



# UC CONSORTIUM FOR LANGUAGE LEARNING & TEACHING

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*Message from the Director*

## The Power and Promise of Ten

The guiding principle for the UC system at this moment can be summarized by the phrase “The Power and Promise of Ten (campuses).” Although this slogan was adopted after the launch in 2000 of the UC Consortium for Language, Learning & Teaching, our

mission has always been very much concerned

with sharing language resources among the nine participating campuses (UCSF does not have language departments).

Over the

last eight years, the Consortium has endeavored to carry out this charge, especially in the area of online language teaching, with Arabic and Punjabi constituting only the first two projects for less commonly taught languages (LCTLs) in actual online production, with others in the planning stages, such as Filipino, Vietnamese, and Farsi.

*Arabic Without Walls* successfully debuted this fall taught by Dr. Sonia S'hiri for regular UC credit through the department of Near Eastern Studies (NES) at UC Berkeley. In fall 2007, eleven non-Berkeley UC students enrolled in this course via simultaneous enrollment (Senate Regulation 544)—five from Santa Cruz, two from Riverside, two from Merced, one from Irvine, and one from Davis—along with four other concurrent students via the Berkeley Extension.

The path of sharing Arabic language instruction has not been as smooth as one would have expected or wanted, primarily because the UC system still does not have in place the proper infrastructure to turn “The Power and Promise of Ten” into a reality. This can be illustrated by a brief review of the arduous road the Consortium has tread to offer Arabic language instruction to students on UC campuses with no access to this vitally important LCTL.

The Consortium had to start by finding the necessary funds for the

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**April 25****Spring Meeting of the Steering Committee**

UC Santa Barbara

**April 25-27****4th Conference on SLA Theoretical & Pedagogical Perspectives**

UC Santa Barbara

**May 16-17****Heritage Communities Workshop**

UC Los Angeles

**June 26-27****2nd Heritage Language Research Institute**

Harvard University

**June 28-July 1****7th Annual Summer Workshop***Cognitive Grammar and Foreign Language Teaching*

UC Davis

**October (TBA)****Fall Meeting of the Steering Committee**

UC Santa Cruz

**February 6-7, 2009****2nd UC Language Colloquium**

UC Berkeley

## Berkeley Language Center Awarded Consortium Grant

The project "Implementation of a Searchable Database of Foreign Language Film Clips" will be directed by Dr. Mark Kaiser, Associate Director of the Berkeley Language Center (BLC). Dr. William Nickell (UCSC) and Dr. Ganna Kudyma (UCLA) will also participate in producing the database. The BLC will digitize a collection of foreign language films and cut clips of 30 seconds to 4 minutes in length. Work on the Russian film collection has already begun, and the project plan calls for approximately 30 films to be cut into clips and tagged for linguistic, cultural, and discourse information by the end of the project. Ultimately, Berkeley hopes to include films from all 40+ languages taught on that campus. UC instructors will be able to access the database, search for clips of interest, and order them for posting on their course websites. Kaiser points out that language instructors value foreign language film as a means of engaging students with the target culture and demonstrating "natural" language. Since it is often impractical to show and discuss full-length films in class, the clips that this project will produce and catalog will enable instructors to maximize the use of film in their course syllabi. "Each segment of film," explains Kaiser, "is rich in the features we are trying to teach our students, whether that be the use of particular linguistic structures, examples of functional use of language, or the setting of a clip in an environment that is the focus of a particular textbook theme...." 🐼

### PLAN AHEAD

*2nd UC Language Colloquium*

**World Language Proficiency in the Californian Context**

**Pauley Ballroom  
University of California, Berkeley**

**FEBRUARY 6-7, 2009**

**Power of Ten**—from page 1

development of the online Arabic course. Support came in the form of a half million dollar grant from FIPSE (Department of Education, #P116B030526) awarded in 2003. To compete for this grant, the Consortium had to secure the support of Berkeley's dean of humanities and the chair of the NES department at that time.

Then came the hard part: the creation of multimedia materials produced in partnership with co-PI Kirk Belnap, Director of the Middle Eastern National Language Resource Center located at Brigham Young University. Subsequently, the Consortium faced all the technical problems dealing with hosting these materials (e.g. browser compatibility, video downloads, Arabic Unicode font loading) along with a sophisticated voice chat program (Wimba) that would help support student synchronous and asynchronous interactions.

