



UC CONSORTIUM FOR LANGUAGE LEARNING & TEACHING

A SEMI-ANNUAL NEWSLETTER PUBLISHED AT UC DAVIS • VOL. 8, No. 2, SPRING 2009

NEWSFLASH!

Consortium Receives Prestigious Language Flagship Grant (National Security Education Program)

In collaboration with Brigham Young University and the University of Texas Arabic Flagship Program, the Consortium will develop video instructional materials for Advanced Arabic.

Details will become available soon at the Consortium website.

Director's Message

In this time of drastically constrained funds at the national, state, and local levels, the mission of the UC Consortium for Language Learning & Teaching makes more sense than ever. We face a great need for sharing campus resources within our UC system as well as with our colleagues and students in the CSUs, the CCCs, and K-12 schools. The imperative to pursue a collaborative approach in these hard times is also stimulated by the California Board of Education's January 7th adoption of the new World Language Content Standards (<http://www.cde.ca.gov/be/ag/ag/yr09/documents/jan09item7.doc>) that will provide the linguistic bedrock for university curricula.

A call for more coordinated language initiatives was the order of the day for the speakers at our colloquium on "World Language Competence in a California Context," held at UC Berkeley on February 6-7, 2009 (see p. 6-9). Rarely have educational leaders from such diverse levels and circumstances debated where our state should chart a course in world language competence. Conference papers and videos will soon be available online.

The Consortium's current efforts include an initiative to provide system-wide placement exams, building on UC Irvine's expertise in this area. We are also seeking to coordinate all UC distance language offerings (virtual or teleconference formats) by providing a single brokerage house of course listings and instructions with particular reference to UCLA and UCB's strengths in this area and our experience with Arabic Without Walls.

As we go to press, the Consortium is competing for funding from the Language Flagship Program to sponsor a California Language Summit, similar to those held in Texas, Oregon, and Utah (<http://www.thelanguageflagship.org>). The ambitious agenda will engage the business community, K-12, higher education, and local and state resources.

More dynamic sharing is the only policy that promises a chance at grappling with the budgetary crisis while maintaining UC's traditional standards of excellence.

A handwritten signature in black ink, appearing to read "Robert Blake".

C O N T E N T S

- 2** EVENTS CALENDAR
- DISTINGUISHED LECTURE SERIES
- 3** SUMMER FILM CLIPS WORKSHOP
- 4** CAMPUS REPORTS
- 6** COLLOQUIUM HIGHLIGHTS
- 10** EAP REPORT

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April 24**Spring Meeting of the Steering Committee**
UC Santa Cruz**May 22****Annual Meeting of the Board of Governors**
UC Office of the President**June 15 - 18****8th Annual Summer Workshop Teaching Language and Culture with Film**
UC Berkeley**June 22- 26****NHLRC 3rd Heritage Summer Research Institute**
University of Illinois Urbana-Champaign**October 2009 (TBA)****Fall Meeting of the Steering Committee****February 19-21****NHLRC International Conference on Heritage Languages**
UC Los Angeles**April 2010 (TBA)****5th Conference on SLA Theoretical & Pedagogical Perspectives**
UC San Diego

Consortium Distinguished Lecture Series Debuts at UC Irvine

Alison Phipps (University of Glasgow) delivered the lecture entitled, "Space to Language: Being Intercultural in a Breathless World." UCLA, UCSB, and UCSC participated via videoconference. The lecture will be available on the Consortium website.



Glenn Levine, Alison Phipps, Robert Blake



The UC Language Consortium and the Berkeley Language Center are pleased to announce the launch of a new foreign and second language research journal:
www.L2journal.org.

Congratulations

Olga Kagan

on her well-deserved promotion to Full Professor in the Department of Slavic Languages and Literatures at UCLA.

CALL FOR PAPERS

Twelfth Annual UC Undergraduate Conference on Slavic and East/Central European Studies

The conference will be held on Saturday, 2 May 2009, on the UCLA campus. For more information, please contact a Slavic studies faculty member on your campus.

