workshop in translation for the social sciences. The workshop was led by UCLA professor Michael Heim, a literary translator and co-chair of the ACLS/Ford Foundation Social Science Translation Project.

The National Heritage Language Resource Center held its first annual Research Institute July 29-August 2, 2007 at UC Davis (see page 5). The next research institute will be held at Harvard University June 22-27, 2008.

A report on a survey of over 1,100 college-level heritage language learners, conducted by the NHLRC, has been published on the center’s website at http://www.international.ucla.edu/languages/nhlc/surveyreport/. The survey is on-going. And the Center encourages all instructors of heritage language courses to administer the survey.

A class for high school heritage language students of Russian was offered for the first time. It was taught by Yelena Furman and met eight hours a week for six weeks.

The on-line Heritage Language Journal (HLJ) has published a special issue on the heritage language/TESOL relationship. HLJ is supported by the CWL and the Consortium. HLJ can be found at www.heritagelanguages.org

Benjamin Rifkin (Temple University) conducted a workshop on October 22 on Testing in the Proficiency-oriented Curriculum: Proficiency, Achievement and Prochievement Testing. The workshop was co-sponsored by the CWL and the Latin American Institute.

Merced

Virginia Adán-Lifante (Lecturer SOE) and Yolanda Pineda-Vargas (Lecturer) have received a Service-Learning Course Design and Implementation Grant from the California State University, Fresno, with support from the Center for Multicultural Cooperation, California Campus Compact and the Corporation for National and Community Service, Learn & Serve: Higher Education. The grant will support a service learning component for Spanish Composition and Spanish for Health Professionals courses.

San Diego

The Linguistics Language Program (LLP) has been transferred from the Division of Arts and Humanities to the Division of Social Sciences to link it to its parent department, Linguistics. The LLP is responsible for beginning and heritage language instruction except for Chinese and Japanese.

The dean of the Division of Social Sciences, Paul Drake, became Senior Vice Chancellor for Academic Affairs on October 1. Jeff Elman, a distinguished linguist and cognitive scientist, is serving as Interim Dean.

Santa Barbara

Dorothy Chun (Germanic, Slavic & Semitic Studies) is the director of the Consortium’s Third Biennial Conference (see page 11).

Myriam Gonzales-Smith (Department of Spanish and Portuguese) was appointed to the Consortium Steering Committee.

Since 2004, Ph.D. degrees with an additional emphasis in Applied Linguistics have been awarded to five students. The three most recent graduates have obtained faculty positions at Louisiana State University, UC Davis, and Cal State University at San Bernardino.

Santa Cruz

UCSC Language Program: Job #361-08 and #352-08

The Language Program at the University of California, Santa Cruz, invites applications from candidates with innovative approaches to language study. Appropriate fields include Applied Linguistics, SLA studies, advanced language methodology, technologically assisted language learning, and related fields. Up to three ladder-rank faculty will be hired to teach in and administer the Language Program, and to transform
MLJ Perspectives Panels: Institutionalizing Foreign Language Education

You are invited to attend a series of four moderated panel discussions that have been organized by Leo van Lier, Editor of The Modern Language Journal, and Heidi Byrnes, Associate Editor of Perspectives, in order to lay the groundwork for a Perspectives special feature of the Modern Language Journal that will appear in December 2008 (MLJ 92,4). The topic for that issue of Perspectives and the panels is: “Modeling Representation of Foreign Language Education at the Federal Level in the United States.”

Open sessions will take place at the following conferences:
• ACTFL (San Antonio): Friday, Nov. 16, 3 – 5 p.m.
• MLA (Chicago): Saturday, Dec. 29, 8:30 – 9:45 a.m.
• Northeast Conference (New York): 2 hour panel, Friday, March 28, TBA
• AAAL (Washington): 3 hour panel, date and time TBA.

Each panel features experts representing various constituencies and education policy experiences and interests. They are charged with imagining forms of institutionalization for foreign language education policy-making at the federal level of the U.S. that assure the development of encompassing, coherent, and long-term policies and practices. Following panelists’ brief opening statements, the sessions will feature a moderated discussion and seek commentary from attendees.

For details on this initiative, please visit: http://www3.georgetown.edu/departments/german/faculty/byrnes/perspectivespanels/

WIMBA Voice Management System

The Consortium currently hosts Wimba’s Java-based online chat tools (v5.1.1) free of charge for use by any UC language instructor. Wimba allows instructors to create synchronous chat rooms and asynchronous forums where students can exchange both sound and text online. Wimba offers an advanced set of tools for assessing student oral progress. Privileges as a “power-user” can be requested through the Consortium’s Webmaster: webmaster@ucclt.ucdavis.edu. Future plans for Wimba include a software update in December to v5.2.0.2 and the addition of Live Classroom, synchronous online video (http://www.wimba.com/).

