



UC CONSORTIUM FOR LANGUAGE LEARNING & TEACHING

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Foreign Languages from a Dean's Perspective

At the fall meeting of the Steering Committee, Elizabeth Langland, Dean of Humanities, Arts & Cultural Studies at UC Davis, explained the factors that affect decisions concerning the foreign language curriculum. The following is a summary of her statement.

My position on foreign languages is simple: foreign language instruction has always been fundamental to a university education, and it is now more important than ever. At the same time, the challenges to provide the foreign languages our students want and need have never been greater, and those challenges to enhance our language offerings coincide with budget deficits in virtually every state in the nation, deficits that seriously impact public universities like our own.

There are other, less visible factors influencing university budgets that have a large impact on all social science and humanities disciplines. You will, no doubt, have heard on your campuses comments to the effect that investments in the sciences are justified because they pay off in terms of grants and contract dollars. Indeed, there may be resentment from the sciences that monies generated by overhead on grants are distributed to units like the humanities that do not generate large amounts of overhead—resentment that the good created by one unit (the sciences) is socialized and extended to all parts of the university.

Certainly, the sciences do bring money to the institution to support research projects. That's the immediately visible fact. Less immediately visible is the large contribution in generating tuition dollars provided by humanities and social science teaching. Also less apparent are the increasing costs to the

campus of doing big science. My fellow dean in Social Sciences, Steven Sheffrin, shared with me an article written by two economists at Cornell. Their sustained analysis of the costs to the university of supporting the sciences reached some startling, even disturbing conclusions. They noted that because of the increasing amount of start-up costs borne by the university and the increasing demand from granting agencies that universities provide matching dollars for grants, the portion of the university budget going toward those requirements had in fact risen over the past decade or so from 10% to 21%. And those dollars have come principally from the humanities and social sciences, with the consequent erosion of tenure-track faculty in favor of lecturers in many of those disciplines.

I raise the budget issue so that, in a sense, we can dismiss it. Even if we currently had unlimited resources, it is important to make sound decisions that can survive whatever budgetary circumstances arise and justify continued investments. And that's what I need your help in doing.

Let me describe briefly the kinds of issues and pressures that deans like myself grapple



Elizabeth Langland

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A Message from the Director

When budgetary times are tight, administrators inevitably look to areas where cuts can be made with an eye to freeing up as much revenue with as little pain as possible. Foreign language instruction is often one of the first targets that come to mind. Such is the backdrop for our lead article from Elizabeth Langland, Dean of the Division of Humanities, Arts, and Cultural Studies at UC Davis. Clearly, every department must share in the more general misery caused by financial hardships, and those decisions are not easy, as attested to by Dean Langland's thoughtful and responsible reflections.

But the ready assumption that language instruction is more a frill than a necessity is unfortunately all too pervasive in US educational circles. Why is this so? Several reasons come to mind. Language instruction is heavily resource intensive (i.e. expensive!) whether delivered *in situ* or at a distance. Advanced language proficiency takes a long time to develop (at least five years or about 700 hours of contact). Children appear better at learning languages than young adults, but the U.S. has steadfastly refused to invest in an elementary school foreign language curriculum, unlike the rest of the world. This makes higher education the last bulwark for foreign language instruction. In academic terms, few administrators or faculty recognize the cognitive, cultural, and humanistic benefits of learning a second language. Language learning is viewed solely as a "skill-getting" activity, even though current best practices in language teaching clearly address issues in critical thinking and cross-cultural knowledge. And finally, determining which of the world's many languages must be maintained and supported is a daunting proposition that can strain an institution's human and financial resources.

Ironically, while the rest of the world is scrambling to learn English as a second language, the U.S. is making relatively feeble efforts to expand our knowledge of the world's languages. The results of this attitude are all too self-evident in the news. Considering the California university context and the desperate national cry for language expertise in service of our foreign affairs agenda, it's imperative for UC to engage in long-range planning to maintain and distribute a diverse set of language offerings across the system. This constitutes the heart of the Consortium's mission and should frame our discussions for the Consortium review in 2004-05 as we end our first five-year cycle.



with when deciding where to allocate resources. First, there is a problem sustaining enrollments in certain currently offered languages. What are a dean's options? 1) Discontinue the language? 2) Explore other methods for delivery? 3) Combine methods of delivery for greater economies across all languages?

Second, as many of you will have experienced, there is the demand from students to offer heritage languages. Students on our campuses increasingly expect to be able to study heritage languages, and the increasing multiculturalism of California means that the number of requested languages is ever expanding. UC Davis is currently offering Chinese, Japanese, French, Italian, Spanish, German, Russian, Hebrew, and Latin and Greek as part of Classics. In the past year, we have had requests to offer, as a sample, Farsi, Punjabi, Arabic, Korean, and Tagalog.

In order to enable you to provide me with valuable input, let me describe the process of making a decision from my perspective.

What are our sources to fund language courses?

- 1) FTE—senate, new or redirected.
- 2) FTE—temporary, new or redirected.
- 3) Supplementary teaching funds, allocated on an annual basis. External gifts (should one expect full funding? Partial funding? How much? For how long?).
- 4) Robbing Peter to pay Paul—Reducing funding support to a language with robust enrollments to add a less commonly taught language.
- 5) Or, are there ways to re-imagine the way we currently deliver languages to create overall labor savings that can be allocated to the teaching of additional languages? i.e. Could we develop courses that effectively use existing technologies so that, say, half of the instruction could be handled in a laboratory setting?