The Undergraduate Journal of Slavic and East/Central European Studies publishes proceedings of the Undergraduate Students' Conference. <http://www.international.ucla.edu/languages/slavicjournal/>

In Appreciation

The Consortium thanks the following outgoing Steering Committee member for his excellent service as a Steering Committee member:

William Nickell, Santa Cruz

The Consortium welcomes the following new Steering Committee members:

Hiroko Sugawara, Santa Barbara

Shigeko Okamoto, Santa Cruz

The Consortium also welcomes the following member to the Board of Governors:

William M. Arnold, International Government Relations, Shell Oil Company

Coming soon ... to a computer near you ...

Foreign Language Film Clips

Mark Kaiser, Associate Director of the Berkeley Language Center

The BLC's Library of Foreign Language Film Clips (LFLFC), generously supported by UC Language Consortium grant funds, will be available for instructor use throughout the campuses of the UC effective May 18, 2009. The roll out to the UC will be a multi-step process. In April we will be contacting librarians, media center directors, and other administrators of video collections on each campus to indicate which foreign language films in the BLC collection are owned and available to instructors on each campus. When instructors are able to access the LFLFC (May 18), they will have access to the clips published from films owned by each campus library, media center, or foreign language department. So, instructors at UCD could have access to clips from film X, but since that film is not owned by UCSC, instructors at that campus would not have access. Instructors will see all films available at the BLC, and there will be a mechanism to request that films be acquired.


What does the collection look like at this time? Currently we have 535 films, with 3759 published clips from 140 of those films. At this time we have large numbers of clips in Russian, French, Japanese, German, and Spanish, with some in Danish and Finnish, and a smattering in Turkish and Hebrew. This summer we expect to add significant numbers of clips in Chinese, Italian, Korean, and Persian, while continuing to add to the totals in Spanish.


I plan on visiting all the UC campuses during the final two weeks of May


to demonstrate the LFLFC and how it can be used in language classes. I hope to see you soon! 🐼


*A summer workshop
presented by the UC Consortium
for Language Learning & Teaching*


Teaching Language and Culture with Film
































University of California, Berkeley, June 15–18, 2009

Marilyn FABE (UC BERKELEY)
The Language of Film

Mark KAISER (UC BERKELEY)
Teaching with Film Clips

Anne-Christine RICE (TUFTS UNIVERSITY)
Implementing a Curriculum Built Around Film

Richard KERN (UC BERKELEY)
Making Connections between Film and Literacy


Sabine LEVET (SHU)
Cross-cultural Comparison through Film

Thomas J. GARZA (UNIVERSITY OF TEXAS)
Film as (Con)Text: Using Visual Media in Russian Language and Culture Classes

For complete program, presenter information, and presentation abstracts, visit blc.berkeley.edu/film_workshop_2009.html

The workshop is open to faculty and graduate students in all languages. Applications for funding must be received by May 1, 2009.

UCCLLT
UC Davis
220 Voorhis
One Shields Ave.
Davis, CA 95616



Apply to be one of the funded representatives from your UC campus by sending an email message to each of your campus's Consortium Steering Committee members, stating your name, department, language(s) taught, and your interest in attending the workshop *Teaching Language and Culture with Film*.

Steering Committee member names and addresses can be found on the UCCLLT web site at uccllt.ucdavis.edu/steering.php

campus reports

BERKELEY

The Berkeley Language Center has been funded as the new host institution for the East Bay Foreign Language Project, one of eight regional sites of the California Foreign Language Project, whose goals are to strengthen academic content knowledge, develop teacher leadership, provide service and develop partnerships with low-performing schools, support and maintain teacher networks, and to support evaluation efforts. This spring we will be developing a leadership team and designing inservice workshops for language teachers in Alameda, Contra Costa and Solano counties.

