Message from the Director

In lean times, educational institutions naturally seek to cut back on anything and everything that is not viewed as basic and essential for professional preparation. The present political and economic moment is no different, although the extent of California’s/UC’s financial troubles takes one’s breath away. Foreign language instruction is, once again, being scrutinized as a likely place to cut especially since much of the delivery is done by unit-18 faculty, whose funding is often tied to a temporary instructional budget and the amount of unfilled faculty FTE. Some administrators have even begun to hint that the language requirement on most campuses will have to be revisited in light of the financial problems. The exaggerated focus on finances makes no mention of the deficiencies these decisions might inflict on the undergraduate curriculum.

The fundamental question here is not whether foreign language cuts should or can be carried out, but rather why speaking, reading, and writing in a foreign language is viewed as outside the core curriculum. No one would dare suggest similar cuts for the math, science, or English curricula. Some university voices persist in viewing language instruction as merely a remedial activity for skills that should have been acquired in high school. This stance fails to grasp the basic facts of Second Language Acquisition, that 700 to 1,600 contact hours are needed to reach functional linguistic and cultural proficiency.

Fortunately, we have a few national leaders who do not agree with this point of view. President Obama recently remarked that “…in the 21st century, military strength will be measured not only by the weapons our troops carry, but by the languages they speak and the cultures they understand.” Top military leaders agree with him. While addressing the community at the Defense Language Institute, Admiral Mike Mullen stated:

“It is really important that we listen to other people, that we listen to other cultures, that we pay attention to how they see their problems. I call that seeing it through their eyes — putting yourself in a position that actually focuses on what they are thinking about, as opposed to how we think about them, or how we think about, in our Western ways, we might solve their problems.

Similar thoughts emerge from the Department of State where about one-third of Foreign Service officers in language designated positions —continued on page 11
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<td>Annual Meeting of the Board of Governors&lt;br&gt;UC Office of the President</td>
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<td>Winter (TBA)</td>
<td>Distinguished Lecture Series&lt;br&gt;UC Santa Cruz</td>
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<td>February 5-6</td>
<td>SLAI California Gold Conference on Heritage and Indigenous Languages&lt;br&gt;UC Davis</td>
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<tr>
<td>February 19-21</td>
<td>NHLRC International Conference on Heritage Languages&lt;br&gt;UC Los Angeles</td>
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<td>April 23</td>
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<tr>
<td>April 23-25</td>
<td>5th Conference on SLA&lt;br&gt;Theoretical &amp; Pedagogical Perspectives&lt;br&gt;UC San Diego</td>
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<td>May (TBA)</td>
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<td>Summer (TBA)</td>
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<td>June 21-25</td>
<td>NHLRC 4th Summer Heritage Research Institute&lt;br&gt;University of Hawaii at Manoa</td>
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2nd Annual Consortium Distinguished Lecture

**Gabriele Kasper**
Professor of Second Language Studies
University of Hawaii

**Winter Quarter 2010**
**UC Santa Cruz**

Consortium to Convene California Roadmap to Language Excellence

in collaboration with the Language Acquisition Resource Center at San Diego State University and with funding from The Language Flagship, a component of the National Security Education Program of the U.S. Department of Defense.

The statewide language education summit will take place in May 2010 in San Diego.
A news bulletin in our spring issue announced the Consortium’s latest grant. The Language Flagship awarded $289,000 over three years for the project Arabic Encounters, and Consortium Director Robert Blake is the Principal Investigator. The Language Flagship is a federally-funded effort to increase U.S. capacity at the most advanced levels in some of the most critical languages, including Arabic. It is a component of the National Security Education Program (NSEP) at the U.S. Department of Defense.

Having successfully completed the online course in beginning Arabic, Arabic Without Walls, in collaboration with the National Middle East Language Resource Center at Brigham Young University, the Consortium has partnered once again with BYU. NMELRC Director Kirk Belnap returns in the role of co-PI. The project will produce a complete package of learning objects focusing on the professions that will enhance the Flagship curriculum and accelerate students’ progress toward Superior Proficiency primarily in listening but also in speaking, reading, and writing. Expert videographers and Arabists will film 20 interviews in Egypt and Syria. Filming in Cairo will begin in December. Via the real-life audio and visual input of Arabic Encounters, students will experience the formal (MSA) and the vernacular speech (Egyptian and Levantine) of a broad range of professionals who represent a cross-section of Arab society. The pedagogical wrapper for the interviews will offer a broad selection of online interactive and multi-skill activities. The project will also include a package of training podcasts for instructors and students. The Consortium will make all the materials available for use throughout the UC system.
UC Faculty Selected for Summer Heritage Research Institute

The Consortium funded seven UC faculty members who were accepted for participation in the third week-long Summer Heritage Research Institute held in June on the campus of the University of Illinois Urbana-Champaign. The summer institutes are a project of the National Heritage Language Resource Center (UCLA) and are directed by Professor Maria Polinsky (Harvard).