The Consortium also had to convince both the NES department, the Berkeley Senate, and Berkeley Committee on Courses to accept for credit this Arabic course as delivered in a distance format rather than in the traditional one. Two small but important additional details remained. The Consortium had to ask the NES department to list the online course in the schedule of courses and, then, publicize its existence on all of the other campuses by word of mouth with the help of the Consortium steering committee.

Fortunately, the finances for this first-year launch were included in the original FIPSE grant. Next, we had to rely on the cooperation between the Berkeley registrar and the registrars on each campus to facilitate the non-Berkeley students' enrollment. All this had to be accomplished before dealing with the students' lack of familiarity with studying in a distance-learning environment and the technical problems engendered

by their individual computer expertise and hardware choices. The Consortium staff has invested a great deal of time trying to overcome each

the success of the course's implementation in the first year and the positive feedback from the students and instructor.

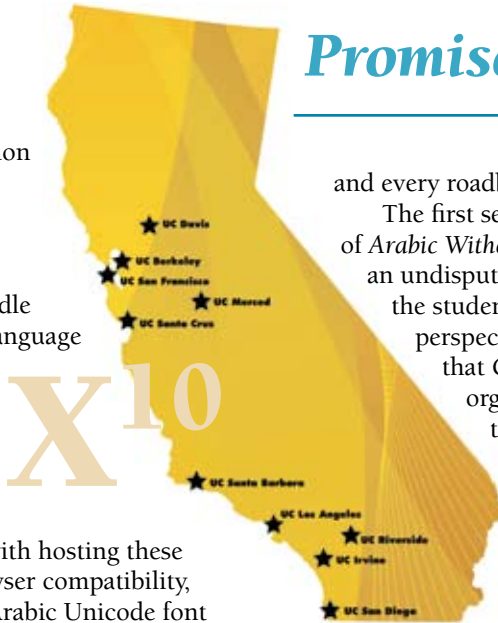
There is no doubt that the potential for the UC system to realize the "The Power and Promise of Ten" is immense, if not formidable in the national educational context. But commerce runs on back of efficient transportation infrastructure and fluid human

interactions. Why should the same not be true for sharing LCTL instruction? The time has come to implement a central mechanism that would support efforts such as *Arabic Without Walls* from the UC Senate and UCOP on down. Efforts are afoot to provide what might be called a system for "university courses," available to all UC students, publicized and administered centrally.

Likewise, deans, department chairs, and department leaders need to accept the importance of systemic sharing and look beyond their own immediate, local, and other parochial concerns, which are understandably pressing in these challenging fiscal times.

Such a system and willingness to share will come none to soon for our efforts to satisfy the demand for LCTLs for students on all campuses. At the moment, the Consortium faces all the above mentioned hurdles all over again, in order to bring online Punjabi language instruction to UC students. In addition, *Arabic Without Walls* must now find a new home, since the NES department will not list the course. The Consortium is doing its part in sharing resources. We now require more infrastructure and a more systemic outlook and attitude to accomplish our promises.

## The UC system needs to deliver on "The Power and Promise of Ten"



and every roadblock.

The first semester implementation of *Arabic Without Walls* has been an undisputed success from both the students' and instructor's perspectives. So much so that CALICO, the national organization dedicated to computer assisted language learning, and the American Esperanto Society chose *Arabic Without Walls* as this year's best courseware implementation—a significant honor, indeed.

In its efforts to accomplish this exhausting list of actions needed to bring this distance-learning Arabic course to fruition, the Consortium could turn to only a limited number of system-wide structures that could serve as a fulcrum for making "The Power and Promise of Ten" a reality. There exists no centralized approval process, advertising mechanism, enrollment mechanism, hosting agency, technical support, or funding source.

In the overall scheme of things, the students' unfamiliarity with the demands of distance learning turned out to be the very least of our worries.

The NES department has refused to list *Arabic Without Walls* in next year's Berkeley schedule of courses even though the Consortium has offered to pay all instructional costs (N.B. there are no administrative costs involved because the registrars handle all enrollment issues). This action was taken at the departmental level despite

## Consortium Names Award to Honor Elizabeth Guthrie

*Contributed by Robert Blake*

The Consortium has officially named its biennial award for Elizabeth (Betty) Guthrie, a lecturer in French at UC Irvine and a founding member of the Consortium Steering Committee.