BLC Berkeley Language Center
Spring-2009 Lecture Series

February 27 370 Dwinelle Hall Friday 3:00-5:00pm	Alice Gaby Professor Department of Linguistics University of California, Berkeley <i>"When is West? Talking and Thinking about Time and Space"</i>
March 4 370 Dwinelle Hall Wednesday 4:00-6:00pm	Jose del Valle Professor Hispanic Linguistics CUNY <i>"Everybody's Usage: The Politics of Grammar in the Hispanofonia"</i>
March 19 B4 Dwinelle Hall Thursday 3:00-5:00pm	James Coleman Professor of Language Learning and Teaching The Open University, U.K. <i>"New Perspectives on Study Abroad Research: Goals, Variables, and Methods"</i>
April 8 B4 Dwinelle Hall Wednesday 3:00-5:00pm	Stanton Wortham Professor Graduate School of Education University of Pennsylvania <i>"Hillbilly Spanish and Tarzan English: Ideologies of Mexican Immigrant Language"</i>
May 8 B4 Dwinelle Hall Friday 3:00-5:00pm	BLC Fellows Forum Kristin Dickinson, Adam Mendelson, Junghee Park <i>Instructional Development Research Projects</i>

The BLC Lecture series is sponsored by the College of Letters and Science and by Berkeley's eight National Resource Centers under a title VI grant from the U.S. Department of Education

Berkeley Language Center • B-40 Dwinelle Hall #2640 • <http://blc.berkeley.edu>
(510)642-0767 x10

DAVIS

The Department of Linguistics continues its 2008-09 colloquia series on April 15, with a guest lecture by Aneta Pavlenko (Professor of TESOL in the College of Education at Temple University). Dr. Pavlenko's talk is entitled "The Future of Post-Soviet Ukraine: Trilingual, Bilingual, or Monolingual?" As part of the Second Language Acquisition Institute's 2008-09 lecture series, Mariana Achugar (Associate Professor of Hispanic Studies and Second Language Acquisition in the Department of Modern Languages at Carnegie Mellon University) will give a talk on May 7. Co-sponsored by the SLAI, Department of Spanish, and the Davis Humanities Institute Research Cluster on Language and Social Contexts, Dr. Achugar's lecture will address topics from her recently published book *What We Remember: The construction of memory in military discourse* (John Benjamins, 2008). On May 12, Yuriko Caltabiano (Doctoral candidate in Linguistics and 2008-09 SLAI Mini-grant recipient) will give a talk based on her ongoing dissertation research. Her investigation explores the relationships between Japanese language development, heritage language maintenance, learners' multicultural and multilingual identities, and language attitudes in Japan.

IRVINE

UC Irvine has approved the creation of a new center for activities related to language teaching and learning, to be called the Humanities Language Learning Program (www.humanities.uci.edu/hllp/). The mission of HLLP is to support the learning of languages other than English, provide instruction in languages not associated with undergraduate or graduate degree programs, foster intellectual and pedagogical connections between the fields of applied linguistics and the humanities, and

IRVINE—continued

provide local and national leadership in raising the profile and prominence of language learning as an integral part of a university education in a rapidly-changing, globally interconnected world. The inaugural director will be Consortium Steering Committee member Glenn Levine, who is also an associate professor and the language program director in UCI's German Department. The HLLP will formally open in the fall quarter, 2009 with a lecture series, several pedagogical workshops, and introductory and intermediate instruction in Arabic, Hebrew, Persian, Russian, and Vietnamese. In addition, the HLLP will host first-year Hindi in 2009-2010 as part of the Student Recommended Faculty Program.

LOS ANGELES

UCLA has expanded their summer language offerings to assist students in meeting the language requirement. All of the language intensives provide the equivalent of a full year of beginning language in a 12 to 15 unit course. Many of them also include excursions, guest speakers and events that provide a rich cultural context for language learning. For all UCLA and other UC undergraduate and graduate students, UCLA will provide a reduction in course fees for beginning level intensive language courses. Fifteen unit course fees will be reduced by \$1000 and twelve unit course fees will be reduced by \$800. For a complete list of courses go to: <http://www.international.ucla.edu/languages/intensives/>.

The Heritage Language Journal (www.heritagelanguages.org) published a special issue on Korean as a Heritage Language in October, 2008. The is-

sue was guest edited by Sarah Shin (University of Maryland, Baltimore County) and Jin Sook Lee (University of California, Santa Barbara).

The Center for World Languages sponsored a workshop, Grammar and Language Teaching Workshop: Some Innovative Applications, on February 25. Presenters Susan Kresin (Slavic), Gyanam Mahajan (Asian Languages) and Hoang Truong (Italian) attended the UC Consortium Cognitive Grammar and Language Teaching Workshop in summer, 2008.