Where should new languages be housed at an institution like UC Davis?

Should every new language have, as a goal, to become a major program of study?

What alternative models might exist?

What new structures might accommodate a focus on the teaching of numerous languages?

Should we consider a language institute offering only instruction in the language but no courses leading to a major?

Pedagogical questions.

How effective is distance learning in comparison to classroom learning?

Does distance learning require supplementation? What kinds?

How effective are online programs of language study?

Might they effectively be supplemented with tutorials with local native speakers?

Resource efficiencies.

How should individual campuses go about determining what additional languages to offer? Independent of the system? In conjunction with the UC Language Consortium?

What other opportunities can we develop in our multi-campus system through more conversation and consultation? 🐼

(The Consortium thanks Dean Langland for permitting us to publish her remarks and invites all readers to respond by email to ucclt@ucdavis.edu)

Dr. Jean Schultz Receives First Consortium Award

Dr. Jean Schultz, a Lecturer SOE and Director of the Lower-Division Program in French at UC Santa Barbara, is the first recipient of a new award established by the Consortium to honor major contributions to language learning and teaching at UC. A sub-committee of the Consortium Steering Committee reviewed nomination packets submitted by language departments and selected Dr. Schultz.

Jean Schultz received her Ph.D. in Comparative Literature from UC Berkeley in 1983, and from 1986 until 2002 she was the Coordinator of Berkeley's second-year French Program. In this capacity she instituted an innovative literature-based curriculum that placed literacy skills squarely at the center of intermediate language instruction. She is co-author, with Léon-François Hoffmann, of an intermediate grammar review text and workbook. She has remained active in research, publishing articles in books and leading professional journals on a variety of topics including foreign-language writing, the role of literature in language instruction, teacher education, and technology in language learning. Her article "Mapping and Cognitive Development in the Teaching of Foreign Language Writing" was awarded the Chinard Prize for best pedagogical article published in *The French Review*, 1991-2. Additionally, she has been an active presenter at many national and international conferences related to teaching and teacher education. 🐦



Consortium Director Robert Blake presents award plaque to Jean Schultz at the opening reception of the 2nd UC Language Consortium Conference on Theoretical & Pedagogical Perspectives at UC Santa Cruz on March 26, 2004.

Five UC Language Faculty Receive Awards

The Consortium Grants Committee has announced the recipients of its 2004 grants to support collaborate language instruction projects:

- "Developing Instructional Materials for First-Year Mandarin Heritage Students, Part II"
– Yenna Wu, UC Riverside; Steve Liu, UC Davis; Yu-pei Peng, UC Santa Barbara.
- "Communicative Competence as a Goal in a Finnish Class with a Distance Learning Component"
– Sirpa Tuomanian, UC Berkeley.
- "Developing Virtual Language and Cultural Materials for Twi"
– Thomas J. Hinnebusch, UCLA.
- "Developing Assessment Guidelines and Instructional Materials for Filipino/Tagalog Students"
– Juanita Santos Nacu, UC San Diego; Nenita Pambid Domingo, UCLA; Irma Pena Gozalvez, UC Berkeley; Leo Paz, City College of San Francisco.
- "Teaching Urdu Script"
– Gyanam Mahajan, UCLA.

Consortium funding will support these projects from July 1, 2004 until June 30, 2005. The next call for proposals will post to the Consortium Website in fall 2004 with a February 2005 deadline for submissions of applications.

ANNOUNCING ...

Third Annual Consortium Summer Workshop – July 19-21

The 3-day workshop on "Grammar & Language Teaching" will be held on the San Diego campus. Three faculty representatives from each UC campus are eligible for funding from the Consortium. Applications are available online (www.ucellt.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.

The workshop will include presentations by eminent guest speakers, including Georgette Ioup, University of New Orleans, whose talk is entitled "Putting Error Correction into Proper Perspective," and Bill Van Patten, University of Illinois at Chicago, who will discuss "Mental Representation versus Ability in Second Language Acquisition." Grant Goodall, Director of the Linguistics Language Program at UCSD, will conduct the workshop and will present a paper: "Fitting Grammar into the Language Learning Experience."

For additional information, please contact the Consortium office 530-752-2719.

campus reports

Berkeley Launches Team-Taught Course on Language Ecology

Contributed by Claire Kramtsch, Professor of German at UC Berkeley, Director of the Berkeley Language Center, and member of the Consortium Steering Committee.

The ecology of language is gaining momentum at UC Berkeley. For the moment it is only an emerging interdisciplinary effort among a group of faculty to explore language within its individual, societal, cultural, and historical frameworks and to link language to other symbolic systems like music and the visual arts. In the future, the hope is to offer a Designated Emphasis (or PhD minor) in a field called *Language Ecology* that would be available to all PhD candidates on campus.