Maria Josephine Barrios Leblanc (Filipino) UC Berkeley
Soheila Kian (Persian) UC Irvine
Ravy Lao (Khmer) UC Santa Barbara

Victorina Lefebvre (Russian) UC Irvine
Thu Ba Nguyen (Vietnamese) UCLA
Juliana Wijaya (Indonesian) UCLA
Amine Yassine (Arabic) UC Irvine

This institute required participants to develop and implement a small classroom research project during the fall 2009 term. The spring Newsletter will provide reports on the UC projects.

New Wimba Classroom Now Available

In addition to the standard Wimba Voiceboard and Voice Direct programs, the Consortium is now hosting free of charge for all UC language teachers Wimba Classroom (http://ucdavislive.wimba.com), a sophisticated desktop videoconferencing program that can be used from flexible locations. Wimba Classroom offers teachers and students the capacity to share video, audio, text, web pages, movies, Powerpoint slides, graphics, drawing tools, and desktop applications such as Word or TextEdit (which is fully UNICODE compliant). Students and teachers can write collaboratively at a distance while continuing to talk. Each chat room is also associated with a phone number that enables people without a computer to join the conversation. All actions in the chat room can be recorded and archived for later use. Students receive a unique URL from their teacher and enter without need of a password as long as they have downloaded Java (free) and have access to a microphone. Teachers need to register with the Consortium (webmaster@uccllt.ucdavis.edu or rjblake@ucdavis). Wimba offers both online and phone support for UC language teachers at 530-752-2719.

In Appreciation

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

Luis Martin-Cabrera, San Diego
William Megenney, Riverside
Immediate Goals:
- Develop language learners into active learners within the limited timeframe of a standard university course
- Make authentic visual media essential components of the interactive FL classroom

A. Is Any Video “Good” Video?
Useful language learning video should have:
1. Desirable linguistic material
   - current
   - accurate (not prescriptive)
   - useful
2. High audio/visual correlation
   - video track is essential to complete understanding
   - video track facilitates comprehension of text
   - visuals may stand alone without text
3. Multiple “layers”
   - encourage (if not require) repeated viewings to understand
   - cultural literacy issues
   - paralinguistic elements (gestures, proxemics, body language, etc.)
4. High production values
   - present a complete discrete segment (beginning, middle, end)
   - compelling/entertaining
   - maintain interest of a native speaker/viewer

B. Exploitation of Video Materials
1. Preview
   Makes the material (linguistic and non-linguistic) of the video segment more readily accessible to the learner by:
   - Introducing new concepts (lexical, grammatical, functional, cultural, etc.) before the first viewing of the segment;
   - Providing background information to help learner develop native-like schemata or “prior text” to understand video material (basis for cultural literacy);
   - Allowing learner to apply native language strategies to new material;
   - Preparing the learner to comprehend the material without giving away the “punch” of the segment.
2. Task Viewing
   Guides the learner in “peeling” away the various layers of the video segment and discover and master the linguistic, paralinguistic, and cultural material contained in it by:
   - Requiring the learner to view and re-view the video material in order to solve the assigned task;
   - Focusing the learner’s attention on relevant elements in the segment;
   - Organizing and structuring the viewing to make the material memorable and relevant, not testing his/her memory;
   - Maintaining the integrity of the original segment.
3. Follow-Up
   Helps the learner understand the broader application of the material covered in the segment by:
   - Adding to or building on the layers of information presented in the video;
   - Extending the frame of usage of the material already learned;
   - Providing additional material to complete or supplement the portrait created by the video material.
“The variations between the foreign film and the American film are the result of deliberate choices. Analyzing these differences can reveal the underlying cultural presuppositions upon which the original movie and its remake are built.”

