America lacks the will to include foreign languages in the K-16 core curriculum.

Message from the Director

Sometimes the obvious must be stated over and over again: We no longer live in an era of Cold War politics. After a long period of dealing with a clear set of allies and adversaries (and predictable language needs), we find ourselves trying to navigate the waters of a much more fluid and changeable world with complex and emerging relationships. The extensive resources previously poured into Russian language competence, spurred on by the Sputnik launch, no longer are sufficient to meet the needs of dealing with the rest of the world.

The sudden shift of resources to Chinese language study that we are witnessing of late, while a welcome interest in language learning and East Asian studies, still does little to meet the challenges of this new world situation. Granted, the National Security Language Initiative (NSLI; http://www.state.gov/r/pa/prs/ps/2006/58733.htm) focuses not only on Chinese but also Arabic, Korean, and Persian. But school districts seem to be making new investments primarily in Chinese programs, the future language of trade and commerce.

The U.S. Department of Defense thinks in terms of languages of immediate investment, which calls for developing linguistic and cultural expertise in Farsi (Dari as well as the Persian variety), Filipino, Hindi, Indonesian, Korean, Punjabi, Turkish, and Urdu along with the more obvious candidates such as Arabic, Chinese, French, Portuguese and Spanish. It’s strangely comforting to know that our military leaders are the first to take seriously a new emphasis concerning the strategic importance of language conceived of as part of the core competency for military personnel, but it is disturbing to realize that other languages, such as Hausa, Swahili, or Vietnamese, to name a few, are left off this priority list.

Ironically, universities and, more precisely, the Title VI area studies centers have recently been criticized in certain influential political corners for not providing a ready supply of graduates with advanced proficiency (level 3+) in this wide array of newly valued languages, with the lack of personnel trained in Arabic cited as a prime example. The real culprit, however, continues to be the lack of American will or foresight to include foreign languages in the K-16 core curriculum on a par with science, math, and English language arts.

The recently released report (March 27, 2007) on the review of Title VI carried out by the National Academies’ National Research Council (http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=11841) validates the good job universities have done, although the report complains that hard data concerning linguistic progress (i.e. reliable accountability measures) are generally lacking or difficult to gather. The investigating panel further observes that more money, not less, should be given to the Title VI programs if we, as a nation, have
The UC Language Consortium Summer Workshop on

Enhancing Foreign Language Instruction through Technology

June 20–23, 2007

Keynote Speakers:

Mirjam Hauck
Open University, UK

David Hiple
NLRC, University of Hawaii

Conducted by:

Robert Blake
Director, UC Language Consortium

Maria Victoria González-Pagani
UC Santa Cruz

Presenters include:

Cristina Pardo Ballester, UC Davis
T. Rossman Benjamin, UC Santa Cruz
Robert Blake, UC Language Consortium
Maria Victoria González-Pagani, UC Santa Cruz
Rafael Granados, UC College Prep
Mark Kaiser, Berkeley Language Center
Karen Moller, UC Berkeley
Nenita Santos, UC Berkeley
Mel Strom, UC Los Angeles
Wendy Tu, Defense Language Institute
Sirpa Tuomainen, UC Berkeley

Apply to Be One of the Funded Representatives from Your UC Campus

To apply, please send an email message to each of your Consortium’s Steering Committee members.

Your message should state your name, department, language taught, and your interest in attending the workshop.

The Committee members’ names and addresses can be found on the Consortium website: http://uccclt.ucdavis.edu/steering.cfm

Application Deadline is May 15, 2007
Board members Dan Devlin, of the Office of the Under Secretary of Defense for Policy, and Neil Granoien, Vice Chancellor (emeritus) of the Defense Language Institute, briefed the board on the rapidly evolving role of languages in the Department of Defense. Despite the tensions among the major powers, the period of the Cold War manifested a kind of stability. Allies and adversaries remained the same for decades. In the era following 9/11, new alliances and adversarial lines emerged, and the linguistic landscape for the Department of Defense changed dramatically. Once the major focus had been on Europe and North Asia. Now areas of interest have expanded to every part of the globe, with significant impact on language needs.

A new emphasis has been placed on the strategic importance of language. The imperative to build a strong language foundation and cultural expertise is now recognized. The Department has set a goal to institutionalize language and regional knowledge in doctrine, planning, and training; language and culture are to be a core competency for military personnel.

Recent initiatives taken at the national level are:

- the launch of the National Language Security Initiative, similar to the National Defense Education Act of the nineteen-fifties, but with a focus primarily on language education in support of long-term change in the American educational system
- expansion of the National Flagship Language Initiative from eight institutions to thirteen
- implementation of training and career management plans aimed at higher proficiency levels
- the investment of an additional 362 million dollars in the Defense Language Institute budget to support its efforts to teach to higher proficiency levels.

