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. We need to work across academic departments within universities and colleges to achieve the kind of interdisciplinarity that is envisaged for undergraduate education. I can think of no better conduit for such an enterprise than the UC Language Consortium. For nearly a decade, the Consortium has been plowing the rich, interdependent field of language and trans-cultural learning, 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. The Consortium has the means to assemble expertise from across the state and nation and bring it to bear on language issues in California.

—Daniel Greenstein, Vice Provost
Academic Planning, Programs and Coordination
Consortium Bids Farewell to Betty Guthrie

Betty Guthrie, Senior Lecturer in French and Coordinator of the French Language Program at UC Irvine, is retiring at the end of this year after 27 years. Her service to UCI and to the profession of French letters has been immeasurable, prompting the Consortium to found an award in her name, first conferred in 2004. The Consortium's very existence sprung from Betty's inspiration to found a support organization for UC language teachers and second language acquisition researchers. She began by convening two major language conferences at UCI that caught the eye of the UC Office of President and the system's executive vice-chancellors. The rest is history. Betty's love of the profession, languages, and language students is an inspiration for all of us. Thank you, Betty; job well done.

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CONSORTIUM EVENTS CALENDAR

**April 23**
Spring Meeting of the Steering Committee
UC San Diego

**April 23-25**
5th Conference on SLA Theoretical & Pedagogical Perspectives
UC San Diego

**May 7**
California Language Roadmap Summit
San Diego

**May 7-8**
Second Language Acquisition Institute
The Real California Gold Conference
UC Davis

**June 14-17**
9th Annual Summer Workshop
Clipping the Curriculum
UC Berkeley

**August 9-13**
Online World Language Lab
UC Davis

**October 21**
Distinguished Lecture Series
UC Davis

**October 22**
Fall Meeting of the Steering Committee
UC Davis
It is a sign of these economic times that everyone is worried about getting an education that will lead to a job, and it is understandable that our society will emphasize the most practical educational pathways: math, science, vocational training. Where does language fit into the equation? Is knowledge of one or more of the world's languages other than English just an educational frill?

The proponents of AB 2446 “Graduation Requirement,” currently being discussed in the California legislature, would lead us to believe so. This state assembly bill would force students who are not pursuing a college preparatory option to choose between world language study and career/technical education study. This legislation ignores the fact that world language knowledge is a career skill that is desperately needed in numerous jobs that do not require a college degree.

California is the gateway for Pacific Rim commerce. Exports from California to other nations – mostly in North and South America but in Europe, too – represent 25% of the state’s $1.5 trillion economy. Every year, 200,000 Americans do not qualify for jobs in business and industry because they lack the required language skills. In California, there are approximately 1,000 jobs available right now for bilingual individuals. These jobs are in all fields, including those tied to the technical education track: sales, computer design, translation, web design, software manager, engineer, agriculture shipping, to name only a few categories.

Legislation that encourages students to discount world language study works against their economic interests. For the good of their own students, proponents of career-tech education should embrace an educational program that fosters world language competence. The languages in greatest demand reflect the strength of California’s own ethnic communities.

Our education system should be strengthened to increase foreign language skills and cultural awareness at all levels—not just for the college bound, but for all high school graduates. That is the only vision that corresponds to the realities of a global work environment and the aspirations of the state of California to be a leader in this arena, economically and socially. AB 2446 is an idea that is moving against the current and shortchanging our students. However expedient AB 2446 appears to be in the short run (i.e. fewer requirements and, therefore, easier management for the technical track), it is foolish in the long run.

Higher education is not exempt from trends such as AB 2446. California State University Fullerton has been contemplating cutting its degree programs and teacher training in French, German, and Portuguese in order to save money. Portuguese is the 8th most spoken language in the world; Germany is our largest European trading partner; and French is still the lingua franca for many parts of the world, in particular, Africa. California students need more access to world languages than just Spanish and Chinese. Educational institutions are going to have to respond to the idea that the world is now a more complicated work place.

In that vein, the Consortium will join forces with San Diego State University’s Language Acquisition Resource Center, the California Foreign Language Project, and the National Security Education Program’s Language Flagship on May 7th to hold a California Language Summit in San Diego (see p.6). Prominent leaders from business, policy, education, and the community will design an action agenda for California for the next two, five, and ten years. The overall message will be simple: world language competence is anything but a frill.
Clipping the Curriculum: Integrating Clips into the Foreign Language Classroom

University of California, Berkeley, June 14–17, 2010

Workshop led by Mark Kaisct (Berkeley Language Center)

Clips from foreign language films present instructors with wonderful opportunities to model behaviors, attitudes, cultural artifacts and discourse strategies prevalent in the target culture.