Levet recommends:
1. **Search “list of remakes” on google** or go to: http://en.wikipedia.org/wiki/List_of_English-language_movies_based_on_foreign-language_movies
2. **Pick a movie and its remake**
   Explore the links, see what is available online: poster, plot summary, trailer, scenes, articles …
3. **Select similar items to juxtapose and compare**
4. **Make a list of differences** revealed by these materials. Include all aspects: image (color, movement), nature of interaction between characters, music, dialogues, etc.
5. **Identify a few potential cultural differences** that come out and could be explored in your class (topics, items that may relate to your curriculum)
6. **Test your selection** on a small group of volunteers, generate questions (in group) to open discussion (and explore your materials further.)

Rick Kern
(Associate Professor of French, Director of the Berkeley Language Center, UC Berkeley)
**Making Connections between Film and Literacy**

Elements to be taught:
**CONTENT**
- Language
- Conventions
- Cultural knowledge

In collaboration with
**PROCESS**
- Interpretation
- Collaboration
- Problem-solving
- Reflection

Anne-Christine Rice
(Lecturer in French, Tufts University)
**Implementing a Curriculum Built Around Film**

Activities around the film
1. Prep work
   a. Synopsis, director, actors
   b. Vocab & translation
   c. Culture (issues related to the film that students need to be familiar with before watching)
   d. Context
   e. Trailer
2. Overview
   a. The story
   b. Photo study
   c. Quotes
3. In-depth study
   a. Vocabulary
   b. Discussion of the film
   c. Scene analysis
4. For movie buffs
   a. Compare first & last scene
   b. Point of view
   c. Poster
   d. Music
   e. Subtitles
5. Think critically
   a. Titles of critical articles
   b. Comparison with the US
   c. The critics
6. Further study
   a. Comparisons with other films
   b. Art
   c. Readings (newspaper articles, interviews, short stories, screenplays, excerpts from novels)

Mark Kaiser
(Associate Director of the Berkeley Language Center)
**Teaching with Film Clips**

Uses of the Film Clips from the Project
- Accents: play clips with regional dialects
- Decisions: have students speculate on what happened before and after a clip
- Detective: have students determine place, time, genre, mood, etc., based on cultural clues within the clip
- Retelling of a scene from different points of view
- Comparing scenes from written texts to screen adaptation

A TL/TC Approach
- Students are educated to function as informed and capable interlocutors…
- Students are trained to reflect on the world and themselves through the lens of another language and culture.
- Students learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans…
Highlights of the Summer Workshop
Thanks to generous funding from the UCCLLT, we were able to add significant numbers of clips in Spanish (370), Italian (401), Korean (417), Hindi (67), Persian (31), and Chinese (340), as well as a small number of additions to our French and Russian collections. At this time we have 6500+ clips from 195 films, with 700 films in the collection. At present there are 147 registered users. Some of the other UC campuses have begun to mark off their possession of films, thereby giving access to their faculty to the films with published clips. Funding for new additions will be limited, so we have made the films accessible to instructors to create their own clips. Please check out our site at http://blcvideoeoclips.berkeley.edu.

The East Bay Foreign Language Project, under the direction of Gail Hetler, is designing professional development programs for language teachers in Alameda, Contra Costa, and Solano counties. Complete information can be found at the Project website at http://bli.berkeley.edu/ebflp_fall09.htm

The College of Letters & Science has approved an interdepartmental undergraduate minor in Applied Language Studies, starting Fall 2009. The minor is designed for students who wish to deepen their understanding of language learning and language use in such areas as foreign language learning and teaching, bilingualism, translation and interpretation, and communication in professional contexts. Professor Claire Kramsch is currently teaching the core course “Introduction to Applied Language Studies.” For details see http://ls.berkeley.edu/ugis/als/

The Second Language Acquisition Institute awarded its mini-grant to Diana Lysinger (Doctoral candidate in German Linguistics) in support of her dissertation research on the effective use of Cognitive Grammar theory in the teaching and development of grammatical case systems in L2 German and Russian.

The Graduate Group in Linguistics will sponsor a workshop for graduate students and faculty from UC Davis on October 9 and 10 entitled “New Advances in Applied Linguistics/New Methods in Data Analysis.”

The Second Language Acquisition Institute kicks off its 2009-10 lecture series...
The National Heritage Language Resource Center has received a Startalk grant to create an online workshop, “A Focus on Heritage Languages.” The workshop will offer videos, podcasts, handouts, assessment tools, and readings. Workshop topics include heritage speakers’ characteristics, differentiated instruction, family/community resources, and assessment.

