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LANGUAGE TEACHING AT BERKELEY

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Introduction

Learning a foreign language is more than a simple task of assembling lexical items in grammatically accurate sentences. Fundamentally, it involves learning to communicate with others in that language, and such communication involves an engagement with culture. In this paper, I want to present one particular approach to teaching language and culture in an integrated way with the aim of developing in language learners the ability to understand, reflect on, and mediate cultures as a part of their language learning experience. In beginning this task, it is important to clarify a number of assumptions about language learning, communication, and culture that underlie the thinking in this paper:

- Communication is an act of sociality: that is, it is not simply the case that information is transferred from one participant to another, but rather language is used to create and maintain social relationships. This means that we cannot view language in terms of a contrast between interactional (social) and transactional (information-exchange) discourse, but rather as a pervading social act in which information exchange may be one of the relevant activities going on.
- Language is a marker of identity and to use a language is an act of social identity in that it encodes how speakers are presenting themselves in a particular interaction. Language use involves the expression of self, not just the expression of ideas and intentions.
- Language learners are also language users and it is inappropriate to see a dichotomy between these two characterisations. Language learners use language to express ideas and they present their own identities regardless of proficiency.
- Second language communication is intercultural communication. This may seem obvious, but it is always important to remember that

when individuals use a second language they are encoding ideas in a linguistic system that is located within a cultural context and that will be interpreted as being located within that context. Language learners have to engage with culture as they communicate.

- Second language communication is bilingual. This means that the communicative resources available to second language users are different from those available to monolingual speakers of the language. Bilinguals need to be able to mediate linguistic codes and cultural contexts as a regular part of their interaction.

These assumptions about the nature of second language use raise some questions about the way in which language teaching and learning are conceived.

- What is culture for communication?
- How can intercultural competence be taught?
- How is intercultural competence acquired?

What is culture for communication?

In searching for an answer to this question in the context of language teaching and learning, there are a number of issues that emerge as important for practice.

The first of these is that culture is practice that is accomplished and realized by members of a cultural group in their daily lives and interactions. This means that culture in the context of language learning needs to go beyond behaviours, texts, artifacts, and information as manifestations of culture and examine the ways in which these things are accomplished discursively within a context of use. This means that culture learning becomes an engagement with cultural practices rather than exposure to information about a culture, and that the cultural competence to be developed through language learning takes the form of intercultural behaviour in and through the language being learned.

TEACHING LANGUAGES FOR INTERCULTURAL COMMUNICATION

by Professor Anthony J. Liddicoat, School of Languages
and Linguistics, Griffith University, Brisbane, Australia

Viewing culture as a dynamic set of practices, rather than as a body of shared information, engages the idea of individual identity as a more central concept in understanding culture. Culture is a framework in which individuals achieve their identities using a cultural group's understandings of choices made by members as a resource for the presentation of the self. This reflects Sacks' (1984) notion of "doing being ordinary:" who we are is an interactionally accomplished product not an inherent quality, and the culture provides a reference point for this interactional accomplishment. Such a view encourages us to see the individual as a semiotic system, that is, as a set of meaningful choices about the presentation of self. Culture provides a context in which this semiotic is to be read and choices will be understood differently in different cultural contexts. This means that for the second language user "doing being ordinary" involves presenting the self within a different framework of conventions for reading the individual. Language learning provides a challenge for identity in two key ways. First it raises the question "Who am I when I speak this language?" and secondly, "How am I me when I speak this language?"

When culture is viewed as dynamic practice, it gives a way of dealing with culture as variable. We move away from the idea of the national culture and the idea of a monolithic "French culture" or "Japanese culture" and recognize that culture varies with time, place, and social category and according to age, gender, religion, ethnicity, and sexuality. Different people participate in different groups and have multiple memberships within their cultural group, each of which can and does affect the presentation of the self within the cultural context. The variability is not limited, however, to membership of sub-cultures, but also to the ways in which individuals participate within their cultures. People can resist, subvert, or challenge the cultural practices to which they are exposed in both their first culture and in additional cultures they acquire.