The National Heritage Language Resource Center has published an updated version of its survey of college students who are currently studying their heritage language. The report can be found on the NHLRC website (www.nhlrc.ucla.edu).



Arabic Without Walls Moves from Berkeley to Irvine

UC Irvine's Humanities Language Learning Program is the new home of *Arabic Without Walls*, the online introductory course that was funded by a FIPSE grant obtained by the Consortium. The HLLP will begin offering Arabic without Walls during summer session. Contact the HLLP at hllp@uci.edu for information about the course.

NHLRConference

National Heritage Language Resource Center

Save The Date

**First International Conference on
Heritage/Community Languages**

**February 19-21, 2010
Covel Commons @ UCLA**

<http://www.international.ucla.edu/languages/nhlrc/conference/>



Highlights from the UC Language Learning & Teaching Symposium

World Language in the 21st Century

February 6–7, 2013



William M. Arnold

Director, International Government Relations and Senior Counsel, Shell Oil Company

Higher Education as a Resource on the Politics, Economics, Religions, and Cultures Across the Globe

“Having the ability to respond to new and unanticipated challenges requires maintaining capacity in a broad range of languages and area studies.”



George Breslauer

Exec. Vice Chancellor & Provost, UC Berkeley

Welcome and Opening Address

“I think language diversity is one of the great charms of humanity. The challenge in this globalized world and in our multi-cultural societies is to find out how to make them flourish. Language empathy is certainly a component of any strategy along these lines.”



Yvonne Chan

State Board of Education
Principal, Vaughn Charter School

Translingual and Transcultural

“At Vaughn International Studies Academy (San Fernando, CA) 78% of the students are English learners. We capitalize on their strengths and turn risks to opportunities.”



Alex Chisholm

Learning Games Network

The Learning Games Network approach to Translingual and Transcultural Competence

“Our project has a pretty audacious goal – to become for foreign languages what Wikipedia has become for human knowledge and Google has become for information.”



Ray Clifford

President, ACTFL, Associate Humanities Dean, Brigham Young University

Communication in Foreign Language Departments

“98% of language majors can't do the following unrehearsed communication tasks well enough that their errors don't disturb or distract native listeners.

- Speculate, present hypotheses, and elaborate on hypothetical concepts.
- Develop an extended discussion using a broad range of precise vocabulary.
- Employ a variety of cohesive devices and discourse strategies.
- Deal with unfamiliar topics or situations.”



Rosemary Feal

Exec. Director, Modern Language Association, State University of New York at Buffalo

Aiming for the World, for Language, and for Proficiency the MLA Way

“We have this perfect storm: economic crisis,

political conditions in the post 9-11 era, dramatic shift in the structure of the academic work force, challenges to funding higher-ed, and so on. Ironically, these conditions may allow us to emerge as key players in the intellectual and academic preparation of America's students.”



Harry Haskell

Director, World Languages and Cultures, Los Angeles Unified School District

Recent Progress in Expanding the World Languages & Cultures Program

“In Los Angeles Unified School District elementary schools 3600 out of 297,000 students study a World Language.”



Reed Johnson

Los Angeles Times

L.A.-Accented Spanish and Chilango-Accented English

“Practically every American city is now a bordertown with a constant two-directional flow of people and languages and ideas. When you speak another language the world turns from black and white to color.”



Olga Kagan

Director, National Heritage Language Resource Center, UCLA

Heritage Languages of California: A Pedagogical Perspective

“The multi-lingual and multi-cultural character of the state should make California the leader in setting a new course for language education.”



Claire Kramtsch

UC Berkeley

Theorizing Translingual and Transcultural Competence in the California Context

“With globalization and the overwhelming spread of English as a global language, foreign languages are in the process of losing their distinctive “foreign-ness” and of becoming just exotic variations of one common language, namely English.”



Language Consortium Colloquium the California Context 2009 • UC Berkeley



Harold Levine

Assoc. Provost for Education Initiatives, University of California
Office of the President
Dean, School of Education, UC Davis

Promoting “Whole School” Approaches to Student Improvement: The Sacramento Area Regional Collaborative

“We can’t just work on foreign languages. There is an academic literacy piece, involving English and Math and Science, and common issues around working with kids on basic achievement goals. Changing the schools has to be a whole school effort.”