The Language Flagship has awarded UCLA a Russian Flagship Center grant. Slavic professors David MacFadyen and Olga Kagan are co-directors of the center, which offers a Russian language program designed for undergraduates with any major to reach high proficiency.

The Center for World Languages offered summer classes in Persian, Hindi, and Russian for high school heritage speakers. The Persian and Hindi classes were funded by Startalk. Classes focused on literacy development, academic vocabulary, and cultural knowledge considered essential to native speakers.

UC Davis campus. The purpose of the conference is to elucidate the role of community involvement in both indigenous and immigrant heritage languages, for a better understanding of cultural diversity within the state of California.

The National Heritage Language Resource Center offered a heritage language teacher workshop for K-16 instructors in July. Topics covered included profiles of heritage learners, differentiated instruction, the five Cs, curriculum design, and assessment.

UC System-wide Online Language Testing
Supported by a UC Language Consortium grant, UCI’s Amina Yassine and Soheila Kian are leading a group of UC faculty, lecturers, and technical staff from UCI, UCD, and UCLA to develop the UC system-wide Online Language Testing (UCOLT) project. The online placement tests will be available to all UC language programs and include textual, audio, and video prompts. The project will help articulate and standardize placement procedures across the UC, especially in languages for which there is a paucity of assessment instruments. The online format will also make placement for heritage-language students more reliable and save instructors’ time. The tests will eventually include a range of languages, but the group began the work this summer with Arabic and Persian. They will begin piloting the first two tests this fall and move on to develop tests for additional languages in 2010. The first tests should be available to UC language programs in the 2010-2011 academic year.

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—continued on page 10
MERCED – continued

Miki Ishikida, Yolanda Pineda and Sayda Postiglione, the three UC Merced representatives who attended the Consortium summer workshop “Teaching Language and Culture with Film,” presented resources and information on different ways to approach the teaching and learning of language and culture through film on September 1.

SANTA BARBARA

Middle Eastern and South Asian languages
This fall, the Department of Religious Studies with the help of the Fulbright Foreign Language Teaching Assistant Program (FLTA), will expand its already extensive course offerings in Middle Eastern and South Asian languages, by adding classes in Turkish, Pashto and Persian. These languages will be taught by native speakers visiting UCSB.

Chinese Language Program
The Chinese language program has expanded during the 2008-2009 academic year. The enrollment for the five sections of beginning Chinese alone was 120 students. With the financial support in part by the Ministry of Education of Taiwan, Jung-chih Tsai was hired and is a valuable contribution to our program.

The 4-week summer intensive language & culture program in China is very successful and is well received by the students. Lecturer Daoxiong Guan has been organizing the summer study groups in Nanjing since 1998. Chinese-language instruction is offered at Nanjing Normal University.

Jennifer Hsu took a group of students this past winter on a short-term language study group to the National Taiwan University to participate in the International Chinese Language Program. Hsu has coordinated this program since 2006 in collaboration with Bella Chen.

SANTA CRUZ

María Victoria González-Pagani, Spanish Language lecturer and member of the Consortium Steering Committee, was chosen from among 30 international submissions to receive the IV Cristóbal de Villalón Award for “Innovation in Teaching Spanish as a Foreign Language” from the Jorge Guillén Foundation, the Cervantes Institute, and the Miguel Delibes Endowed Chair.

Fall 2009 EAP Status Report

1. From Afrikaans to Zulu, a wide range of introductory and/or intensive language study opportunities are available through the UC Education Abroad Program in many locations.

2. Elementary Intensive Japanese Language Program

当今，语言学习是一个重要的重点。UC EAP是一个强调UC EAP和一个在其中UC EAP可以协助UC campuses in these challenging economic times, with reduced sections, higher class size, and limited enrollment capacity. And the provision of language instruction in situ to encourage students and reinforce their language acquisition in routine and daily communications is also desirable. Following the success of the first year elementary Chinese program in Beijing, UC EAP is planning to open a nine-week summer intensive Japanese language program in Tokyo at one of two current summer Intensive Language Program venues for EAP immersion programs in Japan. The elementary-level program will be designed for students with no prior Japanese language training to provide introductory instruction equivalent to first year Japanese within the UC system. Curriculum and textbooks will be examined to match up with Japanese language abilities achieved by students who take a year of Japanese on a UC campus. Review would take place to ensure that students who successfully complete the summer program test into the second year of Japanese study upon return to their home UC campus or apply to extend into existing fall EAP options open for enrollment. The program would run for nine (9) weeks from the third week of June until mid-August to accommodate all UC campuses, and be valued at 15 UC quarter units. The Tokyo Study Center Director (currently Prof. Junko Ito, Linguistics, UC Santa Cruz) will provide academic oversight and the Tokyo Study Center staff will provide student support services. Pending approval by UCIE, the program could commence as early as summer 2010.
3. Intensive Spanish Language Program in Buenos Aires, Argentina