A view of culture as practices indicates that culture is complex and that individuals' relationships with culture are complex. Adding an additional language and culture to a person's repertoire expands

the complexity, generates new possibilities, and creates a need for mediation between languages and cultures and the identities they frame. This means that language learning involves the development of an intercultural competence that facilitates such mediation. Intercultural competence involves at least the following:

- Accepting that one's own and others' behaviour is culturally determined.
- Accepting that there is no one right way to do things.
- Valuing one's own culture and other cultures.
- Using language to explore culture.
- Finding personal solutions in intercultural interaction.
- Using L1 culture as a resource to learn about L2 culture.
- Finding an intercultural style and identity.

Intercultural competence means being centrally aware that cultures are relative. That is, being aware that there is no one "normal" way of doing things, but rather that all behaviours are culturally variable. Applied to a particular language, it also involves knowing some of the common cultural conventions that are used by speakers of the language. The emphasis here is on *some*. Given the volume, variability, and potential for change of the cultural conventions, it is impossible to learn them all and certainly well beyond the scope of any classroom acquisition. Because learners can only ever acquire *some* of the cultural conventions, an important part of intercultural competence is having strategies for learning more about culture as they interact.

How can intercultural competence be taught?

The discussion so far provides an argument for teaching culture in a particular way. What I want to do in the remainder of the paper is present an approach to teaching language and culture together in the framework of ILT (Intercultural Language Teaching). This particular approach has been developed with my colleague Chantal Crozet in a number of recent papers (Crozet, 1996; Crozet and Liddicoat, 1999; Liddicoat, 2000; Liddicoat, 2002; Liddicoat and Crozet, 2001). The approach involves opportunities to reflect on one's own culture, to experiment with the new culture, and

to decide how one wishes to respond to cultural differences.

The approach divides language and culture teaching into four stages:

- Awareness-raising
- Skills development
- Production
- Feedback

Awareness-raising

The awareness-raising stage is where the learners are introduced to new input about language and culture. New input should be introduced through participative tasks that encourage learners to compare the new culture with their own practices.

Ideally, learners should have an opportunity to notice differences between the new input and their own culture, with the teacher supporting them in noticing differences. Schmidt (1993) has made the argument that language learning happens most readily when students themselves notice things about the language; this applies equally to language and culture learning (Liddicoat and Crozet, 2001). It is especially important that students have the opportunity to think about and talk about what they notice, either in their first language or, if their proficiency is adequate, in the second language.

Students' noticings are followed up wherever possible with an explanation of the function of particular actions in the target language to assist them in developing an explanatory framework for understanding what the speaker is doing. This explanation does not have to be deep, nor does it have to be detailed. Most importantly, it needs to be seen as being a normal way of acting. Some teachers may worry that as non-native speakers, they do not have enough insight into the other culture to teach it. However, being a native speaker is not always an advantage either, because in an intercultural approach, the teacher needs to know something about both cultures. Because ILT is comparative and is based on learning to notice differences, the important element is the exploration of difference rather than the teaching of the difference; this is something teachers and students can do together. In particular, teachers' experiences of intercultural communication, especially of problems,

can lead to insights about language and culture.

For awareness-raising, authentic video materials are particularly useful, as are cartoons and stories. However, some materials designed specifically for language learners may “edit out” or “nativise” cultural information in order to focus on language, thus giving students a distorted picture of the culture (Kramsch, 1987).

Skills development

This stage allows students to begin working with their new knowledge and trying out native speakers’ ways of acting and speaking. This involves short, supported communicative tasks that practice elements of the new knowledge and help to build towards overall learning for a new speech situation. This work involves picking apart some of the language and cultural needs of the students for focused practice.

Ideally, experimentation should occur immediately after awareness-raising to help fix their newly noticed knowledge through experiential learning.