The UC Consortium for Language Learning & Teaching was born as the result of Guthrie's idea and efforts. In 1998 she decided that UC language teachers needed a way of sharing resources and supporting one other. Her model was the East Coast Language Consortium of the Ivy League Colleges, headquartered at Yale and directed by Peter Patrikis, with funding from the Mellon Foundation. Guthrie sought and received funding from her dean to host a UC conference on language learning and teaching.

The following year Guthrie organized another conference for all the UC campuses to vet the idea of establishing a UC Language Consortium. This grass-roots idea was then taken to the Office of the President in the summer of 1999. A formal plan and mission statement was then written with extensive help from the UC humanities deans, and finally presented to the Executive Vice Chancellors who approved it and provided half of its funding as part of the Provosts' Initiatives program. The remaining funding is provided by the humanities deans on each campus.

The Consortium came into being in 2000 with Robert Blake as its founding director. Many people helped along the way to make the Consortium a reality, but it would not have happened without Betty Guthrie's dream and personal initiative. 🌊

## UC Irvine Lecturer Akemi Morioka Receives 2008 Consortium Award

Akemi Morioka has made valuable contributions to UC Irvine, to the University of California, and to the broader community of language teaching and learning. Her record as an educator throughout her career at UCI has been exemplary, her enthusiasm for her work and her students unflagging, and her dedication admirable.

Morioka holds a Doctor of Education degree from UCI/UCLA, an MA in Linguistics from the California State University, and a BA in Japanese Literature and Linguistics from Sophia University in Tokyo.

Morioka has taught in the Japanese Language Program at UC Irvine for more than two decades and has been serving as the Academic Coordinator since the early 1990s. She has continually applied innovative methods to Japanese language instruction in the areas of curriculum development, TA training, and special educational and cultural activities. She teaches Japanese language at different levels and a Japanese language pedagogy class at UCI, a course she designed.

Morioka is the co-author of a workbook and an activities manual that accompany a beginning Japanese textbook (*Yookoso*, Volumes 1 and 2 and *Yatte Miyoo*). She is the sole author of *Nihon ni tsuite Kangaeyoo – Let's Think About Japan*, an intermediate-level textbook. Both textbooks are being used at institutions across the country. Additionally Morioka, with one of her UCI colleagues, developed Content-based Instruction (CBI) web-based materials and has been doing leading work in CBI as applied to the teaching of Japanese. Besides writing textbooks and other instructional materials, she published several articles and has given numerous presentations at state, national, and international meetings.

Morioka has been very active in The Association of Teachers of Japanese in Southern California, serving on their executive board from 1996 until 1999, during which time she edited their newsletter – a service for which she received an award in 1999. She has received other awards such as the "Excellence in Teaching" award from UCI in 1999.

Morioka is considered a most diligent and creative instructor. Her colleagues are highly impressed with her professionalism, vitality, vision and her enthusiasm for teaching as well as her dynamic leadership in the area of language pedagogy. 🌊



*Left to right Board of Governors: Stephanie Couch, Daniel Greenstein, Daniel Aldrich, Dan Davidson, Julius Zelmanowitz, Christine Campbell, Daniel Devlin, Ralph Ochoa, Neil Granoien*

*Not pictured: Jeffrey Assaf, Harold Levine, Clara Yu*

## campus reports

### DAVIS

As part of the Second Language Acquisition Institute's guest speaker series, Scott Payne (Amherst College) will give a talk on MOCA: Multimedia Online Corpus Analysis, on Tuesday, May 6. MOCA is an innovative tool for analyzing multimedia corpora (audio or video data with time-aligned transcripts). It incorporates cutting-edge Web 2.0 technologies to help students, teachers, and researchers explore rich linguistic data, as well as powerful natural language processing and data mining techniques on the back-end to enable sophisticated analyses. For more information, see <http://slai.ucdavis.edu>.

In collaboration with the College of Letters & Science Standing Committee on the Study of Foreign Languages, the Second Language Acquisition Institute is conducting a survey to assess student needs in foreign languages and to offer information and support for the future development of language instruction on the Davis campus.