In this workshop participants will learn how to work with the U.C.’s Library of Foreign Language Film Clips (LFLFC) to find, select and annotate clips for use in the foreign language classroom.

They will be exposed to a variety of ways that clips can be used to strengthen listening comprehension, enhance oral proficiency, and develop students’ translingual and transcultural competence.

In contrast to last year’s workshop, this year we will focus on the creation of curricular materials. Each participant will create lesson plans incorporating film clips for use in the classroom and/or as homework assignments.

The UC Consortium for Language Learning and Teaching invites applications from University of California faculty in the following languages: Chinese, Danish, Finnish, French, German, Hindi, Italian, Japanese, Korean, Persian, Russian, Spanish, and Turkish.

To fill out an application, please visit http://uccllt.ucdavis.edu/events/film10/application.html
**Film Clip Database Update**

Although the number of available clips in the Library of Foreign Language Film Clips (LFLFC) has grown modestly over the past six months (currently at 7174 clips in 17 languages), we have continued to purchase films, and our current holdings number 801 films in 38 languages. Of these we have published clips from 213 films.

The chart indicates the number of films in the collection that each campus has indicated that they own. I'm confident that many campuses have more films, and thus instructors would have access to more clips if the campus were to identify which films are owned by the campus.

Please contact Mark Kaiser at mkaiser@berkeley.edu if you have any questions about the LFLFC, or if you have films that you would like to suggest that we add to the collection.

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**In Memoriam:**

**Colonel Daniel D. Devlin,**
**Consortium Board of Governors 2006-2010**

Dan Devlin was appointed to the Consortium governing board by the Acting Provost of the UC Office of the President, Rory Hume. He immediately became one of the most influential members of the board, and his dynamic presentations profiling the status of world languages in the U.S. Department of Defense were vital to the Consortium’s grant-writing efforts and program development. The Consortium deeply mourns his untimely death.

The following biography was contributed by members of the Board of Governors, Neil Granoien, Emeritus, The Defense Language Institute and Christine M. Campbell, Associate Provost, The Defense Language Institute.

“Dan Devlin had a long and illustrious career in the U.S. Army, a point of singular pride for him. He was commissioned a Second Lieutenant upon graduation from North Dakota State University in 1969, with a degree in history. He served in multiple command and staff assignments in the Armor branch, first with the 1st Infantry Division in Germany and, later, with the 1st Cavalry Division at Ft. Hood, Texas.

Devlin always thought of himself as a member of the Army’s ‘First Team,’ evidenced by his cavalry Stetson in the photo. He was also deeply interested in foreign affairs and became a Foreign Area Officer, with a focus on the Soviet Union and Eastern Europe. He was a student of Russian at the Defense Language Institute (DLI), the premier language learning center of the U.S. Government and the largest language institute in the country. He also studied at the U.S. Army Russian Institute in Garmisch, Germany. He received an MA in National Security Affairs from the Naval Postgraduate School as well as an MA in International Relations from the University of Southern California.

The 1980s saw Devlin in a number of assignments in the Military Intelligence branch of the Army. During the Gulf War, he served in similar functions for Central Command in Saudi Arabia and Egypt, after which he was assigned to a Joint Staff position at the Pentagon. In 1996, he was selected to be commandant of the DLI, arguably his favorite alma mater.

For four years, he provided leadership focused on empowerment. He continually practiced transformational management, encouraging average professionals to become above-average, above-average performers to become exceptional through timely, positive reinforcement and sharing of expertise. During his tenure, he obtained authority for the Faculty Personnel System, an innovative, merit-based program of retention and promotion. He also laid the foundation for the School for Continuing Education, a system that serves 20,000 military linguists world-wide. He will be remembered as one of the Institute’s most beloved and longest-serving commandants.

Upon his retirement from the Army, Devlin took a position at the Pentagon for the Undersecretary for Policy and, later, in his last position, for the Undersecretary for Intelligence, where he helped shape language policy for the whole of the Department of Defense.”

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UC Irvine Lecturer, Amina Yassine, Receives Betty Guthrie Award

Amina Yassine, Lecturer in Spanish and Arabic at UC Irvine, is the fourth recipient of the Betty Guthrie Award honoring individuals who have made major contributions to language learning and teaching at the University of California.

Yassine, who holds the M.A. degree in Spanish from UCI, has taught Spanish there for more than 10 years and is also Irvine’s inaugural Arabic teacher. Her students of both languages describe her as having high expectations, passion, concern that they succeed in learning the target language and that they take away from class something that will enrich their lives. The students clearly agree on her inspiring pedagogy. In the representative words of one student of Arabic, “She is a great teacher, and just as much as the class was challenging and demanding, it was enjoyable and interesting, to the point where 50 minutes of class felt like 15. UCI should be proud to have Yassine as part of its faculty.”