KimOanh Nguyen-Lam

Exec. Director, CSU Strategic Language Initiative Consortium

The CSU Strategic Language Initiative Consortium: Tapping into our Natural Asset—The Heritage Language Communities

“The average number of languages spoken by business executives

–U.S.: 1.5

–European countries: 3.9

–Latin America and Asia: 2.5

U.S. students are “strong technically” but “shortchanged” in cross-cultural experience and “linguistically deprived.” (RAND Corporation survey)



Marjorie Perloff

Stanford University
University of Southern California

A Modest Proposal: Actually Teaching Foreign Languages

“We just don’t have the will. I think if we had the will to become a culture where languages were necessary, we would do it. But we obviously don’t really believe it.”

–continued on page 8



Daniel Greenstein UCOP, Richard Kern Berkeley Language Center, Robert Blake UC Language Consortium, Catherine Candee UCOP

Highlights –continued from page 7**Francisca Sánchez**

Assoc. Superintendent, San Francisco Unified School District

Multilingualism for All: San Francisco Unified School District Promotes 21st Century Learning

"[We must] enable native and non-native speakers to achieve high levels of literacy in standard academic English and at least one other language."

**Carmen Sigler**

Provost and Vice President for Academic Affairs, San Jose State University

Educating Californians for the Global Century: Challenges and Opportunities

"Curricula should recognize the value of language learning as a key component of internationalization."

**Orville Schell**

Arthur Ross Director, New U.S.-China Center at Asia Society, UC Berkeley

The US and China: Different Systems, But Insolubly Bound Together

"We have to re-imagine ourselves in the world, and then there is nothing more fundamental than language. If we are imagining that our nation will become more deeply integrated into the world, language is an absolutely essential element."

**Duarte Silva**

Director, California Foreign Language Project, Stanford University

California's Past Language Education Policies and Practices

"Despite having the greatest number of students in higher education in the country, California only enrolls 8.5% of these in foreign language. The majority of these are at the introductory level."

The following is a summary of the welcoming remarks of Daniel Greenstein, Vice Provost for Academic Planning, Programs, and Coordination at the UC Office of the President.

I am a cable news junky. I was listening to Chris Matthews analyze the economic stimulus package while reading the *MLA Executive Report on Language Study* in preparation for today's colloquium.

Two things occurred to me.

The thrust of the report has, if anything, more impact today in the context of our global financial crisis, than it did when it was written and published more than a year ago in less troubled times.

- Our world is probably more flat than we had expected
- Our society is no less multi-cultural
- And our path forward to greater economic stability and social well-being will require more, not less, in the way of cultural understanding and linguistic dexterity



Daniel Greenstein

A second thought occurred, and I apologize if I slip here into my second language, which is bureaucratese.

The recommendations emerging from the proposal will require herculean efforts aligning increasingly scarce and widely distributed investments that touch on the challenges of language learning and trans-cultural understanding.

We will need to work across academic departments within universities and colleges to achieve the kind of interdisciplinarity that is envisaged for undergraduate education.

We will need to work across universities and colleges that value language and trans-cultural learning.

And we will need to work as well in an area where the

report does not venture -- building robust conduits into primary and secondary education, conduits that are wide enough to accommodate a heavy flow of two-way traffic.

We will need more, in other words, not less, of the kind of dialog and networking that is taking place here at this meeting. And we will need far greater collaboration than we have hitherto achieved.

Actually, let me pause to be more precise on this point. In fact, I don't think we need greater collaboration. Collaboration is easy. It happens when people doing more or less the same thing but in different places, assemble and agree to spin in one another's orbits.

What I suspect will be required here will be some attempt at interdependence -- that is, where complementary activities taking place in different quarters are focused in such a way as to achieve greater synergistic effect.

This kind of resource sharing is hard to accomplish in any sphere, though we see it a lot in the information industry. This week, for example, with my Blackberry, I can disclose my precise geographic position to friends and colleagues who can find me and get in touch, because technology platforms developed by Google, AT&T, RIM, and Apple can interoperate.

