



UC CONSORTIUM FOR LANGUAGE LEARNING & TEACHING

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A Message from the Director

The UC Consortium for Language Learning & Teaching is drawing to the close of its third year. I have now had a chance to visit all eight participating campuses in response to their respective invitations. As one might imagine, the prospects and problems for language delivery vary widely from campus to campus. I continue to be astounded by the wealth of human resources represented by our language faculty which reinforces the rationale for the existence of a Consortium that advocates for and helps arrange collaborations among the different language programs.

In this light, I am pleased to announce that the Consortium launched its grants program in November of last year. A committee drawn from both senate and non-senate faculty from around the system was appointed under the direction of Kathleen Dillon, the associate director, with the task of deciding which proposals merited funding either in the form of a small grant up to \$5,000 or a large grant up to \$20,000. The grants committee received 12 applications in response to the Consortium's first RFP. Three awards were granted. A second RFP has been announced for March 17, 2003. Only projects that impact language issues within a system-wide context and promote collaboration and/or sharing of materials will be considered. The Consortium's grants program specifically targets materials development, whereas the President's technology initiative (TLtC) does not. Please consult our web page for further details.

The Consortium accomplished several goals that increased its public recognition this past year. First, the Consortium developed a policy statement on distance learning for lan-

guages in response to questions from UCOP, the TLtC, and other UC senate committees (download available at website). The campus registrars have pledged their cooperation in listing all distance learning language courses in a seamless fashion through their respective on-line enrollment sites. The Consortium is taking the lead in bringing together national experts who will help develop an Arabic distance-learning course in conjunction with our three Middle Eastern centers at UCB, UCSB, and UCLA.

Members from the newly established National Middle East Language Resource Center (NMEELRC) at Brigham Young University, will also participate in these collaborative efforts. Planning meetings were held on the Berkeley campus in December, 2002, and a FIPSE grant proposal in support of these activities is pending.

Second, the Consortium published the first national guidelines for teaching heritage languages. This document is the product of the Heritage Language Institute held at UCLA last summer and is now available to download from our website. The Guidelines are attract-



*Robert Blake,
Consortium Director*

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K-12 Outreach Endeavor Launched

University Outreach and International Programs (UOIP) at UC Davis has awarded funding to the Consortium to sponsor two teacher-training events. On April 23-24 three UC Spanish faculty, Professors Adrienne Martín and Cristina Martínez-Carazo from Davis, and Professor Juan Poblete from Santa Cruz, will conduct a workshop on the Advanced Placement Spanish Literature curriculum that was recently reconfigured to cover a broad spectrum of genres and eras. The workshop forms part of the 2003 conference of the California Language Teachers Association (CLTA) in Sacramento (<http://www.clta.net/>). From June 16-20 the same faculty will present a seminar on the

campus of California State University Sacramento. In addition, María Victoria González-Pagani, lecturer in Spanish at Santa Cruz and member of the Consortium Steering Committee, will provide a technology segment for the seminar, demonstrating the incorporation of web-based materials into a Spanish curriculum. The California Foreign Language Project (CFLP), under the direction of Duarte Silva, Stanford University, solicited the Consortium's help in providing these urgently needed professional growth opportunities for high school Spanish teachers. 

Campus Reports

UC Riverside

With the support of a grant from the Henry B. Luce Foundation, UCR has hired two new faculty of Southeast Asian Studies. Professor Hendrik Maier, formerly of the University of Leiden, is a world expert in Malaysian and Indonesian literature. Maier will be the director of a new program in Southeast Asian Studies that will focus on the culture of that region. It will incorporate faculty and curriculum from the departments of Music, Dance, and Anthropology in addition to Comparative Literature and Foreign Languages. The program will also develop community outreach projects

Acting Assistant Professor Mariam Beevi will work closely with Professor Maier to develop the Southeast Asian program. Beevi has just completed her doctorate in Comparative Literature from UC Irvine and is a scholar of Vietnamese Studies. Her publications focus on Vietnamese images in film and Vietnamese contemporary literature.

UCR will offer Vietnamese for the first time in Fall 2003 in the regular curriculum and will add Tagalog and Indonesian to the Extension curriculum in the immediate future.