Production

In this stage, students put together the elements they have been trying out in the experimentation phase and integrate the information they have acquired in actual language use. The best way to achieve this is through role-plays, preferably unscripted role-plays, if the students are at a stage to be able to do these. In the role-plays, they will need to act out the cultural and linguistic information that they have been practicing so far. In essence, they try out being a native speaker of the language. The aim is for them to experience culturally different ways of interacting. In part this involves the students in experiencing the impact of using a different set of cultural rules

on their identity and experiencing the comfort or discomfort this can bring.

Feedback

This is an important part of the activity and involves reflecting on the experience of acting like a native speaker in the production phase. During this phase, the students discuss with the teacher how they felt about speaking and acting in a particular way. This allows the teacher to comment on the language use of the students, but also allows the students to express how they felt. The feedback should allow the students to work towards discovering a “third place:” a place of comfort between their first language and culture and their second (Crozet and Liddicoat, 1999 and 2000; Kramsch, 1993).

Some aspects of using a new language and culture are difficult or uncomfortable, others can be liberating. In engaging with a new set of practices, questions of identity are important and even very small cultural differences can produce quite strong emotional reactions. In the feedback, it is important to recognise the positives and negatives students express and to acknowledge the validity of these feelings.

Negative feelings are particularly important as they have strong implications for future interaction in the language. If learners are unable to use the culturally contexted practices comfortably, they need to develop ways of facilitating interaction without using these practices. Simple avoidance is rarely adequate as the practices involved are read by potential interlocutors in particular ways and avoidance may lead to unwanted or unintended readings of the speaker, or both. One solution is to explain avoidance of uncomfortable cultural practices in terms of the user’s first culture. Such explanation requires conscious awareness

of the practice and its significance and allows the users themselves to frame the way in which avoidance should be read. An alternative solution may involve the development of an intermediary practice that is acceptable from both the user’s first culture perspective and also from the interlocutor’s cultural perspective. Such intermediary practices involve decentering from the first culture but do not involve assimilating to the second culture and reflect a true intermediary “third” position.

How is intercultural competence acquired?

We can think of the process of cultural acquisition in ways that are analogous to language acquisition processes. The learner begins with a knowledge of the practices of their own first culture and gradually acquires an approximative system of practices (Nemser, 1971) that vary from the starting position as the result of exposure to new input. The approximative system, like interlanguage, can contain rules which are identical to those of the first culture, rules which are derived from the target culture and rules that belong to neither culture, but which are learners’ accommodations to their noticing of and reflection upon the input. We can think of these approximative systems as intercultural systems, with each intercultural system being a new step in the development of a set of intercultural practices, as in Figure 1.

However, such a view of the acquisition of culture is problematic as it assumes a progression towards more nativelike ways of behaving and that intermediate systems show both what has been acquired and what has yet to be acquired. The focus here is an orientation towards product in acquisition and says little about the process.



Figure 1: progression in developing intercultural practices

The view of intercultural competence that has been presented here stands at odds with such a view of acquisition in a number of ways. First, it does not see assimilation to the target culture norms as the goal of learning; rather it is the development of an intermediate position that is the key goal. Any intermediate position is therefore not an approximation to another system, but a potential solution to the problem of mediating between two (or more) cultural frameworks. Secondly, it assumes that the starting point (i.e., the first culture) is somehow left behind as the learner progresses. This view denies the importance of identity and cultural attachment in the process of acquisition and ignores the need to mediate positions rather than to replace one position with another. Thirdly, the progression implies movement from the starting point (first culture) towards the end point (target culture) with progress seen as becoming less like the starting point and more like the end point. This implies assimilation to a culture as the aim of learning and the involvement of only one cultural framework in target language contexts. This denies the multiplicity inherent in bilingual communication. Fourthly, it equates production with acquisition. As the core of intercultural competence is awareness, production is not a good indicator of competence. Learning is shown by the understandings that underlie production of a particular behaviour or withholding of a particular behaviour. In fact, non-nativelike production may indicate a high level of intercultural competence if the behaviour is seen in terms of mediating two cultures rather than assimilation to a target (Liddicoat, 2002).

In contrast to this, a more process-oriented approach to acquisition sees developing intercultural competence as an ongoing process of acquisition and

the primary tool for this development is reflecting on one's own linguistic behaviour and that of one's interlocutors. The process of developing intercultural competence is cyclical, as shown in Figure 2.