What is language ecology? The term, coined in 1972 by the Scandinavianist Einar Haugen and picked up since then by several researchers in Europe, investigates the dynamics of languages in relation to the groups of people who speak them. As such, it is of interest to linguists, psycho- and sociolinguists, anthropological linguists, educational, and applied linguists. In Fall 2003 a small group of faculty members, including Leanne Hinton, Eve Sweetser, Richard Rhodes, and Andrew Garrett (Linguistics), William Hanks and Alexei Yurchak (Anthropology), Dan Slobin (Psychology), Johanna Nichols and Alan Timberlake (Slavic), Patricia Baquedano-Lopez (Education), and Claire Kramtsch (German and Education) responded to a call by the UCB administration to submit proposals for new interdisciplinary curricular initiatives under various themes. Our 27-page proposal, *Language Ecology*, submitted under the theme "Cultural evolution, preservation, and extinction," was not selected, but it served to obtain funding from the Berkeley Townsend Center for the Humanities for a small two-day symposium we ran at UC Berkeley in February 2004 on Language Ecology. This symposium covered topics like "Language spread," "Language use in endangered language communities,"

"Language acquisition in multilingual environments," "Language and human rights," and featured speakers like William Bright (Colorado), Jane Hill (Arizona), Johanna Nichols (UCB), Lily Wong Fillmore (UCB), and Leo van Lier (Monterey) among others.

This spring 2004, Dan Slobin graciously opened up his undergraduate psycholinguistics course Psychology/CS 124 and his graduate seminar Psychology 290G to the theme of Language Ecology, and he invited ten faculty members to co-teach the course with him. The course was advertised as follows:

The course is designed and co-taught by a group of faculty members from several departments and disciplines in the social sciences and humanities. We situate language in contexts of individual mental processes as well as contexts of interaction between individuals in a society and between social groups. We approach language learning and language use as a nonlinear, relational human activity, co-constructed between humans and their environment, contingent upon their position and space and history, and a site of struggle for the control of social power and cultural memory. Language ecology embraces seven broad themes of investigation: (1) language, mind, and individual; (2) language in society; (3) language, culture, and meaning; (4) population and language; (5) language and political economy; (6) language and symbolic systems; (7) teaching and learning endangered languages.

With two lectures a week, and



Claire Kramtsch

one one-hour recitation section led by GSIs for undergraduates, and one two-hour graduate seminar for graduate students, the course covered a dizzying range of interdisciplinary topics. Each faculty member took charge of up to four lectures each on various topics as well as the graduate seminar sessions related to his or her topic. In the first two weeks of the syllabus four faculty members addressed the question "What is language?" from a different point of view: Slobin (psychology and psycholinguistics), Sweetser (linguistics), Hanks (anthropology), Kramtsch (applied linguistics). Subsequent sections of the syllabus covered the following topics: Endangered languages (Garrett, Hinton); Language and cognition, linguistic relativity, language categorization (Sweetser, Slobin); Language and culture, language and colonial history, deixis (Rhodes, Hanks); Language and society, multilingualism, language and politics (Baquedano-Lopez, Kramtsch); language variation and change, language spread, language revitalization (Hinton, Nichols, Rhodes). Dan Slobin ended the course by offering a beginning of a psycholinguistic synthesis: Why is language the way it is?

The course was well attended by 60-70 undergraduates and some 30 graduate students. It raised a host of new and daring questions about the nature of language, language and mind, educational policy, the role of English in the world, language death, and the relation of language and politics. All readings, lecture materials, lecture recordings, and resources for further study were made available to students online on Blackboard. Discussions are underway to offer this course again and to establish it as a permanent component of a PhD Designated Emphasis in Language Ecology. 🐼

UC Santa Barbara: a new url for the Ph.D. emphasis in applied linguistics:

<http://www.appliedlinguistics.ucsb.edu/>

campus reports

Steering Committee Member David Orlando Retires

David Orlando, SOE Lecturer in French at UC Santa Cruz, retires at the end of this academic year after more than thirty years at the campus. Having received his doctorate from Stanford University, Orlando came to UCSC. He assumed many administrative responsibilities over the years in addition to his teaching, and he was an active participant in a broad spectrum of professional organizations and activities. Orlando is currently completing a three-year term as Chair of Languages, making a total of 15 out of 32 years of service in administering the Language Program. In 1999 he was one of UCSC's representatives at the preliminary organizational meeting of the UC Language Consortium, and he has been a member of the Steering Committee since the Consortium's establishment in 2000. Orlando has recently been awarded the *Palmes Académiques* by the French government and by the National Ministry of Education. The ceremony and the presentation of the medal will



David Orlando

take place on June 4 at UCSC. A rich menu of activities fills Orlando's retirement agenda including, of course, frequent trips to France.

His duties on campus prevented him from attending the spring meeting of the Steering Committee, but Orlando sent the following "farewell" statement:

"I enjoyed serving on the UC Language Consortium Steering Committee. I admire the leadership Bob and Kathleen have provided and what the Consortium has been able to accomplish. It's been a delight to meet so many dedicated, active scholars from the UC system, and I am really going to miss the meetings. A lot of important work

has been done, and I am proud to have been a member of the Steering Committee."

The Consortium wishes to congratulate David on the eve of his retirement and thank him for his contribution to the foreign language profession and the UC. A job well done! 🐼

UCB, UCSD and UCLA Awarded Major Federal Grants

The Berkeley Language Center (BLC) is the recipient of a \$209,900 grant from the National Endowment for the Humanities (NEH) for its project "Digital Preservation and Access to the Field Recordings and Notes of the Survey of California and Other Indian Languages." The BLC holds in archive approximately 1100 hours of field recordings of Native American languages and music and an additional 200 hours of recordings deposited but not yet archived. These sound recordings, collected over the past 40+ years, are a unique linguistic, anthropological, and social record of the languages and cultures of 107 Native American communities. Nearly all of the languages in the archive are now endangered. In many cases these collections represent the only audio recordings of particular Native American languages in a library archive.