A Japan Foundation Grant provided for the hiring of Acting Assistant Professor, tenure track, Michael Foster, now finishing his Ph.D. from Stanford University. Foster is a scholar of pre-modern Japanese literature and culture with a special interest in folklore and mythology. He has published and taught on the topic of monsters, ghosts, goblins, and gods in pre-modern Japan.

UC Santa Barbara

Graduate students working toward a Ph.D. in the Departments of Education, French and Italian, Germanic, Slavic, and Semitic Studies, Linguistics, and Spanish and Portuguese will be able to add an optional Ph.D. emphasis in applied linguistics beginning in Fall 2003. For more information see:

<http://www.gss.ucsb.edu/projects/languageresources/>
or
<http://www.gss.ucsb.edu/>

UCSB is offering Arabic at Santa Barbara City College for the first time this semester, and a follow-up course is tentatively scheduled for the fall. Magda Campo, member of the UCCLLT Steering Committee, is the instructor.

The Center for Middle Eastern Studies sponsored a day-long workshop for 50 elementary and high school teachers on March 1 to help them devise curriculum that includes Middle Eastern language and culture. The center is also sponsoring a trip to Egypt this spring that will promote Arabic language curriculum in California. 

Apply Now for Consortium Summer 2003 Workshop

Claire Kramsch will conduct the third annual summer workshop for UC Senate and non-Senate language faculty, "Discourse and Culture in Language Study," on the Berkeley campus from June 23-27. Detailed information about the workshop as well as an application form are available at the

Consortium website <http://uccllt.ucdavis.edu/>. All eligible faculty members are invited to submit an application to the Consortium Steering Committee representative on their campus by May 1. The Consortium will fund up to three persons per campus.

New Governors on Board

UC President Richard Atkinson has appointed three new members to the Board of Governors of the Consortium, whose tasks include reviewing the Consortium's activities on an annual basis and helping shape its current development and future initiatives. The board will convene next in fall 2003 at the Consortium offices at UC Davis.

California Assembly Member Carol Liu will serve a two-year term. Since 2000, she has been representing the 44th District that includes the cities of Pasadena and portions of the City of Los Angeles. Liu's number one priority has been to restore California's public education system to its place among the best in the nation. She is chair of the Assembly Committee on Higher Education. Liu earned lifetime teaching and administrative credentials from the University of California, Berkeley School of Education and was a public school teacher and administrator before entering politics.

Dan E. Davidson is co-founder and President of American Councils on International Education and a full professor of Russian and Second Language Acquisition at Bryn Mawr College. Founded in 1974 as an association for area and language professionals, American Councils has focused its expertise on the design and implementation of academic exchange, professional training, distance learning, curriculum and test

development, delivery of technical assistance and consulting services, research and evaluation, and institution building. Dr. Davidson, who will serve a three-year term on the Consortium Board of Governors, is immediate past chair of the Alliance for International Educational and Cultural Exchange and serves on numerous boards in the language field, including the Joint National Committee on Languages and the National Foreign Language Center.

J. Jeffrey Assaf is the Senior Managing Director of Bear, Stearns and Co., Inc. and the head of the Investment Consulting Group (ICG). He is responsible for the strategic direction of ICG, product quality control and client relationships. A graduate of UC Irvine, Assaf received his MBA with an emphasis in finance from the University of Southern California. Prior to joining Bear Stearns, he was a Senior Vice-President at Oppenheimer & Co., Inc. Assaf will serve a two-year term on the Board of Governors.

Consortium Director Robert Blake commended the two members of the board whose terms have expired: Professor Heidi Byrnes (Georgetown University) and Clara Yu (Middlebury College). "As members of the pioneer board, you played an important role in establishing this landmark UC effort to promote cooperation and collaboration among the departments and campuses in the system." 🐾

Director's Message—from page 1

ing much attention since they were unveiled publicly at the Second National Conference on Heritage Languages in America at the Washington meeting in October, 2002.

Third, the Consortium presented the Guidelines at the State legislature's UC Research Day that was sponsored by the UC ACCORD program. Our work in fostering heritage language learning is of particular interest to the State and the Latino Caucus.

With respect to the area of professional development, plans are also well under way for June, 2003, when Claire Kramsch will direct a workshop on the Berkeley campus on the topic of "Discourse and Culture in Language Study." Each campus has the right to send three representatives to this exciting event. Apply through your UCCLLT steering committee members on your local campus (see details in this Newsletter).