The DL1 plays the central role in educating linguists for the U.S. military. In that role, it fulfills three system requirements. The first is to provide a solid foundation of 2+, 2+, 2, according to the government's Inter-agency Language Roundtable scale, on which graduates can build. The second is to enable career linguists to achieve 3, 3, 3 in listening, reading, and speaking, which is the minimum level for full professional competence. The third is to provide basic language and cultural training for troops in current and future operations.

Several strategies are employed to increase basic course graduation scores to 2+, 2+, 2:

1. decreasing class size in major languages, e.g., Chinese, Korean, Persian Farsi, Russian, Pashto, Dari, etc. (From 1 instructor to 5 students to 1 to 3.)

Foreign language learning has now assumed its rightful place in the long-range planning of the U.S. Government.

There are also several strategies to help graduates working in the field:

1. delivering the latest version of the DLPT over the web
2. increasing the number, size, and quality of sites around the nation to provide effective classroom learning to a greater number of working linguists
3. developing and implementing post-basic courses in eight six-week blocks, for face-to-face instruction, which means the working linguist will be gone from the job a shorter period of time
4. building a system of online courses in major languages, each a block of eight hours of learning, with a self-assessment instrument
5. continuing to build DLI's Global Language Online Support System (GLOSS—currently over 1100 lessons in 11 languages) of reading and listening for self-study
6. developing and implementing an online diagnostic assessment system for use by linguists at their desks that will point out their learning needs
7. deploying a world-wide learning management system to track the progress of all military linguists.

For troops being deployed in theater who are not linguists, familiarization courses are being developed and distributed. These include useful phrase sets in different domains and a cultural component that explores the history, economy, and traditions of the region. Available in CD format as well as on the web, this is a project that by 2011 will cover 66 different languages and regions.

By defining these strategies and committing significant funding to realize them, the Department of Defense has made some serious moves toward implementing the goals set out in the Defense Language Roadmap of 2005. Foreign language learning has now assumed its rightful place in the long-range planning of the U.S. Government.
UC Language Consortium Offers Online Course

Instruction at UC Berkeley begins August 27

Arabic without Walls (course #1AW-1BW) covers the same course content as Arabic 1A-1B. This course in Beginning Arabic introduces students to Modern Standard Arabic and emphasizes communicative competence in four language skills: listening, reading, speaking, and writing.

Arabic Without Walls was developed through a grant from the U.S. Department of Education (FIPSE P116B0030526).

http://www.berkeley.edu/catalog/

Registration & Enrollment Information

All UC students in good standing have the right to enroll simultaneously in courses offered by the home campus and in courses offered by another UC campus (UC Senate Regulation 544).

UC students need to obtain and complete the Application for Simultaneous Enrollment, a simple one-page form available through the Registrar’s office on their home campus.

Students in good standing in the California State University and Community Colleges can enroll in UC courses via Concurrent Enrollment. Interested students should consult the Registrar’s office on their home campus.

Others may register on a space available basis through UC Berkeley Extension as a Concurrent Student. For detailed information, see http://www.unex.berkeley.edu/info/concur.php

Course Information

For information, see http://arabicwithoutwalls.ucdavis.edu/aww/info.html

Contact Information

University of California Consortium for Language Learning & Teaching
Director: Professor Robert Blake
Phone: 530-754-7153
Email: rjblake@ucdavis.edu
UC Arabic Faculty and Graduate Students are invited to attend…

Five Day Arabic Teaching Workshop to be held at UC Davis

Mahmoud Al-Batal  
University of Texas, Austin  
Author of Al-Kitaab  
August 20, 21 & 22

Kirk Belnap  
Brigham Young University

Sonia S’hui  
UC Berkeley  
August 23 & 24

STIPEND AND ALL EXPENSES PAID through a grant from the U.S. Department of Education (FIPSE P116B0030526).  

If you are interested in attending, please send an email to ucllt@ucdavis.edu
Other activities of the BLC

Distance Learning / Telecollaboration. The BLC installed new video conferencing equipment in one classroom for broadcasting language classes to other campuses. Currently, Karen Moller (Danish) and Sirpa Tuomainen (Finnish) are teaching classes with students at UC Davis and UC Irvine. We have also installed webcams on computers in one lab to enable a French class to communicate with peers in France.

Film Clip Database. We are in the final stages of designing a searchable database of digitized film clips. The clips will be tagged for relevant discourse/linguistic/cultural information.