In addition to regular face-to-face Arabic courses, Yassine coordinated the on-line course *Arabic Without Walls* when it was transferred to Irvine from Berkeley in summer 2009. She also stepped in to assume the position of Spanish Language Director at UCI when the long-time director suddenly passed away. In this role she has seamlessly and skillfully managed a language program that includes 37 TAs and 98 sections of Spanish and Portuguese. Other duties have included evaluation of TAs’ performance, counseling of undergraduate students, and work on the scheduling of classes. Yassine’s contribution to the development of testing materials and her mentoring of other instructors testify to her dedication to foreign language education at UC.

Consortium To Convene California Language Summit

The summit meeting “Building World Citizens for California’s Success” will take place on May 7 in San Diego and will involve community, education, business, and government leaders. The goal is to establish an action agenda that California policy makers and educational leaders can implement in order to position the state for economic and political success in the 21st century.

With funding from the National Security Education Program (NSEP), the Consortium is in partnership with the Language Acquisition Research Center (San Diego State University, Mary Ann Lyman-Hager) to develop a roadmap for the future study of world languages in California. Other key partners in this effort are the California Foreign Language Project (Stanford University, Duarte Silva) and the Strategic Language Initiative (California State University Long Beach, Kim Oanh Nguyen-Lam).

Ohio, Oregon, Texas, and Utah have already held NSEP-sponsored Language Roadmap summits to develop strategic plans for meeting their current and future language needs. Dr. Susan Duggan, a former senior strategist for NSEP, was the chief consultant for the first four summits. She is chairing the effort to bring leaders from the California business community to the California summit and secure their support for world language education in the state.

Other members of the planning committee are: Karen Cadiero-Kaplan (Bilingual Education, San Diego State University), Christine Campbell (Associate Provost, Defense Language Institute), Lorraine D’Ambruoso (Executive Director, California Language Teachers Association, Brian Kennelly (California State University Foreign Language Council), Magaly Lavadenz (Director of Bilingual/Bicultural Education & TESOL, Loyola Marymount University).

SAVE THE DATE

Distinguished Lecture Series
UC Davis
October 21, 2010
Speaker TBA
ATTENTION UC INSTRUCTORS

OF ARABIC, CHINESE, HINDI-URDU, JAPANESE, KOREAN, PERSIAN, PORTUGUESE, PUNJABI, RUSSIAN, AND VIETNAMESE.

The Consortium invites applications for an exciting new project. Our goal is to develop ten video-enhanced tutorials that will assist beginning and intermediate students in mastering the most challenging hurdles of the curriculum. The online learning modules will feature innovative, creative approaches to language acquisition. They will complement both classroom and distance language courses.

The lessons will be the property of the Consortium and be distributed by the UC Irvine Extension. However, faculty participants in this project will retain the right to repurpose the materials they develop in any format of their choice.

Those selected for participation will be required to attend a workshop on the Davis campus from August 9-13, 2010. All expenses will be covered by the Consortium.

Each participant will receive a stipend of $1,500 upon receipt and evaluation of the completed video lessons by the Consortium.

APPLY ONLINE—DEADLINE JUNE 1
ucclt.ucdavis.edu/events/owll/application.html
campus reports

BERKELEY

Berkeley Language Center Fellows Forum
April 30, 2010 3-5 p.m.
B4 Dwinelle Hall

Topic: Instructional Development Research Projects
Anna Maria Bellezza – Italian Studies
Usree Bhattacharya – Language & Literacy, Society & Culture
Minsook Kim – East Asian Languages and Cultures
Jason Vivrette – Comparative Literature

LOS ANGELES

UCLA’s Scandinavian Section shares resources with other UC campuses via distance learning. The Elementary Old Norse class was broadcast by videoconference to Berkeley in fall 2009. In spring 2010 first-year Swedish is being broadcast to Santa Barbara, and UCLA students receive Danish and Finnish courses from Berkeley.

LOS ANGELES –continued

The National Heritage Language Resource Center held an international conference on February 19-21. 200 presentations and poster sessions were given by representatives of 20 countries. Workshops for heritage language teachers were offered as well. For more information, see the conference link at www.nhlc.ucla.edu.

The Heritage Language Journal (HLJ) published a general issue of six papers and three book reviews in February. The HLJ is a peer-reviewed journal, freely accessible online at www.heritagelanguages.org.

The NHLRC will hold a STARTALK-funded workshop on July 19-23, 2010 on teaching heritage speakers of less commonly taught languages. There is no charge for the workshop, and some stipends will be available for travel and accommodations. To apply, visit the workshop link at www.nhlc.ucla.edu.