NEH funding will allow the BLC to complete the digitization of the materials, modernizing their method of preservation, enhancing the safety of the collection, and facilitating access by scholars, Native Americans, and the general public to the recordings and Field

Notes of this important archive of the endangered languages of the New World. The Principal Investigator is Leanne Hinton (Professor of Linguistics) and the Project Manager is Mark Kaiser (Associate Director of the BLC). The project will be completed in May 2006.

UC San Diego has received a grant of \$153,000 from the Department of Education/Undergraduate International Studies and Foreign Language (UISFL) program for a "Middle East Language and Area Studies Project." The project will run from July 1, 2004 through June 30, 2006 and includes three components: 1) expansion of a pilot Arabic program; 2) creation of Heritage Arabic and Heritage Persian programs; 3) creation of a Senior Seminar on the contemporary Middle East. The project directors are Grant Goodall (Professor of Linguistics, Director, Linguistics Language Program) and Miles Kahler (Rohr Professor of Pacific International Relations, Director, Institute for International, Comparative, and Area Studies).

Other key project personnel from the Department of Linguistics are: Robert Kluender (Associate Professor of

Linguistics and Chair); Maria Polinsky (Professor of Linguistics); Sonia Ghattas-Soliman (Lecturer in Arabic); Karine Megerdumian and Elly Sadegholvad (Lecturers in Persian).

The UCLA Language Materials Project (LMP) received a new three-year grant of \$438,600 from the U.S. Department of Education International Research and Studies program to support work focused on the languages of the Islamic world. With this new grant the LMP will significantly expand work on its on-line bibliographic database of teaching materials for 120 less commonly taught languages. The Principal Investigator is Thomas J. Hinnebusch (Professor of Linguistics).

The LMP is also well into its second year of work on adding authentic materials to the database. In addition to citations to and downloadable digitized examples of authentic materials, the LMP is offering a guide to using Authentic Materials in the foreign language classroom (including several sample lesson plans). Suggestions or contributions of materials for addition to the database are always welcome. 🐼

campus reports

Heritage Language Instruction at UC - Part I

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

UC DAVIS

1CN. Mandarin for Cantonese Speakers I (5)
Lecture—5 hours.
Prerequisite: ability to read and write Chinese characters at the elementary school level. Accelerated training in spoken Mandarin, particularly in the phonetic transcription system known as pinyin, for students who already can read and write Chinese. Course assumes no knowledge of spoken Mandarin Chinese. Not open for credit to students who have completed course 7.

2CN. Mandarin for Cantonese Speakers II (5)
Lecture—5 hours.
Prerequisite: course 1CN. Continuation of course 1CN. Training in spoken Mandarin for students who already can read and write Chinese. Not open for credit to students who have completed course 17.

3CN. Mandarin for Cantonese Speakers III (5)
Lecture—5 hours.
Prerequisite: course 2CN. Continuation of course 2CN. Prepares students for entering upper division courses in Chinese. Not open for credit to students who have completed course 27.

31. Intermediate Spanish for Native Speakers I (5)
Lecture/discussion—3 hours; tutorial—1 hour; frequent writing assignments. Prerequisite: course 3 or the equivalent, or consent of instructor. First course of a three-quarter series designed to provide bilingual students

whose native language is Spanish with the linguistic and learning skills required for successfully completing upper division courses in Spanish. Intensive review of grammar and composition.

32. Intermediate Spanish for Native Speakers II (5)
Lecture/discussion—3 hours; tutorial—1 hour; frequent writing assignments. Prerequisite: course 31 or consent of instructor. Continuation of intensive review of grammar and composition. Development of all language skills through reading of modern texts, presentation/discussion of major ideas, vocabulary expansion, and writing essays on topics discussed. Designed for students whose native language is Spanish.

33. Intermediate Spanish for Native Speakers III (5)
Lecture/discussion—3 hours; tutorial—1 hour; frequent writing assignments. Prerequisite: course 32 or consent of instructor. Development of writing skills, with emphasis on experimenting with various writing styles: analytical, argumentative, and creative. Analytical review of literary genres. Written essays will be assigned. Students will develop a research paper. Designed for students whose native language is Spanish.

UC IRVINE

Spanish for Spanish Speakers Workshop
for writing concise compositions in Spanish with emphasis on contrastive features and interferences from English. Learning by doing approach to teaching of Spanish grammar, vocabulary, and orthography. Equivalent to SPAN 2C. Prerequisite: Spanish 2B, or placement into Spanish 2C, and advanced (native-like) oral proficiency in Spanish. (VI)

UCLA

Applied Linguistics 119/219
Spring 2004
Instructors: Olga Kagan/
Georgiana Galateanu

The course will consider issues relevant to Heritage Language Learners (HLLs) and to Heritage Languages (HLs) instruction. Readings and discussion will focus on such topics as definitions of HLs and HLLs; linguistic, demographic, sociolinguistic and sociocultural profile of an HLL, particularly HL groups most represented among UCLA students; institutional and instructors' attitudes toward HLLs; the impact of students' motivation and expectations on the HL curriculum and teaching approaches; similarities and differences between HLLs and foreign language learners (FLLs) as regards and teaching methods and materials; diagnostic testing and needs analysis; using oral/aural proficiency as a springboard

for literacy instruction; optimizing instruction of mixed HL & FL classes and others. Since heritage language teaching is a newly developing field, the course will have an action research component. Students will work in teams on two action research projects, and will prepare a final report (written and oral).