Formative Testing in First-Year Russian. Our project continues into its 6th year and continues to undergo numerous modifications to the tests, both their overall structure and the kinds of questions that are asked.

New Software. The popularity of the virtual computer lab LangLab, developed by Françoise Sorgen-Goldschmidt and Olivier Goldschmidt, continues to grow, as do its feature set. The program is now being used successfully in French, Chinese, Spanish, and Tibetan courses. In addition, a large set of materials was recently purchased for the Tibetan classes.
LOS ANGELES

Maria Ortenberg (Defense Language Institute) gave a demonstration of newly developed materials in Russian for G.L.O.S.S. (Global Language Online Support System) at UCLA on February 26. G.L.O.S.S. (http://gloss.lingnet.org/) is a freely available online self-instruction program, available in 12 critical languages, which helps build various types of competence by guiding users through supported reading and listening activities. Dr. Ortenberg’s presentation was sponsored by the UCLA Russian Flagship and the Slavic Department.

In summer 2007 UCLA Professor Michael Heim will inaugurate a workshop in social science translation, funded by the American Council of Learned Societies. The workshop will combine the study of translation principles, work on translation of texts, and language-specific tutoring. For information, see http://www.international.ucla.edu/languages.

Rosa Kavenoki, the Russian Program Head at the Graduate School of Translation and Interpretation at the Monterey Institute of International Studies, held a workshop on translating from English to Russian on February 28. The workshop was sponsored by the Center for World Languages and was attended by advanced-proficiency students, including UCLA Russian Flagship students.

LA Language World (LALA) (www.lalamag.ucla.edu), an online magazine that examines language diversity in Los Angeles, was launched on February 1, 2007. LALA is staffed by student reporters and is sponsored by UCLA’s International Institute and the Center for World Languages. Kevin Matthews of the International Institute is LALA’s editor, and Susan Bauckus of CWL is editorial consultant.

MERCED

In Spring 2007 Merced added Chinese to its foreign language course offerings, with one section of Chinese 1. Foreign languages (Chinese, Japanese, and Spanish) will also be offered during the summer session for the first time.

RIVERSIDE

Marina Pianca, Professor of Spanish in the Department of Hispanic Studies, will serve as the director of the EAP centers in Bologna, Padua and Milan for two years, beginning in June 2007.

MARIAM LAM, Assistant Professor of Comparative Literature and Vietnamese, coordinated a technology training workshop and website content design meeting for UC Vietnamese language instructors on the UCLA campus on March 2-3, 2007. The event was funded through a Consortium grant and was hosted by Center for World Languages Director Olga Kagan, and Instructional Technology Coordinator, Ted Liu. Plans were developed to complete work on the Vietnamese Heritage Curriculum Resource webportal as well as an entire textbook series.

UC Riverside is in the midst of faculty cluster hires of Middle Eastern/Arab American/Islamic specialists, one of whom will be housed in the Comparative Literature and Foreign Languages Department.

Professor Yenna Wu and Korean specialist Young Hong are working on an FTE funding initiative to hire a tenure-track Assistant Professor in Korean literature and culture to complement and substantiate the Korean language program.

SAN DIEGO

The Linguistics Language Program is adding Esperanto to the list of 11 languages that it already teaches. Esperanto will be offered during the summer only, and it will form part of the larger North American Summer Esperanto Institute that will take place on the UCSD campus. In addition to the classes, the Institute will offer a lecture series, poetry readings and other events designed to enrich the experience of students. This institute is made possible by financial support from the Esperantic Studies Foundation.

In response to increasing demand from students, the Linguistics Language Program now offers an independent study course in Taiwanese, complementing the already existing independent study courses in Mandarin and Cantonese.
LANGUAGE INTENSIVES IN L.A.

JUNE 25–AUGUST 17, 2007
(Courses range from 6, 8, to 10 weeks long)
Language Intensives courses are 12-15 units
(equivalent to one academic year)
Full and partial scholarships are available!

Language Intensives in L.A. is a summer language program that combines classroom work and community activities. A rigorous classroom program will include visits to local ethnic communities, giving students an opportunity to use their language in authentic settings.

www.international.ucla.edu/languages/intensives

Language Intensives in L.A. is organized by the UCLA Center for World Languages and UCLA Summer Sessions with support from the UC Consortium for Language Learning and Teaching, the UCLA African Studies Center, UCLA Departments of Near Eastern Languages & Cultures, Linguistics, Slavic Languages, and Spanish & Portuguese.

UC Humanities Research Institute Awards Grant to Consortium

The Consortium will host a five-day seminar “Developing a Research Base at the University of California for the Field of Heritage Languages and Cultures” on the Davis campus July 29 - August 2, 2007. The seminar leader, Professor Maria Polinsky, Professor of Linguistics, Harvard University, is the nation’s most prominent researcher in the cross-disciplinary heritage field.