### LOS ANGELES

The UCLA "Language Intensives in LA" program for summer 2008 has added Igbo, Iranian, Tigrinya, Turkish, and Xhosa to its course offerings, which total nineteen languages. The program is a joint project of language programs, the Center for World Languages, and UCLA Summer sessions. Scholarships are available. For more information, see <http://www.summer.ucla.edu/institutes/IntensivesinLA/overview.htm>

The Center for World Languages was awarded a grant from STARTALK (a National Foreign Language Center project) to teach a Persian language class for high school heritage speakers. The class will be offered for the first time in summer 2008 and is modeled on the Russian for Russian Speakers class.

Russian for Russian speakers, a course for high school heritage speakers of Russian focusing on literacy, will be offered this summer at UCLA. The class is sponsored by the Center for World Languages, the Slavic Department, and Summer Sessions. For more information, see <http://www.summer.ucla.edu/institutes/Russian/overview.htm>

The Center for World Languages has launched a website, the New Language Classroom, featuring technology projects of language instructors. The site is funded by the UCLA Office of Instructional Development and the International Institute and can be found at: <http://www.international.ucla.edu/languages/lab/>

A symposium on Teaching World Languages in the Digital Age will be held on May 9 at UCLA. Orlando Kelm (U Texas-Austin) and Tim Xie (CSULB) are keynote speakers. Language instructors will demonstrate applications

of technology in the classroom. The symposium is sponsored by the Center for World Languages and the Office of Instructional Development. For more information, see <http://www.international.ucla.edu/languages/article.asp?parentid=86786>

### RIVERSIDE

In Hispanic Studies at UCR we will have a new associate professor, Dr. Benjamin Liu, from the University of Connecticut, who will teach courses in medieval Spanish literature and linguistics. With this new addition, and the continuation of our visiting assistant professor Dr. Sergio Rivera-Ayala, we will have 9 ladder faculty in our department, the largest number we have ever had since UCR began in 1954. Professor Marina Pianca is presently in Bologna, Italy directing the EAP center there. With Dr. Liu here next year, all major fields will be covered in Latin America and Spanish Peninsular, as well as Brazilian Portuguese and Hispanic linguistics.

At present, we have 24 graduate students (MA and PhD candidates), most of whom are working in Latin American literature. Nonetheless, recently there has been more interest in Peninsular literature, and so we have made the most of our more recent hires in that area.

We plan to have some invited guest speakers next year, as we have done this year, some in combination with the Latin American Studies Program and with Film Studies. Dr. Freya Schiwy, who is now in Film Studies (she began in Hispanic Studies), is very active in bringing speakers and films to campus.

The UC Language Consortium summer workshop on  
**Cognitive Grammar and  
 Language Teaching**



**UC DAVIS**

**June 28 - July 1, 2008**

Conducted by:  
**Carlee Arnett**  
 UC Davis

Apply to be one of the funded representatives from your UC Campus.

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

Your message should state your name, department, language taught, and your interest in attending the Cognitive Grammar and Language Teaching Workshop.

The Committee members' names and addresses can be found on the Consortium website:  
<http://ucclt.ucdavis.edu/steering.cfm>

**APPLICATION DEADLINE: MAY 15, 2008**

**Keynote Speaker:**

*Michel Achard*

Rice University

**Presenters/Workshop  
 Facilitators Include:**

**Carlee Arnett, German, UC Davis**  
**Betty Guthrie, French, UC Irvine**  
**Diana Lysinger, Russian, UC Davis**  
**Kyoko Masuda, Japanese, Georgia Tech**  
Additional Presenters/Workshop Facilitators to be added.

Open to faculty and graduate students in all languages.

## EAP Annual Report

Contributed by Eva Diaz, UOEAP Academic Development, UC Education Abroad Program and Member of the Consortium Steering Committee

The University of California Education Abroad Program (EAP) offers instruction throughout its global network in all the major and many of the less commonly taught languages. Language-related program development activities devote considerable energy to integrating the language-learning curriculum abroad with that of the campus language programs. These efforts remain foremost in our program development considerations.

An exciting case in point is EAP's new Summer Language and Culture program option at the UC Center, Paris. This program offers intensive French language study for absolute beginners and students with up to two quarters (one semester) of university-level French, and features a specially-designed curriculum intended to improve oral and written language skills. In addition to language study, the program includes culture courses taught in English.