Catering to students with a serious interest in learning or improving their Spanish language skills as well as an interest in spending a semester in Buenos Aires, EAP has opened a new program at the Universidad Belgrano in Buenos Aires, Argentina, for intensive study of Spanish language. The Belgrano has a well established department dedicated to Spanish as a Foreign Language, has an excellent track record with international students from a wide range of countries, and can accommodate UC students from beginning to advanced levels. Their language programming involves very intensive study (five days a week, from five to three hours a day) and incorporates cultural elements into the language acquisition classes. As such, it will not be a “Language and Culture” program in the traditional EAP sense, but instead an “Intensive Language Semester.” With this new program, EAP seeks to complement its established programs in other Spanish-speaking countries rather than replicating or competing with them. Students who are less interested in Spanish language acquisition or who require units in other subject areas may continue to attend EAP’s Language and Culture Programs in Mexico or Spain. At the same time, even a beginning student attending the Intensive Program in Buenos Aires should emerge with sufficient language skills to qualify for any other EAP program with a Spanish language requirement. The program will run for 14 weeks, from January through May, and students will receive between 20 and 22 UC quarter units of Spanish. The program will be open to students at all language proficiency levels; a minimum GPA of 2.5 is required. Beginning in January 2010, the program will run each Spring semester.

4. 2009-2010 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 three 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.

European Studies program (FU-BEST), Free University Berlin, Germany (3-year review) : No site visit is planned.

Language and Culture Program, UC Center Madrid (3-year): No site visit is planned.

In response to a UCOP decision to not fund review committee site visits to China and Korea this year, UOEAP has postponed the 10-year academic reviews of China and Korea until 2010-11 in the hope that further discussions with UCOP and funding readjustments might lead to agreement to fund the site visits in the 2010-11 year ahead. In anticipation that the China and Korea reviews will take place in 2010-11, UOEAP is tentatively planning to conduct the academic reviews of Australia and New Zealand in their place in the 2009-10 review cycle. Neither of the latter will require site visits.

5. EAP Student Participation Data

Members of the UC Language Consortium and other interested individuals are encouraged to visit the UC EAP website (www.eap.ucop.edu/staff/research) for detailed and regularly updated EAP student participation and other data.

Message—continued from page 1

don’t have the proficiency required to do their jobs. This lack of world language capacity hurts America’s ability to advocate its interests around the world.

The situation is no different in the business sector. Marty Abbot, Director of Education for ACTFL, warns that in many world cultures, a lot of business gets done in side conversations and social situations. Obviously, if we can’t participate in those discussions, we get left out with disastrous long-term consequences for the economy.

Educational planners have skirted the philosophical issues by calling for language education to take place in the schools and junior colleges—outsourcing is the popular term for it. But the financial crisis has hit all levels, especially community colleges, as hard or harder than the UC, and offerings are whittling down to just Spanish and Chinese. These languages are certainly important, but they hardly represent the world language capacity our nation needs in order to participate and lead in global politics.

If things are bad at the community college level, perhaps the plight is even worse at the school level. In New Jersey, the Ridgewood district has recently replaced its three elementary school Spanish teachers with Rosetta Stone, a vocabulary-focused computer program that cost $70,000, less than half their combined salaries—hardly the type of language education that President Obama, Admiral Mullen, and Marty Abbott are talking about. This state of affairs is happening despite the well-known evidence that learning a foreign language fosters cognitive skills that lead to higher standardized test scores in other subjects.

Those of us in the language field already realize the importance of learning languages for the university curriculum. It’s the policy makers and the general public that need to get the message. Accordingly, the Consortium is hosting a Flagship-sponsored Roadmap Summit the first week of May in San Diego to bring together government and policy leaders to formulate an action agenda aimed at making language instruction a priority for California in the future. Hopefully, our own UC administrators and faculty will take notice as well.
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.