The Consortium Director has been invited to sit on the advisory board of the California Language Teachers Association (CLTA), which also works closely with the California Foreign

Language Project (CFLP). Working together with both the CLTA and the CFLP, the Consortium received a UC Davis Outreach grant to provide two content workshops for teachers of AP Spanish literatures courses: one at the upcoming April CLTA meeting in Sacramento and another during the week of June 16th on the CSUS campus (see details in this Newsletter).

During spring break of 2004, UC Santa Cruz will host the Second UC Conference on SLA Research. Leo Van Leer from the Monterey Institute of International Studies will be the keynote speaker. Please mark your calendars and encourage your graduate students to think about presenting their research results in this friendly forum.

Finally, on a more editorial note, knowledge of world languages is of vital international importance, as recent events painfully illustrate. I urge you to continue to contribute your strengths and talents to the UC system and its mission to research and deliver second language learning in the widest possible context. 🐾

Changes on Consortium Steering Committee

The Consortium welcomes new members and bids farewell to departing pioneers.

Davis:

Bruce Anderson, Assistant Professor of French, replaced Georges Van Den Abbeele.

Riverside:

Replacement pending for Yennu Wu

San Diego:

Stephanie Jed, Associate Professor of Italian and Comparative Literature, replaced Anthony Edwards.

Santa Barbara:

Magda Campo, Lecturer in Arabic, replaced Hsiao-Jung Yu.

Santa Cruz:

Giulia Centineo, Lecturer in Italian, replaced Jaye Padgett.

"The Consortium appreciates and values highly the service contributions of the outgoing members and welcomes the ideas and enthusiasm of the incoming appointees."

—Director Robert Blake

Consortium Produces Instructional Guidelines

“TEACHING LANGUAGES AT A DISTANCE IN THE UC SYSTEM” is a document prepared by representatives of the UCCLLT Steering Committee. Its purpose is to provide the UC Academic Policy Committee and other curriculum committees with background information to assist them in evaluating proposals for distance-taught language courses.

The document argues that the different UC campuses face the crucial challenge of developing and maintaining expertise in the world's languages, especially in the less commonly taught languages (LCTLs), many of which are deemed of vital importance to our national interest. Unfortunately, only two campuses in the UC system, UCB and UCLA, offer instruction in a wide range of the world's languages; the other campuses are limited to course offerings in the major European languages together with Chinese and Japanese,

with no or only modest offerings in other LCTLs.

The document acknowledges that face-to-face instruction is the optimum mode for language delivery, especially if oral proficiency constitutes the principal goal of instruction. Nevertheless, it points out, current best practice also focuses on attainment of equally proficient literacy skills, skills that can readily be obtained via a distance course.

The present dearth of LCTL resources denies students access to languages that should be key components of a superior

“UC is challenged to expedite effective means of language instruction throughout the system”

higher education in the 21st century. Distance learning that combines the highest quality UC instruction with the most sophisticated instructional technology is not only a pragmatic alternative, but more likely is the only viable solution to a glaring deficit in UC education.

“UC GUIDELINES ON HERITAGE LANGUAGE INSTRUCTION” were approved by the Consortium Steering Committee at the November 2002 meeting. An outcome of the Consortium summer Institute on Heritage Language Learning (UCLA), the guidelines provide an overview of the importance and challenges of heritage language education.

The document asserts that knowledge of heritage languages is a valuable resource for individuals, families, communities, and the nation. Although the

“HL and non-HL students have distinctly different needs in the classroom”

need for proficiency in languages other than English is greater than ever, education in foreign languages has produced few graduates with proficiency adequate to professional-level use. Because of their basis of knowledge, many heritage speakers, with the proper instruction, can reach professional-level proficiency more quickly than foreign language students. However, in order to take full advantage of this resource and allow students to develop their abilities fully, UC needs to resolve a number of pedagogical and administrative concerns.

The guidelines argue that UC must address this urgent curricular need through well-planned and coordinated curriculum design, training, research, and outreach.

The document includes an overall discussion of the issues and a series of recommendations on such topics as placement exams, tracking, use of technology, and resource sharing.

(The full texts of “Teaching Languages at a Distance in the UC System” and “UC Guidelines for Heritage Language Instruction” can be found at the Consortium website.)