PLAN AHEAD

2nd UC Language Colloquim
World Language Proficiency in the Californian Context
Pauley Ballroom
University of California, Berkeley

FEBRUARY 6-7, 2009
EAP Annual Report
Contributed by Eva Diaz, Senior Analyst at UC’s Education Abroad Program and member of the Consortium Steering Committee.

I. EAP Strategic Planning Initiatives
The Universitywide Office of EAP (UOEAP) has concentrated in the past year on constituting systemwide Strategic Planning Faculty Advisory Committees (FACs). These Committees are invited to consider the context and direction of higher education in specific regions and countries; examine existing UCEAP offerings and the interests and needs of UC academic programs; discuss and recommend strategies; and advise UCEAP on how to position itself for potential future programming. EAP Strategic Planning FACs currently include: The India FAC (first meeting held in March 2007); The Shanghai FAC (has been constituted; the first committee meeting is being scheduled for November); and The Arabic & Islamic Studies FAC (currently being formed, with a first FAC meeting planned for November or December).

II. Argentina Survey
EAP continues to receive inquiries from students and faculty about potential program development in Argentina. We have recently conducted a brief survey of a systemwide group of select UC faculty about the desirability of a study abroad program for UC students in Argentina.

EAP is currently represented in the following locations in Latin America:
- Brazil: Salvador and Rio de Janeiro
- Chile: Concepción and Santiago
- Costa Rica: Monteverde and San José
- Mexico: Mexico City, Morelia, and Monterrey

III. Status Report: New Program Development and Recent Changes to Existing EAP Language Programs
Chile: The Concepción Language and Culture program has been restructured as per the recommendations of the 2005 UCIE Review Committee; the curriculum now places greater emphasis on intensive Spanish language acquisition. Also, the program has now been established as a self-construct program, responsible only to UC.

China: EAP is developing a nine-week intensive elementary Chinese language program designed for students with little or no prior exposure to Chinese. To be launched in the summer of 2008 at Beijing National University (BNU) for UC students only, the new program seeks to cover the equivalent of first year Chinese language study at UC, emphasizing the development of written and oral skills; class size will be limited to approximately 10-14 students per class. EAP students will have the opportunity to participate in excursions and non-credit courses (Chinese culture, calligraphy, cooking, martial arts, and traditional crafts).

Egypt: As per the recommendations of the 2005-2006 Egypt UCIE Review Committee, and effective in academic year 2007-08, EAP has opened an intensive Arabic language option for beginning level students at the American University of Cairo’s Arabic Language Institute.

France: The fall Bordeaux stage, or Intensive Language Program (ILP), has been shortened from four weeks to two weeks, and has been re-structured to include UC students only. In addition, EAP has introduced a year-long mandatory advanced French Composition and Grammar course in Toulouse to strengthen EAP students’ written skills and improve the quality of the work they submit to their professors in France. Continuing language support throughout the year is also provided in Lyon and Grenoble.

The Paris Summer Language and Culture program for intensive French language study will run for the first time in the summer of 2008, and is open to beginners and students with up to two quarters (one semester) of university-level French.

Germany: As per the recommendations of the 2006-2007 UCIE Germany Review Committee, the EAP Study Center Director will relocate from Göttingen to Berlin, effective July 1, 2008. Once the move is complete, UOEAP will review the delivery of the pre-ILP and ILP instruction.

Italy: EAP Siena, UOEAP, and the UCSB Italian language program have undertaken a project to establish a comparative study of linguistic gains at the first and second year levels, using an online placement test. The online placement test was implemented in Siena this fall and UCSB Italian hopes to begin using it in the winter 2007 quarter.

Japan: The UC Joint Program in Contemporary Japanese Culture in Tokyo is on its inaugural run at International Christian University (ICU). A core course, taught in English, provides both a historical survey of post-1945 Japanese popular culture, and intensive field work in the urban culture of today’s Tokyo. EAP students can select complementary courses from an array of ICU elective courses in Japanese studies, and attend classes with international students and host country students. Students with no prior Japanese language training are required to take an introductory Japanese language course, and students with some Japanese language training are strongly encouraged to pursue additional Japanese language studies.

Spain, Madrid Summer: The UC Center, Madrid’s Language and Culture program was launched in the summer of 2006. This intensive seven-week program was designed to allow beginning students of Spanish to accelerate their language training and encounter the cultural wealth of Spain. The program met with success during its first year and follow-up and analysis of student enrollment at UC showed that approximately one-third of the students chose to continue studying Spanish immediately post-program. The summer 2007 program welcomed nearly 80 students and a preliminary reading of student evaluations shows very high marks for the academic elements of the program.