I can think of no better partner in this interdependence enterprise than the UC Language Consortium. For nearly a decade it has been plowing in this very rich kind of field, and very successfully. A grass roots movement organized, led, and largely funded by campus leaders who have come together in common cause, it has a proven track record leveraging investment in language learning, research, and instruction on all of the UC campuses. Today, the Consortium has provided the means to assemble expertise from across the state and nation and bring it to bear on language issues in California.

Highlights –continued from page 8**California Adopts World Language Standards**

Contributed by Duarte M. Silva, Executive Director of the California Foreign Language Project, at Stanford University/School of Education

On January 7, 2009, the California State Board of Education unanimously adopted World Language Content Standards for California Public Schools. The standards were formally unveiled at the California Language Teachers' Association (CLTA) annual conference held in Sacramento on February 28th in the presence of the new Secretary of Education, Dr. Glen Thomas. In addressing the conference participants, Secretary Thomas congratulated CLTA, the standards development group, and the entire language teaching profession for attaining this significant milestone.

The content standards focus on having students develop the global competencies that they need to succeed in the interconnected world of the 21st century. Organized around five key categories (Content, Communication, Cultures, Structures and Settings), the standards provide benchmarks for student progress in a series of different stages of performance that correspond to the first four stages of the *Language Learning Continuum*. Although the standards are primarily intended to guide instruction for students in kindergarten through grade twelve, they directly articulate with post-secondary language programs since the *Continuum* includes a Stage V level of proficiency, which is the performance typically achieved through university level study.

The adoption of the World Language Content Standards represents a long-time endeavor on the part of CLTA. The association was the primary sponsor of the legislation (SB 5,

Karnette) that was the cornerstone in making the standards a reality. The adoption of the standards was enthusiastically welcomed throughout California's language teaching community, due to the fact that for a long time, foreign language was the only A-G university entrance requirement that did not have State Board adopted content standards. Christine Lanphere, a Natomas High School French teacher and 2007 National Language Teacher of the Year, stated that "content standards add credibility to language instruction. They'll also help textbook manufacturers align material to California's foreign language guidelines." State Board of Education President, Theodore R. Mitchell, remarked that "the true value of California is in the diversity of our students, and I'm very pleased that we have taken this important step to help our students develop the skills to thrive in our globalized, interdependent world."

The World Language Content Standards should become the roadmap for developing and articulating language learning at all levels of California's educational system, including post-secondary study of languages and cultures. Furthermore, the standards need to play a key role in the preparation of future teachers of world languages and cultures, all the while providing greater opportunities for enhanced collaboration among language and literature departments and teacher education programs.

Code	Course Name	Schools	Males	Females	Total	# of Classes	UC/CSU	FTE Teachers	Av. Class size
2200	German (first and second year)	174	7,624	4,927	12,551	476	443	90.23	26.4
2201	German (advanced)	120	1,820	1,370	3,190	154	152	28.01	20.7
2202	Italian (first and second year)	36	1,484	1,921	3,405	109	101	20.74	31.2
2203	Italian (advanced)	18	270	395	665	29	28	5.28	22.9
2204	French (first and second year)	862	38,365	57,851	96,216	3,274	3,019	642.14	29.4
2205	French (advanced)	623	7,049	14,202	21,251	952	933	181.24	22.3
2206	Spanish (first and second year)	1,718	230,444	238,625	469,069	15,010	13,074	2,966.63	31.3
2207	Spanish (advanced)	957	46,738	61,929	108,667	3,878	3,792	767.24	28
2208	Russian (first and second year)	6	403	324	727	24	14	4.61	30.3
2209	Russian (advanced)	4	93	123	216	8	8	1.99	27
2210	Latin (first and second year)	65	2,412	2,631	5,043	189	165	32.93	26.7
2211	Latin (advanced)	38	612	614	1,226	55	53	9.75	22.3
2212	Korean (first and second year)	22	878	705	1,583	60	56	10.36	26.4
2213	Korean (advanced)	14	418	373	791	49	49	6.07	16.1
2214	Chinese (first and second year)	100	4,924	4,017	8,941	335	312	66.95	26.7
2215	Chinese (advanced)	53	1,654	1,443	3,097	122	122	21.33	25.4
2216	Japanese (first and second year)	114	5,901	4,641	10,542	369	347	77.1	28.6
2217	Japanese (advanced)	94	2,020	1,827	3,847	183	182	33.6	21
2218	Portuguese (first and second year)	8	293	327	620	30	25	4.55	20.7
2219	Portuguese (advanced)	4	71	65	136	6	6	1.03	22.7
2220	Vietnamese (first and second year)	12	762	531	1,293	43	43	8.87	30.1
2221	Vietnamese (advanced)	8	125	162	287	11	11	2.21	26.1
2223	Chinese for native speakers	9	247	230	477	23	18	3.79	20.7
2224	Korean for native speakers	3	94	73	167	10	10	1.44	16.7
2225	Spanish for native speakers	533	41,189	48,538	89,727	2,881	2,730	576.39	31.1
2226	Other language course for native speakers	27	706	580	1,286	54	37	10.57	23.8
2227	Filipino (First and Second Year)	22	1,150	775	1,925	66	65	14.15	29.2
2228	Filipino (Advanced)	13	321	286	607	21	21	4.08	28.9
2230	American sign language	94	4,338	6,343	10,681	369	335	74.83	28.9
2298	Other foreign language course	201	6,608	6,676	13,284	489	149	91.63	27.2
Total	Foreign Language		409,013	462,504	871,517	29,279	26,300	5,759.74	29.8