1A. Elementary Modern Chinese for Advanced Beginners. (5)
Lecture, two hours; discussion, three hours. Recommended preparation: ability to speak and understand Mandarin or other Chinese dialects at elementary levels. Not open to students who have learned, from whatever source, enough Chinese to qualify for more advanced courses. Designed for students who already have certain listening and speaking skills in Mandarin or other Chinese dialects at elementary levels. Training in all four basic language skills (speaking, listening, reading, and writing). P/NP or letter grading.

2A. Elementary Modern Chinese for Advanced Beginners. (5)
Lecture, two hours; discussion, three hours. Enforced prerequisite: course 1A or Chinese placement test. Not open to students who have learned, from whatever source, enough Chinese to qualify for more advanced courses. Continuation of course 1A. P/NP or letter grading.

3A. Elementary Modern Chinese for Advanced Beginners. (5)
(Formerly numbered 3R.) Lecture, two hours; discussion, three hours. Enforced prerequisite: course 2A or Chinese placement test. Not open to students who have learned, from whatever source, enough Chinese to qualify for more advanced courses. Continuation of course 2A. P/NP or letter grading.

4A. Intermediate Modern Chinese for Advanced Students. (5)
Lecture, five hours. Enforced prerequisite: course 3A or Chinese placement test. Not open to students who have learned, from whatever source, enough Chinese to qualify for more advanced courses. Designed for students who already have certain listening and speaking skills in Mandarin or other Chinese dialects at intermediate levels. Training in all four basic language skills (speaking, listening, reading, and writing). P/NP or letter grading.

5A. Intermediate Modern Chinese for Advanced Students. (5)
Lecture, five hours. Enforced prerequisite: course 4A or Chinese placement test. Not open to students who have learned, from whatever source, enough Chinese to qualify for more advanced courses. Continuation of course 4A. P/NP or letter grading.

5C. Mandarin for Cantonese Speakers. (5)
(Formerly numbered 4C.)
Lecture, four hours. Enforced prerequisite: Chinese placement test. Designed for students who are Cantonese speakers and

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familiar with Chinese characters and who need to improve their pronunciation of standard Mandarin dialect. P/NP or letter grading.

6A. Intermediate Modern Chinese for Advanced Students. (5)

(Formerly numbered 6R.) Lecture, five hours. Enforced requisite: course 5A or Chinese placement test. Not open to students who have learned, from whatever source, enough Chinese to qualify for more advanced courses. Continuation of course 5A. P/NP or letter grading.

6C. Mandarin for Cantonese Speakers. (5)

(Formerly numbered 5C.) Lecture, four hours. Enforced requisite: course 5C or Chinese placement test. Designed for students who are Cantonese speakers and familiar with Chinese characters and who need to improve their pronunciation of standard Mandarin dialect. Completion of course 6C is equivalent to completion of course 6. P/NP or letter grading.

Russian 103C: Service Learning in the Russian Community

Spring 2004
Instructor: Olga Kagan

A new course for Russian-speaking students and advanced students of Russian in which students can use their Russian to work with members of the Russian community in Los Angeles. The course has two objectives:

1) to learn about the experience of people who lived most of their lives in the former Soviet Union, and use these personal encounters to reflect on the history, culture, and personal relationships of the country whose language you speak or are studying; 2) to improve your reading, writing, and speaking skills in Russian.

UC SAN DIEGO

Literature/Spanish 2D: Intermediate/Advanced Readings and Composition Spanish for heritage speakers

Instructor: TAs supervised by B. Pita
Designed for bilingual students who have been exposed to Spanish at home but have little or no formal training in Spanish. The goal is for students who are comfortable understanding, reading and speaking in Spanish to further develop existing skills and to acquire greater oral fluency, and grammatical control through grammar review, and reading and writing practice. Building on existing strengths, the course will allow students to develop a variety of Spanish language strategies to express themselves in Spanish with greater ease and precision. Prepares native-speakers for more advanced courses. A diagnostic test will be administered on the first day. Prerequisite: Native speaking ability and/or recommendation of instructor.

Literature/Spanish 2E: Advanced Readings and Composition-Spanish for heritage speakers

Instructor: TAs supervised by B. Pita

An advanced/intermediate course designed for bilingual students who may or may not have studied Spanish formally, but possess good oral skills and seek to become fully bilingual and biliterate. Reading and writing skills stressed with special emphasis on improvement of written expression, vocabulary development and problems of grammar and orthography. Prepares native-speakers with a higher level of oral proficiency for more advanced courses. A diagnostic test will be administered on the first

day. Prerequisite: Native speaking ability and/or recommendation of instructor.

Less Commonly Taught Languages

UCSD also offers 4-unit courses in the Less Commonly Taught Languages listed below. Each course is the equivalent of a year of instruction. There is currently just one course number per language, but students may take the course up to three times in total; the courses are organized in such a way that repeating students and students at widely varying levels can be accommodated.