Vietnam: EAP’s institutional affiliation is now officially with Hanoi University (HANU), and the EAP Study Center is located there. The change in location of the Vietnam Language and Area Studies program brings with it not only a more cohesive curricular framework, but also improvements in terms of student housing. Language study is a requirement; students with no prior Vietnamese language experience enroll in beginning Vietnamese as a second language, while heritage learners study introductory. —continued
intermediate, and advanced Vietnamese. Along with Vietnamese language studies, the primary academic foci of the program include history, literature, contemporary issues in Vietnamese society, and Southeast Asian studies. All courses (except language) are taught in English by U.S. and local faculty members or other expert scholars. Several study trips, including trips of more than a week to central Vietnam and to southern Vietnam, are integral features of the program.

IV. UCIE Program Reviews

The UC Academic Senate, through the University Committee on International Education (UCIE), exercises academic oversight over EAP. Among other responsibilities, UCIE reviews new EAP programs after the first three years, and reviews all Study Centers and programs every ten years or as conditions require. Review Committee membership is approved by UCIE and usually consists of four faculty members (including a member of UCIE) who have knowledge of the country and, preferably, of the partner institutions and academic foci of the program under review.

2007-2008 UCIE Reviews

EAP programs currently under review include programs in Santiago, Chile; the EAP Rome Center; and our program in Moscow, Russia.

Call for Papers: Deadline January 4, 2008

THE 4TH UC LANGUAGE CONSORTIUM CONFERENCE ON SLA THEORETICAL AND PEDAGOGICAL PERSPECTIVES

University of California, Santa Barbara
April 25-27, 2008

KEYNOTE SPEAKER:
Professor Rod Ellis
Applied Language Studies & Linguistics
University of Auckland

On April 27, Rod Ellis will also lead a half-day workshop

We invite submissions for presentations from scholars in all disciplines who are involved in research on second language learning and teaching.

Please see the UC Consortium Website for details concerning submission of abstracts http://uccllt.ucdavis.edu/

FUNDING: Note to lecturers, faculty, and graduate students affiliated with the University of California: There will be limited funding provided by the Consortium for travel and lodging expenses for both participants and attendees.

Mark Your Calendar for These Upcoming Events:

A Workshop on Heritage Language Communities: Research Approaches, Findings, and Analysis
Conducted by Professor Terrence Wiley
Arizona State University
UCLA
May 16-17, 2008

Funded by: The National Heritage Language Resource Center and the Consortium
Applications available on the websites.

2nd Heritage Language Research Institute
Conducted by Professor Maria Polinsky
Harvard University
Harvard University
June 26-27, 2008

Funded by: The National Heritage Language Resource Center and the Consortium
Applications available on the websites.
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.

UC Consortium for Language Learning & Teaching

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.

UCCLLT Board of Governors
J. Jeffrey Assaf
Bear, Stearns and Co.

Stephanie Couch
Statewide Initiatives

Dan Davidson
American Councils for International Education

Dan Devlin
Office of the Assistant Secretary of Defense for International Security Affairs

Neil Granoien
Defense Language Institute Foreign Language Center (emeritus)

Harold Levine
UC Davis School of Education

Ralph M. Ochoa
Ochoa Law Firm

Clara Yu
Monterey Institute for International Studies

Julius Zelmanowicz
UC Berkeley Mathematical Science Research Institute

UCCLLT Steering Committee
Virginia Adan-Lifante, Merced
Moradewun Adejunmobi, Davis
Carlee Arnett, Davis
Mariam Beevi Lam, Riverside
Giulia Centineo, Santa Cruz
Chengzhi Chu, Davis
Dorothy Chun, Santa Barbara
Katrina Daly Thompson, Los Angeles
Eva Diaz, EAP
Racha el-Omari, Santa Barbara
Maria Victoria Gonzalez-Pagani, Santa Cruz
Myriam Gonzales-Smith, Santa Barbara
Grant Goodall, San Diego
Betty Guthrie, Irvine
Latifeh Hagigi, Los Angeles
Thomas Hinebusch, Los Angeles
Ruohmei Hsieh, Irvine
Olga Kagan, Los Angeles
Richard Kern, Berkeley
Claire Kramsch, Berkeley
Glenn Levine, Irvine
Luis Martin-Cabrera, San Diego
Sam Mchombo, Berkeley

William Megenney, Riverside
William Nickell, Santa Cruz
James Ortez, Merced
Theda Shapiro, Riverside
Yasu-Hiko Tohsaku, San Diego

UCCLLT Staff
Robert Blake, Director
(530) 754-7153
rjblake@ucdavis.edu

Kathleen Dillon, Associate Director
(530) 754-9727
kedillon@ucdavis.edu

Karen Callahan, Assistant Director
(530) 752-2719
kpcallahan@ucdavis.edu

Alison Hildebrandt, Business Assistant
(530) 752-8466
ahildebrandt@ucdavis.edu

Michael Jumper, Web Developer
mtjumper@ucdavis.edu

ADD YOUR NAME TO OUR MAILING LIST Email uccllt@ucdavis.edu

ADD YOUR NAME TO OUR MAILING LIST Email uccllt@ucdavis.edu