UCB and UCLA Share Scandinavian Language Resources

Contributed by Vera Wheeler, Center for European and Eurasian Studies
www.international.ucla.edu/euro/

Students needing or wanting to study less commonly taught languages have often found it difficult or even impossible to do so, even at campuses with the most diverse offerings like UCLA. This year through a pilot Distance Learning Initiative among UCLA, UCB, and UCSD, courses in Danish, Swedish, and Finnish have students from different campuses enrolled and studying together in real time. Sophisticated but compact, mobile, and simple-to-use video-conferencing equipment, requiring only a video monitor and a network connection, makes it possible for a Danish student at UCLA to attend class at Berkeley with her Berkeley classmates, or a UCSD student to enroll in Beginning Finnish at UCLA. Besides the real-time interaction among instructor and students at both ends during class meetings, course websites hosted by the

UCLA Humanities Division's eCampus provide everyone with the digital means to communicate, exchange materials, and explore resources.

This quarter, UCLA is delivering Beginning Finnish and Beginning Swedish to UCSD, and UCB is delivering Beginning Danish and Advanced Finnish to UCLA.

“Technology enables students from different campuses to take language classes together in real time”

Professor Timothy Tangherlini, Chair of UCLA's Scandinavian Section, initiated the pilot program. The Language Resource Center is currently supporting the project, with current plans focusing

on getting less commonly taught African, Eurasian and Slavic languages up and running between campuses for 2003-04, e.g. Swahili, Uzbek, Azeri, Bulgarian, Georgian, Romanian, and Ukrainian. The distance learning classes for these languages are being supported by the International Institute's African Studies Center and European & Eurasian Center, with funding from the US Department of Education Foreign Language and Area Studies Title VI program.

The spring meeting of the Consortium Steering Committee will take place at UC San Diego on April 11.

Consortium Awards Grants to UC Language Faculty

The Consortium established its grants program to support Senate and non-Senate UC faculty in collaborative research and materials development projects that are designed to benefit language programs system wide. In the 2002 cycle, Cecilia Chu, Coordinator of the Chinese Language Program at Berkeley, received a grant to complete the project “*Fan-Jian: Chinese Character Conversion*.” Chu developed the first stage of the project with support from the Berkeley Language Center (BLC).

Lynne Frame, Language Program Coordinator at Berkeley, is the principal investigator of a grant to convene a collaborative meeting of second- and third-year UC German instructors to discuss common areas of concern.

The Consortium also supported a system-wide meeting of instructors involved in teaching Chinese to heritage learners (see full article on page 6).

At the time this issue of the Newsletter went to press, the Consortium Grants Committee had not yet met to reach decisions on grant proposals for 2003. Grants will be announced on the Consortium website.

April 21, 2003: Proposals Due for TLtC Full-scale Expansion Implementation Grants

TLtC Intercampus Collaborative Grants aim at furthering innovative and appropriate uses of technology in teaching and learning through partnerships across the campuses. UC faculty are invited to apply for TLtC grants to support

intercampus collaborative projects that address significant instructional problems. Projects should be of sufficient scope and scale to have a substantial impact on teaching and learning across the UC.
http://www.uclt.org/funding/2003/rfp_full.html

LCTLs Workshop at Stanford

A one and a half day workshop, “Web-based Instruction for the Less Commonly Taught Languages,” is being organized at Stanford University for June 6-7, 2003. The workshop provides a forum of presentations and panel discussions where teachers of the Less Commonly Taught Languages (LCTLs) have the opportunity to explore and share ideas on the development and the uses of new technologies in the classroom.

Please see the web pages for further workshop information:
<http://www.stanford.edu/dept/SLP/LCTLs/>

Consortium Hosts Gathering of Chinese Instructors

Contributed by Luh Hsyng Nelson, Lecturer in Chinese, UC Berkeley

The Consortium grants program funded a Workshop on First Year Chinese Language Instruction at UC, organized collaboratively by the Consortium, Mark Kaiser, Associate Director of the Berkeley Language Center; and two Chinese Lecturers from UC Berkeley, Li Liu and Luh Hsyng Nelson. The workshop convened at the Consortium offices in Davis on February 8-9, 2003.