In addition, EAP has added to its program options an elementary-level summer intensive language program at Beijing Normal University in China. Specifically designed for students with no exposure to Mandarin, this nine-week program offers at least 24 hours a week in lectures, oral practice, and tests. Classes focus on conversation, listening, reading, and writing. Students may also participate in excursions and non-credit courses on Chinese culture, such as calligraphy, cooking, martial arts, and traditional crafts.

Both of these programs were developed with the invaluable expertise of systemwide Faculty Advisory Committees consisting of UC faculty experts who consulted closely with and advised the Universitywide Office of EAP and the University Committee on International Education on curricular matters and academically integrated program development.

EAP remains committed to our mission to serve as a full partner with the campus language programs, and aims to offer unique learning experiences abroad

## WIMBA Voice Management System

The Consortium currently hosts Wimba's Java-based online chat tools (<http://www.wimba.com/>) free of charge for use by any UC language instructor. Wimba allows instructors to create synchronous chat rooms and asynchronous forums where students

can exchange both sound and text online. Wimba offers an advanced set of tools for assessing student oral progress. Privileges as a "power-user" can be requested through the Consortium's Webmaster: [webmaster@ucclt.ucdavis.edu](mailto:webmaster@ucclt.ucdavis.edu).

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that allow students to return to campus programs energized by their experience, engaged in their language training, and fully prepared to advance into the next appropriate level of instruction on their

respective campuses.

EAP's partnerships with campus language departments and with the Consortium remain central to all of these endeavors.

*For further news on new EAP program options, as well as programs on hold and program closures, see <http://eap.ucop.edu/news/>.*

UC Education Abroad Program 2006/07 Participation									
COUNTRY	UC CAMPUS								TOTAL
	UCB	UCD	UCI	UCLA	UCR	UCSB	UCSC	UCSD	
AUSTRALIA	15	11	5	5	3	21	13	22	95
BARBADOS	5	1	2	3	1	6	6	1	25
BRAZIL	36	3	5	16	6	8	18	7	99
CANADA	2	3	3	1	0	2	2	1	14
CHILE	33	25	12	9	3	45	34	23	184
CHINA	65	25	34	38	12	10	14	40	238
COSTA RICA	14	10	6	2	3	14	12	13	74
DENMARK	8	3	3	1	0	5	4	3	27
EGYPT	5	1	1	3	0	3	3	3	19
FRANCE	78	35	27	35	12	62	37	42	328
GERMANY	20	11	9	14	7	10	19	12	102
GHANA	10	4	0	5	0	3	9	9	40
HONG KONG	32	18	9	21	10	6	6	12	114
HUNGARY	11	5	0	5	0	3	11	7	42
INDIA	17	6	1	4	1	9	6	6	50
IRELAND, REPUBLIC OF	1	6	3	0	2	2	5	5	24
ITALY	84	46	40	58	38	104	51	55	476
JAPAN	26	13	33	17	9	27	15	34	174
KOREA, SOUTH	26	10	36	40	17	8	9	30	176
MEXICO	38	17	11	10	4	22	14	17	133
NETHERLANDS	10	7	9	7	5	20	17	14	89
NEW ZEALAND	9	6	5	4	1	4	21	7	57
RUSSIA	6	4	1	3	1	6	1	2	24
SINGAPORE	13	5	8	15	6	5	4	15	71
SOUTH AFRICA	21	9	2	13	3	17	13	13	91
SPAIN	69	56	30	51	27	132	45	74	484
SWEDEN	15	7	16	8	5	16	4	22	93
TAIWAN	7	2	6	6	6	6	0	4	37
THAILAND	6	2	2	4	1	1	3	4	23
TURKEY	4	0	5	3	0	1	4	1	18
UNITED KINGDOM	97	52	140	60	47	147	53	82	678
VIETNAM	4	1	3	4	1	1	0	3	17
<b>TOTAL</b>	<b>787</b>	<b>404</b>	<b>467</b>	<b>465</b>	<b>231</b>	<b>726</b>	<b>453</b>	<b>583</b>	<b>4,116</b>

As of 2002, programs in Israel are on hold. As of 2005, programs in the Philippines are on hold.

Source: UCEAP Research, March 2008.

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.

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