RIVERSIDE

Kelle Truby, Lecturer in French, is working with textbook publishers Heinle & Heinle to develop teaching materials using short films and other web-based media for new editions of textbooks such as “Bravo” and “Interactions.”

Michele Back, Assistant Professor in Hispanic Studies, received an Instructional Innovation Grant to acquire DVDs of Spanish and Portuguese films in order to enhance and encourage departmental and campus-wide use of the Berkeley Library of Foreign Language Film Clips.

Congratulations

Mariam B. Lam
On her well-deserved promotion to Full Professor in the Department of Comparative Literature and Foreign Languages at UC Riverside.

Call for Papers

L2 Journal
Editor: Claire Kramsch
An electronic refereed journal for foreign and second language educators
http://escholarship.org/uc/uccllt_l2
SECOND LANGUAGE ACQUISITION INSTITUTE

MAY 7-8, 2010
"THE REAL CALIFORNIA GOLD"
INDIGENOUS & IMMIGRANT HERITAGE LANGUAGES OF CALIFORNIA
UNIVERSITY OF CALIFORNIA, DAVIS | MAY 7-8, 2010

PLENARY SPEAKERS:
Francisco X. Alarcón, Author,
Poet, & UC Davis Lecturer
Leanne Hinton, UC Berkeley Professor Emerita
Jessie Little Doe Baird, Linguist, Director of the Wóopának Language Reclamation Project
Tove Skutnab-Kangas, University of Roskilde,
Denmark Professor Emerita

FUNDING:
Note to faculty, lecturers, and graduate students affiliated with the University of California: There will be limited funding provided by the Second Language Acquisition Institute for travel and lodging expenses for both participants and attendees.

This conference is co-sponsored by the following:
- UC Consortium for Language Learning & Teaching
- UC California Studies Consortium
- UC Humanities Research Institute
- UC Davis Humanities Institute
- UC Davis Native American Language Center,
- Yocha Dehe Endowed Chair in California Indian Studies

Please see the SLAI website for conference details and registration: http://slai.ucdavis.edu
EAP Status Report

New Spring Semester Option, Delhi University Immersion Program

The EAP programs in Delhi and Hyderabad, India, take advantage of regular coursework taught in English and with a South Asian perspective to provide UC students who may not have learned a foreign language the opportunity to make progress in their majors and toward their degrees in numerous fields of study. The programs also provide important venues for students to learn Hindi, a language not widely taught in the UC system, or other Indian languages (e.g., Sanskrit, Tamil, Malayalam, Urdu, Telugu, and others) relevant to their studies and interests.

The University of Delhi is the largest university in India and is well respected for its high standards in teaching and research. Beginning in spring 2011, EAP will add a spring semester option (January through May) to the EAP program there. Classes equivalent to UC upper-division courses are offered in history, anthropology, psychology, philosophy, linguistics, and many other fields. Unique opportunities are also available to study art history through the National Museum and to participate in projects through the Social Work and Management Studies departments. Students attend classes with host country and international students, and are required to enroll in three courses, including a Hindi language course, for a total of 18 UC quarter units.

Language and Culture Program, Russia

In spite of extensive efforts on the part of EAP and UC Russian language faculty to promote the program, UC student application numbers for the Fall 2010 language and culture program in Moscow have fallen short of the enrollment figures required to make the program financially viable. EAP is committed to running the program in Fall 2010; however, in consultation with UC Russian language coordinators, we are exploring other language programs to affiliate with for the academic year 2011-12 and beyond.

Suspension of the Language and Culture Program, Morelia, Mexico

With considerable regret, EAP has suspended its summer Language and Culture program in Morelia, Mexico for 2010. As the home state of President Calderón, Michoacán has become a site of considerable conflict with narcofamilies and is no longer a secure location for UC students. The Morelia program would have celebrated its twenty-fifth anniversary this year, and is quite possibly the best of our Spanish language acquisition programs. We are hopeful that we will be able re-establish the program in 2011.

2010-2011 UCIE Program Reviews

The UC Academic Senate, through the University
Committee on International Education (UCIE), exercises academic oversight over EAP. Among other responsibilities, UCIE reviews new EAP programs after the first three years and reviews all Study Centers and programs every ten years or as conditions require. Review Committee membership is approved by UCIE and usually consists of three faculty members (including a member of UCIE) who have knowledge of the country and, preferably, of the partner institutions and academic foci of the program under review.

The four ten-year reviews to be conducted in academic year 2010-11 are China and Korea (both having been postponed from AY 2009-10), New Zealand, and Australia. These will all be off-site reviews.

### Participation by Country & UC Campus: Academic Year 2009-10

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**CAMPUS TOTAL** 815 377 565 593 34 203 1,011 497 606 2 4,703

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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