The meeting was intended to launch collaborative efforts among the UC Chinese faculty. The workshop planners invited all the Chinese programs within the UC to participate and contribute topics for discussion. Sixteen faculty members attended – from the UC Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego and Santa Barbara campuses as well as San Diego State.

On the first day, each campus reported on its Chinese program and critiqued the textbooks currently in use. Three subject panels —on Material Development, Placement Tests, and Web-based Supplementary Materials—stimulated discussion among the whole group of participants. The participants broke into smaller groups on the second day to focus discussion on individual projects and future grant proposals.

In a post-workshop survey, the participants uniformly agreed that “it provided a great opportunity for teachers, novice or experienced, to learn from each other.” They were inspired by each other’s experiences and the sense that they all shared similar problems. Furthermore, “it was helpful to know how each program deals with its situation.” Most importantly “everyone went away with a sense of accomplishment and comradeship.”

Those participating in the workshop included:

Enya Dai, UC Santa Barbara
Michelle Fu, UC Los Angeles
Qian He, UC San Diego
Ruohmei Hsieh, UC Irvine
Peng Iaoshi, UC Santa Barbara
I-hao Li, UC Berkeley
Li Liu, UC Berkeley
Steve Liu, UC Davis
Luh Hsyng Nelson, UC Berkeley
Ying Peterson, UC Irvine
Minjuan Wang, San Diego State University
Yenna Wu, UC Riverside
Ying Yang, UC Berkeley
Ping Zhang, UC San Diego 🐼



UC Education Abroad Program 2001- 02

COUNTRY	CAMPUS								TOTAL
	UCB	UCD	UCI	UCLA	UCR	UCSB	UCSC	UCSD	
AUSTRALIA	11	11	12	21		22	28	25	130
BARBADOS	4			4		5	3	2	18
BRAZIL	6		1	7	1	10	3	1	29
CANADA	2	6						1	9
CHILE	15	9	4	5	1	12	6	6	58
CHINA	14	9	6	21	5	1	14	15	85
COSTA RICA	12	17	4	4	3	15	14	18	87
DENMARK	12	4		7	1	9	5	4	42
EGYPT	5	1		1	1	3	2	1	14
FRANCE	36	24	14	26	3	31	16	29	179
GERMANY	18	6	9	19	3	5	7	6	73
GHANA	10	4	2	7	1	6	10	5	45
HONG KONG	23	13	11	25	11	8	2	13	106
HUNGARY	4	1	1	13	3		8	1	31
INDIA	14		3	6		3	6	1	33
ISRAEL	9	3	1	8		15	2	10	48
ITALY	47	39	54	48	30	78	47	47	390
JAPAN	30	10	22	22	1	13	10	15	123
KOREA, SOUTH	22	2	24	26	1	6		19	100
MEXICO	24	7	5	19	5	12	14	10	96
NETHERLANDS	12	8	11	16	3	25	15	14	104
NEW ZEALAND	3		1	7		5	8	8	32
PHILIPPINES	5	1		4	1				11
RUSSIA	4	4		5		3		2	18
SINGAPORE	7	7	5	5	1	2	2	5	34
SOUTH AFRICA	3	1	1		1	1	6	4	17
SPAIN	57	52	49	92	14	108	37	77	486
SWEDEN	7	2	3	11	1	7	2	7	40
TAIWAN	6	2	1	6			1	5	21
TURKEY	3	1		6			2	1	13
UNITED KINGDOM/ IRELAND	65	35	62	58	12	45	40	55	372
VIETNAM	5	2	1	3					11
TOTAL	495	281	307	502	103	450	310	407	2855

National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) Sixth National Conference

"Focus on the Learner in the LCTLs: Profiles, Motivations and Opportunities"

May 2-4, 2003

Hosted and sponsored by UCLA

<http://www.international.ucla.edu/lrc/ncolctl/index.html>

Limited Travel Funding Available from the Consortium For UC Senate and non-Senate Faculty

Apply through your campus Steering Committee representative
See the Consortium website for details

<http://ucclt.ucdavis.edu/>

LANGUAGE LINKS

National Council of Organizations of Less Commonly Taught Languages (NCOLCTL)

<http://www.councilnet.org/>

Joint National Committee For Languages (JNCL)

National Council for Languages and International Studies (NCLIS)

www.languagepolicy.org

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

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