EAP Status Report

Contributed by Bruce R. Madewell, Academic Dean, UC Education Abroad Program

Chile

In concert with our UC faculty director in the Study Center in Santiago, EAP has made the decision to discontinue the Language and Culture program in Concepción. Contrary to our plans and the hard work of EAP Liaison Officer Emilio Rivano, we have been unable to establish relations with a partner institution in Concepción that can meet the needs of our students and the academic standards of UC. EAP is working to develop another Language and Culture Program in South America that can serve the same student cohort as the popular Concepción program did for the last seven years.

Israel

The EAP has negotiated a new agreement with the *Hebrew University of Jerusalem's Rothberg International School* that will allow UC students to study in Israel. Semester and yearlong study at RIS is offered in English as are some regular courses at Hebrew University; students with advanced Hebrew language skills may opt to enroll in regular Hebrew University courses offered in Hebrew. Arabic language study is also available. Academic year and semester study are preceded by a required intensive modern Hebrew language program. A small cohort of UC students will study at RIS beginning fall 2009, but we hope to grow the program in subsequent years so that a larger number of UC students will have the opportunity to study Hebrew (as well as Arabic) on EAP in the Middle East.

China

The introductory elementary Chinese language program at Beijing Normal University was offered for the first time in summer 2008. Twenty UC students participated. Enrollment for summer 2009 has increased to over 35 students. This nine-week intensive elementary Chinese language program is designed for students with little or no prior exposure to Chinese. Recent word that UCLA will be accepting completion of this program to meet college language requirements may encourage enrollment in 2010 and beyond.

The Beijing EAP Study Center Director will be working with BNU to assure consistency between the BNU program and UC first-year language standards. A change this year will differentiate the elementary language students a bit more, as we learned that students with some exposure to Chinese from the home or local community were at an advantage over those with absolutely no prior exposure to Chinese language. So separation of these students into two tracks within the elementary program will be made.

Japan

One of the Intensive Language Programs in Japan has been relocated to the Intercultural Institute of Japan, after the refocus to English language instruction of the prior ILP partner. Once the summer 2009 ILP is underway, EAP will explore the possibility of an elementary first-year Japanese language program, along the same lines as the Chinese summer intensive program.

Taiwan

The Chinese language training offered by EAP partner National Taiwan University was among the program elements explored by the Academic Senate UC International Education (UCIE) review committee in spring 2009. We await the report of this committee, whose suggestions will be used to guide EAP in consideration of various Chinese language options offered by this NTU.

Thailand

EAP recruited more than 15 students for the new six-week summer program in Bangkok. The program provides an interdisciplinary Thai studies program at the Pridi Banomyong International College at Thammasat University. A "survival" Thai language and introductory culture course begins the program, with Thai Buddhism and the economic and social development of Thailand rounding out the course offerings. Field trips augment classroom learning each weekend to locations outside Bangkok. Completion of the program earns EAP students 12 UC quarter units. It is our hope that this initial year will generate excitement among UC students and encourage more to apply for summer 2010.