As with all language acquisition, acquisition of culture through language begins with input. For any acquisition to take place, however, particular elements of the input have to be noticed (Schmidt, 1993). As mentioned above, our cultural conventions are often invisible to us and, as a result, our noticing a cultural difference can be made more difficult. The promotion of noticing is one of the key tasks of the intercultural language teacher. Once it has been noticed, the input is available for reflection and experimentation. In ILT it is important for the students who have noticed a difference in the input to reflect on the nature of the difference and to decide how to respond to that difference; that is, how far learners will modify their practices to accommodate to this new input. This decision is then introduced and leads to output in the language using a modified set of norms. This initial modification is not, however, the final stage as the output itself provides opportunities for new noticing (Swain, 1985). This noticing may be a positive or negative evaluation of the new modified practices by the learner: the new practices may feel comfortable or uncomfortable, or it may be a noticing of a native speaker's response to the modified practices of the learner that indicate whether the modification has been successful or unsuccessful. These noticings become the target of further reflection, which again becomes realized in the output of the student, and so on in a potentially continuous cycle of acquisition.

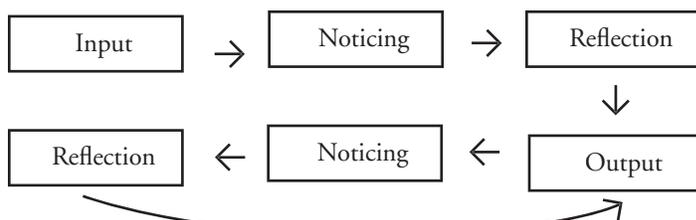


Figure 2: a pathway for developing intercultural competence

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NOTES FROM THE DIRECTOR

Welcome to the new academic year! The BLC is still going strong despite the general cuts and we look forward to serving your needs. As the new term is starting off, there are a few colleagues whose absence will be deeply felt. Kenneth Weisinger, Professor Emeritus of German and Comparative Literature and Director of Berkeley's Education Abroad Program died on July 28 after a battle with cancer. He will be sorely missed. Jean Schultz, Language Coordinator for second-year French and former Academic Coordinator for the BLC, has taken a position in the French department at UC Santa Barbara. Agnes Dimitriou, Director of Summer Session courses for the Department of Spanish and Portuguese and member of the BLC Executive Committee, has decided to retire, although she will continue to remain active on campus in many ways. Lynne Frame, who was filling in these last years as Language Coordinator for German and was a member of the BLC Executive Committee, has relinquished the coordinator position and will remain in the German department on a part-time basis. We extend our best wishes to Jean, Agnes, and Lynne and thank them most heartily for all their contributions to the BLC and to improving the quality of language teaching on campus.

We welcome the arrival of the new Coordinator of the German language program, Nikolaus Euba, who comes to us from University of South Carolina. Sonia S'hiri, Language Program Coordinator for Arabic, continues to serve as the BLC Academic Coordinator; she will be meeting with lecturers and language program coordinators at regular intervals during the term to discuss issues of common interest. Please feel free to suggest to her topics you wish to discuss at those meetings. Her email address is shiri@socrates.berkeley.edu.

This year again, we have a strong group of research fellows working in the fall and the spring on a variety of projects: the teaching of literary and non-literary texts in Spanish, Korean, and Russian; improving the skills of international GSIs; the teaching of Yiddish; multilingualism and multiculturalism in foreign language education; and the use of distance learning technologies to teach Danish. The fellows meet for two hours every week to discuss their projects with Mark Kaiser, Sonia S'hiri, and me. Our discussions are always most enlightening. If you wish to join or drop by on these discussions, please contact me at ckrams@uclink.berkeley.edu. This might also give you ideas for a project of your own that you might wish to submit for funding by the BLC (p.18)

by Claire Kramsch, BLC Director

by the March 3rd deadline. If you have a pet idea or the germ of an idea that you would like to explore, and for which you would like to get one-course release time (lecturers) or a GSR-IV position (graduate students), make sure you come and see Mark Kaiser, Sonia S'hiri, or me, and we can make it into a research project.