Armenian
Korean
Tagalog
Vietnamese
Arabic*
Persian*
Cantonese**
Hindi**

* *Currently on a trial basis, to be launched officially in Fall '04.*

** *Approved, but not yet offered.*

UC SANTA BARBARA

Spanish & Portuguese

1. A series of Accelerated Grammar and Composition courses for Heritage Speakers: Spanish 16A and B (a two-quarter sequence which is lower division)
2. Chicano Studies offers a one quarter class for Heritage Speakers which is designed to place them out of second year Spanish (Chicano Studies 12).
3. For Heritage Speakers

(in Spanish and in Portuguese) a special placement exam that either passes them into courses or out of the language requirement. Its components address reading/writing/speaking/listening.
4. A Portuguese sequence for Spanish heritage speakers which is designed to get students ready for upper division Portuguese in 2 quarters. The courses are Portuguese 16A and B.

UC SYSTEMWIDE EDUCATION ABROAD PROGRAM

ILP for the UNAM program MEX SPAN 116, SPECIAL ADV. SPANISH (4.0 units)

This is an intensive course for students who have native or near-native language skills in Spanish but who have little formal instruction in the language. It concentrates on improving students' ability to write academic Spanish through heavy assignments of written work and the review and correction of assignments based on extensive comments by the instructor. Assessment is based on class participation, homework, and two exams.

Hispanic Studies Program at University of Alcalá (4.5 units) MAF SPAN 176, SPAN NATIVE SPEAKERS

This course is directed towards native Spanish speakers who are comfortable with the

spoken language, but who have been educated primarily in English. The course focuses on perfecting the oral and written expression as well as the reading comprehension of diverse styles, including news articles, essays, and literary works.

Hispanic Studies Program at Carlos III University (4.5 units)

CAU SPAN 128, SPAN FOR NATV SPEAK

This course is for bilingual students with a strong background in Spanish grammar who wish to improve their command of the formal variant of the language. The course's principal objective is to strengthen and correct oral and written expressions through the composition of text based on contemporary aspects of Spain's culture. The study of grammar focuses on the deductive study of Spanish in order to relate theory to practice. Another objective is to widen vocabulary through practice of language in both colloquial and academic registers. Specific areas of study include: the history of the Spanish language; overview of official languages of Spain (Catalan, Gallego, Basque); normative grammar; grammar and discourse in oral expression; and others. Assigned compositions focus on vocabulary and the construction of the written text, including punctuation, and exical and grammatical coherence.

(to be continued in Fall issue of the Newsletter)

FALL STEERING COMMITTEE
meets at
UC Riverside
October 14-15, 2004

The 2nd UC Language Consortium Conference on

The Ecology of Language Learning

Keynote Address by Prominent Monterey Linguist, Leo van Lier



Leo van Lier

the emergence of language abilities in meaningful activity; 3) the dynamics of social interaction; and 4) the quality of educational experience.

1. Perception and action

The role of perception in language learning is most often discussed in terms of awareness, attention, and noticing. In ecology, perception and action form a unity (Gibson, 1979), and learning language crucially relies on how the learner, as an active participant in meaningful activity, learns to *perceive* language. Perception, in a Gibsonian perspective, goes together with action and consists of both *exteroception* (perceiving phenomena outside the body), and *proprioception* (perceiving oneself and one's actions). These two modalities of perception are intricately connected and result in affordances, connections, and relations between the learner and the sociocultural and physical environment. Affordances are relationships of possibility (Neisser, 1987) that allow the learner to act and interact with growing effectiveness in the linguistic environment.

2. Emergence

Language development is non-linear (Larsen-Freeman, 2003). It does not proceed piecemeal, as a steady progression of *accumulated entities* (Rutherford, 1987), but as a series of transformative experiences and increasingly diversified practices. Periods of stability are punctuated by sudden spurts of development and reorganization of linguistic resources and skills. In this view, grammar is not a prerequisite of communication, but a byproduct of it. Regularity and systematicity are “produced by the partial settling or

Professor van Lier is the Director of the Max Kade Language and Technology Center at the Monterey Institute of International Studies where he also coordinates the new Certificate in Computer-Assisted Language Learning. He based his keynote address on his most recent book, *The Ecology and Semiotics of Language Learning: A Sociocultural Perspective*, due to appear in May 2004.

This presentation is an overview of some of the main elements of an ecological approach to language learning (including second and foreign language learning). The ecology of language learning is discussed in terms of four related processes:

1) perception and action in semiotic contexts; 2)

sedimentation of frequently used forms into temporary subsystems” (Hopper, 1998, p. 158). In language classrooms, meaningful activities judiciously combined with a focus on form (Larsen-Freeman 2003; Thornbury, 2001), will encourage learners to grammaticalize their language use, thus integrating form and meaning in productive ways.

3. Social interaction

We can postulate three basic participant configurations based on the nature of the relationship between the interlocutors:

a) Primary intersubjectivity: this originates in the face-to-face communication between infant and caregiver in the first months of life and primarily consists of eye-gaze, vocalization, and rhythmic turn-taking patterns (Trevarthen, 1998).

b) Secondary intersubjectivity: at about nine months, the infant learns to pay shared attention with an adult to a jointly observed object (Trevarthen, (1998). At that point, dyadic interaction (face-to-face) is transformed into triadic interaction (side-by-side, with both interlocutors focusing on the same object). Secondary intersubjectivity makes the emergence of language relevant, in the first instance by processes of pointing, referring, and naming (deictic or indicational processes), later on by descriptive elaboration.

c) Tertiary intersubjectivity: at around age three, children begin to participate in linguistic practices that address distal temporal and spatial distinctions (including not-here and not-now phenomena), as well as their own and others' mental and emotional states and agency. This stage is characterized by rapid grammaticalization of previous lexical and formulaic utterances (Halliday, 1993).