Polinsky will share with UC faculty the data and analysis being produced by her multi-year research project, “The Methodology of Experimental Studies,” which is funded by the National Heritage Language Resource Center. The Title VI Center, at UCLA, was awarded to The Center for World Languages at UCLA (Olga Kagan, Director) and the Consortium.

This will be a working seminar that will showcase the expertise of UC faculty, foster research in progress, and seed new, robust research collaborations. Although this is an invitational seminar, it is open to the public on a space-available basis. Please contact ucclt@ucdavis.edu if you would like to attend.
any chance of improving our language capacity in a broad array of languages. The panel also agreed that the U.S. Department of Education should appoint a high-ranking official, drawn from the ranks of academia, whose sole concern would be to coordinate foreign language and international education programs sponsored at the federal level.

The National Academies’ panel was mandated by Congress and supported by the U.S. Department of Education in response to political pressures and complaints that the Title VI centers had become hotbeds of anti-U.S. government and anti-Israeli rhetoric. I was fortunate to be able to testify before the panel during Fall 2006 on behalf of the Title VI programs in the UC system. After visiting eight U.S. college campuses, the panel found no evidence of bias disrupting the Title VI area studies programs. Included in the review were the National Resource Centers and the National Language Resource Centers, which the panel felt should be exempt from more narrowly focused critical-language initiatives shaped by current foreign policy goals, as is the case with NSLI funding. Kenneth Prewitt, a member of the review committee and Carnegie Professor of Public Affairs at the School of International and Public Affairs at Columbia University, publicly remarked at the release of the report: “You don’t know what critical language is going to be needed 20 years from now; and you need a reservoir.” This repository role is one that the universities can deliver on very well.

The National Academies’ panel also emphasized the need to start language study as early as possible. This means that universities must be ready in the future to collaborate in a serious way with the schools, something most academics know very little about and, clearly, a process that will take time for universities and school districts to implement.

Many of the issues examined by the National Academies’ panel will sound familiar to those of you who attended the Consortium’s Fall 2005 Colloquium held at UC Berkeley on “National Language Education Policies”: Should we have a U.S. language czar? How do we measure and account for language progress? What is the effect of study abroad? How early should we start language study? Why are there so few Arabic language professionals available in the U.S.? Are the Standards helpful with respect to these new language goals? What role do heritage speakers play in our nation’s language readiness? A brief version of the Colloquium presentations is forthcoming in the 2007 summer “Perspectives” of The Modern Language Journal (volume 91(2): 243-287).

Quite apart from NSLI and the mandated articulation with the schools’ language programs, universities could initiate an extremely helpful action by requiring all undergraduates to undertake a study abroad experience in a country that speaks a language other than English for at least a quarter but preferably more. The UC EAP office appears poised to respond to this challenge (see Rodney Sangster’s article on p.10). With only 3% of our undergraduates going abroad at present (see Dan Davidson’s article in the 2007 “Perspectives”), any gesture on this front would constitute a major innovation in American education. The message would trickle down very quickly to the school curriculum and have a major impact. But would our colleagues outside the humanities permit this? Here, again, the question of national interest will raise its head.

Rosemary G. Feal, Executive Director of the Modern Language Association, has praised the National Academies’ report for seeing how study of language and study of culture are connected, which is the theme of an MLA report soon to be released. The MLA report calls for language departments and programs to be overhauled so as to move beyond language and literature to more study of history, economics, culture, and linguistics. But will our colleagues inside the humanities permit this? Will our colleagues in literature permit this? Will all involved recognize that the Cold War is over and new attitudes are called for? The university is a microcosm for the nation. The near future will test our will to join a new world organization with decisions that are made at both the federal and local levels.
A Final Report from Rodney Sangster
Rodney B. Sangster, is the outgoing Regional Director and Language Coordinator at UC’s Education Abroad Program and emeritus member of the Consortium Steering Committee.

I am very grateful for the opportunity offered me to write this final article for the Consortium Newsletter, as an editorial on the occasion of my retirement. Permit me to provide some personal thoughts on the future of language instruction abroad through the Education Abroad Program and its relation to the larger university community.

As I have noted in previous articles for this Newsletter, EAP has taken the mission of academic integration with the campus-based language programs very seriously. Not only has EAP coordinated its programming in Vietnamese and Arabic with specific Consortium initiatives, it has also actively engaged UC language instructors, including Consortium Steering Committee members, in official committees that have designed and reviewed a number of EAP language programs abroad in the past few years, including those in Chile, France, Germany, Italy, Russia, and Spain. One of the primary goals of these efforts has been to make the language learning trajectory of a UC student from the campus to the program abroad and back again as seamless as possible.