We have an exciting lecture series in store for you this semester (p.19). I hope you enjoy our guest speakers. I am always open to suggestions, so please pass on topics and names of speakers you would like to invite. Feel free to browse through our Teaching Resources collection in the BLC library in 34 Dwinelle (for access, see Victoria Williams in B-33C) and to suggest books you would like for us to order. And if you are a lecturer, remember that we can support your travel expenses to a professional meeting if you apply for funds by November 1.

Last, but not least: if you did not receive this newsletter in the mail, this might be because you are not on our mailing list. Make sure you put yourself on our mailing list by giving Orlando Garcia (space@uclink.berkeley.edu) your email and postal address.

I wish you all the best for another year of enjoyable teaching.

Instructors of European Languages

The Institute of European Studies (IES) receives Federal funds under the Title VI Grant from the U.S. Department of Education for the promotion of European languages and cultures. Some of those funds are earmarked for "support for faculty, staff, and student travel in foreign areas, regions, or countries, and for the development and support of educational programs abroad for students." They also support domestic travel for events, workshops, courses, and conferences devoted to improving and extending the use of European languages. For more information, refer to the IES website at <http://ies.berkeley.edu/> or write ies@uclink.berkeley.edu

Françoise Sorgen-Goldschmidt
Senior Lecturer, Department of French

NOTES FROM THE ASSOCIATE DIRECTOR

On behalf of all of the staff of the BLC, I welcome you to the start of the 2003-04 academic year. This promises to be another exciting year, with an excellent lecture series, a new group of BLC Fellows, and new projects in our labs. This semester we are instituting a Technology Workshop Series. These six events will provide interested lecturers with a good foundation in technology so that they can understand both its potential and its limitations. The workshops will be “hands-on,” allowing instructors to begin developing their own projects. Please refer to the announcement on p. 17 of this newsletter.

New Methods of Media Distribution

For four decades the distribution of language lesson material on audiotape has been one of the most important of the BLC's many services. After receiving materials from publishers, the BLC would reformat the material to facilitate circulation from B-50 for in-house use and from B-22 for overnight use at home. Finally, for those items for which we had copyright permission, we made copies for sale from B-7.

Last year we began digitizing audio materials and streaming them from our website for several high-enrollment language courses. Please contact me if you would like to have your course materials delivered in this way.

As more materials come to the BLC in digital format—typically CD audio—and given student preference for course materials in a digital format, the BLC is attempting to transition to an all-digital distribution of materials. Thus, for new materials that we receive in digital format, we will no longer produce audio-cassette copies. Instead, the materials will be made available as part of our Online Language Lessons and, if permitted, will be available for sale on CD from B-7. Currently, the BLC offers a number of lab CDs for sale at production cost: *Paroles, 2nd ed.*; *Kontakte: A Communicative Approach, 4th ed.*; *Prego, An Invitation to Italian, 5th ed.*; *Nachalo, Books 1 and 2, 2nd ed.*; and *Dos mundos, 5th ed.* These materials are also available online and, for the time being, on tape.

Over the next several years, we will continue to digitize items currently in our

Language Instruction Materials collection, and the distribution of language lesson materials on analog tape will be phased out.

Survey

The last survey of language lecturers was completed in 1996. That survey focused on the demographics of the foreign language lecturers at Berkeley: their educational background, teaching experience, and language teaching philosophy. It also was conducted before the BLC had computer labs, an established lecture series, the Fellows program, or travel grants, to mention only some of the more salient changes.

We have just designed a new survey that focuses more on the services that the BLC provides language lecturers, and asks for information on what is working and what is not. The survey has just been distributed and we hope that all language instructors will take the time to provide us with their feedback. We will report our findings in the next issue of the newsletter.

BLC Language Teaching Resources Library 34 Dwinelle Hall

The Language Teaching Resources collection is comprised of books and some journals on language teaching methodology and second language acquisition (SLA). It also includes video recordings of the BLC Lecture Series—talks by experts in the field of applied linguistics theory and practice.