Even though second and foreign language learning obviously do not proceed in this sequence, it is worth thinking about these three intersubjectivities as presenting quite different interactional resources and sources of difficulty. For example, communicative approaches have generally assumed a face-to-face context as the canonical one for activity design. However, it may well be that a side-by-side configuration yields more effective opportunities for learning in the early stages. Therefore, activities in which learners work together on *improvable objects* (Bereiter & Scardamalia, 1996; Wells, 1999) may be particularly beneficial. Further, most (if not all) approaches assume that grammaticalization

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is the natural focus of the L2 learning task and ignore the other two intersubjectivities: the direct experience and enactment of primary (prosodic, embodied, affective) meanings, and the spatio-temporal, contingent work of situating activity in physical, social and symbolic worlds of discourse.

Briefly, two further concepts that merit discussion in an interactional context are *scaffolding* and *prolepsis*. These concepts are related to Vygotsky's *Zone of Proximal*

Development (1978), Lave & Wenger's notion of *legitimate peripheral participation* (1991) Rogoff's *apprenticeship, guided participation*, and *participatory appropriation* (1995), and Tharp's *instructional conversation* (Viadero, 2004).

Scaffolding

In Bruner's original formulation of the scaffolding process, based on his work on play between mother and

–continued on page 10

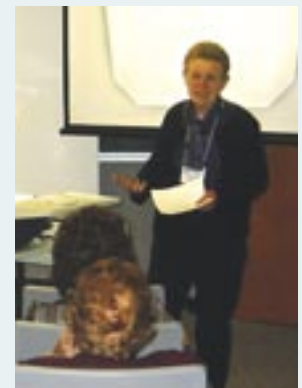
Dean Godzich welcomes Conference participants.

The Conference opened with a welcome address by Dean Wlad Godzich, Division of the Humanities, UC Santa Cruz. Dean Godzich began with a humorous description of the electronic “Franklin” translators, currently employed by ground personnel in Iraq, that can only speak in imperatives. He described an era of changes that lie ahead for the University and the challenge that will fall upon the Consortium to “defend the role of foreign languages.” “It

is our obligation,” he asserted, “to educate the public as well as our students about the stakes our country has in the acquisition of foreign languages.” Dean Godzich underscored in particular the importance of the role of UC's foreign language educators. 🐾



Wlad Godzich



Ecology of Language

—from page 9

infant (particularly the ‘peekaboo’ game), the concept was described as follows:

The game consists of an initial contact, the establishment of joint attention, disappearance, reappearance, and acknowledgement of renewed contact. These obligatory features or the “syntax” of the game occur together with optional features such as vocalizations to sustain the infant’s interest, responses to the infant’s attempts to uncover the mother’s face, etc. These “non-rule bound” parts of the game are an instance of the mother providing a “scaffold” for the child (Bruner & Sherwood, 1975, p. 280).

The key element to note here is that scaffolding occurs not in the predictable, recurring structure of activities, but in the unpredictable, novel behaviors of learners. In subsequent years scaffolding has often come to be associated more with the structuring of activities than with the contingent actions of learner and interlocutor. In the spirit of Bruner’s original conception, it may be preferable to locate scaffolding in the interaction itself rather than in the preparatory structures. However, there is an argument to be made for following current practice and applying the term scaffolding (more precisely, *pedagogical scaffolding*) both to the prior structuring and to the interactional unfolding of learning activities.

Thus, in my current work (in press) I frame *pedagogical scaffolding* as occurring along three time scales:

- a) Macro: the design of long-term sequences of work or projects, with recurring tasks-with-variations over a protracted time period;
- b) Meso: the design of individual tasks as consisting of a series of steps or activities that occur sequentially or in collaborative construction;
- c) Micro: contingent interactional processes of appropriation, stimulation, give-and-take in conversation, collaborative dialogue (Swain, 2000), and so on.

Prolepsis

Following Vygotsky, Bakhurst explains that prolepsis occurs when the mind projects its mature psychological capacities onto the earlier stages of its development. We see the higher mental functions in the infant’s behaviour even when they are not yet present... treating children *as if* they had abilities they do not yet possess is a necessary condition of the development of those abilities (Bakhurst, 1991, p.67).

Thus, prolepsis consists of attributing intent before its true onset and capitalizing on incipient skills and understandings as they show signs of emerging.

In this view, prolepsis (along with its companion *analepsis*, or the invoking of past experience in current activity) is the very essence of the micro-process of scaffolding.

4. Quality

What does educational quality consist of? Is it the same as standards backed up by accountability and enforced by test scores? The answer is no. Tackling the ever-elusive and complex notion of quality cannot be accomplished by the

three-pronged standards-accountability-testing approach. Simply put, standards do not equal quality in the same way that *standard of living* does not equal *quality of life* (Naess, 1989). Quite simply, the quality of education cannot be measured in test scores. To quote a recent commentary in *Education Week*:

“Schools are largely focused now on test scores and the kind of reporting and consequences associated with the NCLB law. What remains are lots of “drill and kill” approaches to teaching and a blind faith in remediation that promises to suck the last vestiges of joy from the learning process (Thorpe, 2004, p. 48).