As language professionals, we all know that language learning is a highly personalized enterprise, that students completing the very same course often come away with significantly different proficiencies, due to varying aptitudes and abilities for language learning, receptiveness to different pedagogical styles, and of course varying degrees of motivation. A student who learns quickly in a grammar-oriented classroom may not function well in a more purely communicative atmosphere, and vice versa. And these differences are only compounded when one shifts from a primarily classroom teaching environment to one abroad where the classroom is only one aspect of language learning in situ. Needless to say, trying to meld these various factors into a seamless learning experience for UC students is a daunting task, but it is one that EAP has taken seriously and will, I hope, continue to do so. I also very much hope that the language community on the UC campuses will continue to work with EAP to address this issue in a spirit of true partnership.

It has been a pleasure for me to work through the Consortium for many reasons, but one of the most important is that the Consortium provides a forum where an entity like the Education Abroad Program, which necessarily operates outside of any particular campus, nevertheless can benefit from a relatively homogeneous and principled reception regarding potentially thorny linguistic issues. If there has been one thing that makes the task of the Language Coordinator at EAP particularly challenging, it is dealing with multiple departments on multiple campuses in a university structure that is often a system in name only. In such a context, the Consortium provides a much needed and appreciated framework within which to air difficult issues, receive support, and garner sound advice. For this, I have been personally very grateful.

While I think that EAP has been able to make significant strides in adapting the curricula of its programs abroad to those of the campus-based programs in several key language areas, there is much more work to be done. We must continue to pursue curricular adaptation in other language areas beyond the traditional European languages, but we must not stop there. EAP can do a lot to enrich the language mission of the university as a whole by using its resources creatively in the service of the campus departments. For example, next academic year EAP will be pursuing with the Santa Barbara campus Italian department a project using the placement instruments newly designed for the Siena program to measure the relative advances made in the different skill areas by students in first- and second-year Italian at both Siena and Santa Barbara. We hope to use this study to improve instruction at both the campus and the study abroad program.

And having observed the advancements in the Siena program achieved by its recently installed Language Coordinator, the Santa Barbara department has asked her to conduct a seminar on campus on the latest developments in Italian language pedagogy.

If there is a major weakness in the EAP mission vis-à-vis the campuses, it is as demonstrated in the research I reported on in my presentation to the last Consortium meeting – that relatively few students return from an intensive language program abroad to pursue language-related coursework. Here is an area where a much more effective partnership between EAP and the campuses can be established to advance mutual goals. We all need to instill in our undergraduates, as we educate them to be truly global citizens, the sense that study abroad is not time away from their primary undergraduate mission, but a phase in an overall career trajectory that needs to be consistently reinforced if it is to be of practical value later on, especially in the area of linguistic competence. There are numerous models for meaningful reentry programs on campuses around the country, but being a systemwide operation makes it difficult for EAP to effect individual
campus initiatives in this area at UC. The campus language programs, on the other hand, could partner with the campus EAP offices to develop such initiatives, as does occur on one or two campuses at the present time. As a true believer in designing out-of-class activities to reinforce in-class learning (the hallmark of many EAP Language and Culture programs), I would suggest that we look at where students tend to spend much of their time outside of class to see in what ways this time can be spent in activities that build on their academic experience abroad in linguistically meaningful ways. Such a project would almost surely relate to the use of the latest technological devices so popular with students, and steering them towards language-oriented tasks of this kind could make a significant difference.

Finally, EAP possesses a unique resource that could be much more effectively used to bolster the university-wide mission of international education generally and the mission of the language departments specifically, and that is its unmatched network of study centers throughout the world. Currently these number as many as thirty-five, if one counts only those that are headed by a UC faculty member as Study Center Director. As things stand now, these centers are underutilized, being essentially a vehicle for providing academic and other support services to undergraduates on EAP programs at local universities. With relatively few additional resources, these centers could be put to use as magnets for a variety of activities in the service of the campus language programs — e.g. for hosting language instructors for seminars, for program evaluation missions, for instructional opportunities, to name just a few rather obvious possibilities. There would need to be resource sharing, of course, but that is a central mission of the Consortium, and we should be thinking of ways to make this a reality.

In closing, let me say that representing EAP on the Consortium’s Steering Committee these past six years has been one of the most rewarding experiences of my career at UC. I have made many lasting friends and colleagues, whom I hope to stay in touch with even in retirement, as I return to my linguistics research once more.
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.