You may explore this small, but focused, collection of print materials by clicking on the Collections button at the BLC website, <http://blc.berkeley.edu>. Then click on Teaching Resources to access our searchable online catalog.

You are also welcome to browse the collection: simply find Victoria Williams, B-33C Dwinelle, between the hours of 8–12 pm and 1–5 pm, Monday through Friday, for access to 34 Dwinelle and for reference help.

Checking materials out is also straightforward: we add you to our circulation database and then check out to you up to four books for one month.

If you have any questions, special requests, or suggestions of titles to enhance this collection, please contact Victoria Williams by email at victoria@socrates.berkeley.edu, or by phone at 642-0767 ext 19.

Over this past year, I convened four language coordinators' meetings at which the following topics were discussed: the responsibilities of a language program coordinator, culture and the language classroom, assisting students with psychological and mental issues, and proficiency and placement testing practices on campus. I also attended the weekly BLC Fellows' meetings and co-organized a conference on "Language, Identity, and Change in the Arab World: Implications for the Study of Language and Culture" in the spring semester.

At the language program coordinators' meeting concerning psychologically and mentally troubled students, Sarah Roberts from French, who did extensive research on the topic, gave an illuminating and useful presentation that is summarized in an essential handout. Please contact Sarah directly if you would like a copy. Her email address is sarahcroberts@hotmail.com.

At the meeting regarding culture and the language classroom, Jaleh Pirnazar (Persian) and Seda Chavdarian (French) opened the discussion by offering a short account of how they have dealt with this issue in a heritage language program and on a summer program in Paris, respectively. Jaleh Pirnazar described how, for two reasons, children's books are received with great enthusiasm in her heritage learners' class. First, they help

develop students' literacy in this genre and reading skills in general, and second, they fill a gap that these students often feel in their cultural background, especially if they have grown up speaking the language outside of its supporting cultural context. Pirnazar also pointed out some of the challenges encountered in teaching culture in this class. She noted that one possible source of conflict is the fact that although heritage students may come to class with a great deal of cultural knowledge, this knowledge is not necessarily shared by all the other students. In fact, students may have contradictory perceptions of "Persian culture," which can, in turn, be different from what the class is trying to offer them.

Seda Chavdarian spoke about the role of immersion in facilitating the self-correction of cultural stereotypes. She indicated, for instance, that in the previous summer's French immersion program in Paris, her students were actively confronting and discussing stereotypes about the French and their culture while she had consciously refrained from addressing these issues in pre-departure preparatory meetings.

As other language program coordinators engaged in the discussion, it became clear that, in most language programs, politics is also considered part of the classroom cultural input. Issues pertaining to world events such as the resurgence of the political right in French

elections, or war, are attracting interest among language students. They are presented in the different languages in the form of authentic visual or written materials that enrich the learners' experience of the language by raising awareness of its speakers' preoccupation with the subject in question as well as their perspectives on it.

The issue of heritage students was a recurring theme at these meetings. Taking into account the changes in the student population, several programs on campus are working on designing or further developing existing heritage language tracks.

The discussion about proficiency and placement testing revealed a great variety of practices on campus. While some programs offer rather informal essay-type tests, Oral Proficiency Interviews, or grammar-based tests, programs such as Chinese have a 90-minute online reading and listening placement test developed with the help of Educational Technology Services.

This fall semester, apart from the monthly meetings with language program coordinators and the weekly meetings with the BLC Fellows, I, along with Mark Kaiser, have designed and will be analyzing the results of a survey of lecturers who teach language courses at Berkeley.

Teaching Languages cont

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This paper appears in its entirety as a courtesy of both Professor Liddicoat and the UCCLLT (UC Consortium for Language Learning and Teaching), the sponsor of the Summer Workshop at which it was presented.