The ecological approach to education asserts that ultimately the quality and the lasting success of education are primarily dependent on the quality of the activities and the interactional opportunities available to learners in the educational environment. Research, therefore, needs to focus on effective classroom practices in the contexts (diverse and varied) in which they occur. However, there is currently a worrisome trend to equate effective teaching with the application of “research-based” materials. The focus of research is on large-scale randomized and controlled experiments (modeled largely on medical and pharmaceutical research) that the authorities consider the “gold standard” of educational research. This trend may turn teachers into consumers and subjects of research rather than active participants and researchers of their own reality, with all the negative consequences that have been well documented over decades of large-scale research.

Stenhouse used to say that “it is not enough that teachers’ work should be studied: they need to study it themselves” (1975, p. 1430). Many decades of educational research (e.g., Dunkin & Biddle, 1974) have established quite forcefully that, at the very least, experimental research must be complemented by interpretive, contextualized research of various kinds (action research, case studies), especially those in which the teacher takes an active role. Even in the case of medicine, a pill that is good for one may have side effects that harm another. In education, the “side effects” of one-sided and imposed policies will be far worse than the “disease” that the “research-based” applications are designed to cure.

Education is not and should not be the dispensing of materials for the production of test scores. The quality of educational experience is that which the learner remembers long after the test scores are forgotten. It cannot be measured in test scores, but it can be evidenced objectively in terms of diversified perception and action, the ability to cope under stress, increasing control of one’s own physical, social and symbolic environment, the establishment of mutually rewarding relationships, and the development of one’s talents and interests in a supportive environment (Bronfenbrenner & Ceci, 1994). To paraphrase an economics guru heard on the radio, the fact that you cannot count these things does not mean that they don’t count. 🐼

(This article and its list of references can be found at the Consortium Website uccllt.ucdavis.edu)

WIMBA Voice Management System v. 4.0

The following is an excerpt from a review by Consortium Director Robert J. Blake, due to appear in the forthcoming *International Association for Language Learning Technology Monograph on Technological Tools*. The full text of the review can be found at the Consortium's Website.

Wimba's stated goal is to bring "voice to the Internet," and they have accomplished that with an extremely easy-to-use and attractive set of voice tools that provide both synchronous (*Voice Direct*) and asynchronous modes (*Voice Board*). At the heart of these recording tools lie *Wimba's* open source sound compression technology named *Speex* and the respective applets. All of the *Wimba* products run under a 28K modem environment or better. All *Wimba* audio is streamed (not cached), regardless of the tool, both to and from the server. Users record in real time and play back in real time.

Wimba has taken great pains to customize their products for the education market by making them compatible with WebCT and Blackboard and by adding specific features to enhance

on-line L2 language instruction (e.g. *WebLab*, *Oral assessment tools*). The *Wimba* Server (v. 4.0) allows an administrator to set up a system of accounts and then guides users through the use of *Wimba's* products. The online and downloadable PDF documentation is more than adequate for instructors and administrators and complements the overall elegant and uncluttered look to the *Wimba* tool interfaces. Students need only comply with *Wimba's* hardware requirements and have a current Java plug-in installed on their PC or Mac OS X. The *Wimba* tools are Unicode compliant only for PC with a promise to deliver the same for Mac in the near future. *Wimba* seems to offer the best Internet voice package presently on the market and the most attuned to the type of tasks language teachers must live by.

UC Education Abroad Program 2002- 03 Student Participation

COUNTRY	CAMPUS								TOTAL
	UCB	UCD	UCI	UCLA	UCR	UCSB	UCSC	UCSD	
AUSTRALIA	13	18	7	17	5	34	27	32	153
BARBADOS	6	3	1	6	1	7	3	5	32
BRAZIL	12	3	2	7		7	7	3	41
CANADA	1	2			1	2		1	7
CHILE	30	12	8	13	1	29	37	30	160
CHINA	24	11	12	18	7	11	5	16	104
COSTA RICA	11	9	2	7		14	12	14	69
DENMARK	12	8	2	6	2	4	7	3	44
EGYPT	4	2	1	4		1		3	15
FRANCE	69	28	23	60	6	32	38	36	292
GERMANY	29	10	6	17	5	8	14	7	96
GHANA	10	2		5		4	9	7	37
HONG KONG	31	18	17	19	9	6	7	8	115
HUNGARY	7	3		9		3	9	2	33
ITALY	68	50	93	70	28	93	78	54	534
JAPAN	26	14	33	20	6	13	7	24	143
KOREA, SOUTH	30	4	35	40	6	10	2	31	158
MEXICO	15	8	9	23	11	19	12	10	107
NETHERLANDS	10	5	9	6	3	11	18	14	76
NEW ZEALAND	6	7	1	4	3	9	10	3	43
PHILIPPINES	5		8	5		21	3	6	28
RUSSIA	4	1	1	4		9	1	1	21
SINGAPORE	6	1	5	7	2	2	2	3	28
SOUTH AFRICA	10		1	5		6	6	5	33
SPAIN	81	63	55	79	22	123	68	70	561
SWEDEN	20	6	3	16	2	18	12	10	87
TAIWAN		1	3	4		2	1	2	13
TURKEY	1		3	4		1	7	1	417
UK/IRELAND	77	51	81	99	17	79	76	92	572
VIETNAM	4	2	1	8				1	16
TOTAL	622	342	422	582	137	558	478	494	3635

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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