France

In order to reduce operating costs in France, EAP is closing the Grenoble study center and suspending UC's exchange with the University of Grenoble. Grenoble has historically attracted fewer immersion applications than either Lyon or Bordeaux. The 2009-10 Grenoble applicants are being redirected primarily to Bordeaux.

EAP is exploring an exchange with the Sorbonne should demand for immersion increase in the future beyond the capacity of the Bordeaux and Lyon programs.

Germany

In response to a drop in immersion application numbers and Georg-August University's (GAU) desire to prioritize their internationalization efforts on graduate student and faculty exchange, particularly in the sciences, EAP is consolidating its undergraduate programming in Germany in Berlin effective 2009-10. An agreement with GAU will be continued to facilitate any graduate exchange produced by GAU's research collaborations with UC.

Italy

In response to a significant drop in fall and year immersion applications for 2009-10 and the imperative to reduce the high cost of our Italy immersion administration, EAP is consolidating to one immersion study center in Bologna during the next academic year. The 2009-10 programs in Padova will run as planned but, effective February 2010, the semester immersion programs will be moved to Bologna. In 2010-11, EAP will continue in Padova with a smaller yearlong program.

2008-2009 UCIE Program Reviews

EAP programs reviewed in 2008-2009 were in Barbados, West Indies; Budapest, Hungary; Singapore; and Taipei, Taiwan.

2009-2010 UCIE Program Reviews

China: The 10-year review of EAP China will incorporate the 3-year reviews for the Economics & Business program and the Joint International Studies (JPIS) program at Fudan University, Shanghai. A site visit for the China Review is planned for fall 2009.

Korea: A site visit is planned for fall 2009.

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

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

Participation by Country & UC Campus: Academic Year 2007-2008

COUNTRY NAME	UC CAMPUS OF ORIGIN									COUNTRY TOTAL
	UCB	UCD	UCI	UCLA	UCM	UCR	UCSB	UCSC	UCSD	
Australia	28	20	14	18	1	5	39	19	32	176
Barbados	2	2	1	4	0	2	2	3	2	18
Brazil	31	6	7	14	0	6	20	20	9	113
Canada	4	3	2	0	0	1	2	1	0	13
Chile	27	19	8	26	0	3	48	23	12	166
China	44	33	35	48	0	14	20	18	52	264
Costa Rica	22	9	6	5	0	4	10	15	10	81
Denmark	3	2	1	8	0	1	9	3	2	29
Egypt	9	1	1	3	0	0	4	1	8	27
France	81	37	37	38	1	11	82	33	42	362
Germany	18	13	9	11	0	8	27	20	10	116
Ghana	13	8	5	13	0	1	9	11	6	66
Hong Kong	29	14	25	22	2	14	11	13	24	154
Hungary	4	2	0	10	0	0	7	14	8	45
India	8	5	2	7	0	2	4	12	4	44
Ireland, Republic of	3	4	1	3	0	1	5	1	4	22
Italy	91	46	62	54	2	45	133	58	64	555
Japan	25	12	25	35	2	7	25	15	44	190
Korea, South	38	20	56	50	0	12	9	7	44	236
Mexico	19	10	8	14	0	5	18	12	13	99
Netherlands	6	6	5	16	0	1	18	16	5	73
New Zealand	9	9	1	5	0	2	8	17	4	55
Russia	2	3	2	2	0	1	10	2	1	23
Singapore	19	1	9	12	0	6	1	7	15	70
South Africa	26	5	5	5	2	0	19	12	9	83
Spain	79	48	50	63	0	16	163	50	56	525
Sweden	13	9	13	16	0	5	27	4	15	102
Taiwan	6	4	3	6	0	1	4	2	6	32
Thailand	7	2	6	9	0	2	6	1	2	35
Turkey	3	0	2	5	0	0	0	6	2	18
United Kingdom	102	45	139	73	4	39	148	64	107	721
Vietnam	7	0	0	6	0	0	0	0	3	16
CAMPUS TOTAL	778	398	540	601	14	215	888	480	615	4,529

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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