BLC FELLOWS' REPORTS

Beyond the Page: "Reading" Filmic Texts in French 3

by Lowry Martin,

Ph.D. Candidate, Department of French

Why use cinema in the foreign language classroom? This question was the genesis of my BLC project. It led me to the realization that most students begin "reading" films from the time they watch their first Walt Disney film or its cultural equivalent. Even as children, second language learners use many systems other than language to "make meaning." Foreign language teachers tend to forget that although students may be limited linguistically in the second language, they may not have the same semiotic limitations in comprehending visual input. Recognizing that the majority of today's students are extremely familiar with film conventions and easily analyze and discuss films, I sought to capitalize on their fluency with filmic texts to advance their second language acquisition.

When I originally proposed this project, I had planned to integrate merely a few films into the French 3 curriculum to supplement written texts. My intention was to utilize film adaptations of well recognized, if not canonical, French novels to comprise the filmic texts in the syllabus. I hypothesized that the learner's ability to extract meaning from authentic foreign language texts would be made easier by discussing and analyzing the films based on these novels first because learners rely on prior knowledge to access and to acquire new concepts and ideas. Thus, having seen the film, reading would theoretically be easier as the film would act as one big pre-reading exercise. However, once I began to look at different films and to research the use of video and film in the classroom, I quickly changed my approach.

Rather than use our traditional literature-based syllabus to improve learners' reading and writing skills, I wanted to give primacy to filmic texts. The idea of using texts to supplement films rather than the usual use of films to supplement texts intrigued me. This reversal

represents a radical departure from the typical use of film in a second language course at this level, but one that I believe will prove beneficial for the learner. Consequently, the emphasis of my project shifted from reading written texts to moving beyond the page.

Images communicate meaning and this course endeavors to demonstrate that learners can decode and make meaning through the visual—that in fact this visual text can be analyzed and critiqued just as any written text can. Learners do not have to understand every word in order to understand the film. The composition of scenes, the colors used, the position of actors, the angle of the camera, and the lighting are all elements that comprise a visual narrative. Learners interpret and analyze using personal mental structures of expectations (schemata) that are similar to those processes they would use in reading. In other words, learners do not construct meaning in a void, but rather use prior knowledge to access and acquire new concepts and ideas. Using film will create an environment where learners more easily have a space to find their own voices because they have grown up discussing films; they will be less intimidated by the perceived mysteries of analyzing "Literature." Moreover, the variety of accents, styles of speech, and written registers that will be encountered through both filmic and written texts will all increase the learner's linguistic capital. Bordieu has noted that native speakers' linguistic markers or fields of linguistic production are far from homogeneous. The variety of language that we will encounter in this course should provide more linguistic capital for the students so that they are able to more easily exploit the system of differences among native speakers of French and attain more and better comprehension.

Indeed, films not only offer great exposure to semantic, lexical, and syntactic differences in a second language, but also foreground an important point: communication extends beyond the verbal and written. The components of the visual narrative in films provide powerful com-

mentaries that can be decoded and analyzed, and from which meaning can be made that is beside and beyond the page. Learners comprehend that meaning and communication are not based solely on understanding every utterance or knowing the significance of every word in a written text, but from visual cues such as gestures, images, special effects, and movement. These elements of direction and production will provide interesting springboards for critical expository writing as well as for analytical discussion in the classroom. One of the most interesting activities in this French 3 section will be the creating, writing (including all technical directions), videotaping, and critiquing of an original film sequence.

Some SLA theorists suggest that the most important feature of using film as the basis for a second language class is the selection of films. While they suggest constructing the course around a specific director or set of technical elements, I chose films grouped around specific themes. These films explore issues of identity—racial, sexual, or political—against a background of themes such as liberty, resistance, and freedom. Films such as *Drôle de Félix* or *Rue case nègre*, for instance, examine racism and prejudice against a North African in contemporary France, in the first case, and against a poor tenant farmer's child in post-colonial Martinique in the second. The film, *La Bataille d'Alger*, raises the question, among many others, of when does resistance become terrorism? These themes are very much a part of our particular historical moment and, I believe, will resonate powerfully with today's language learners. Because films provide a forceful commentary on socio-cultural patterns, these themes will be especially useful in stimulating discussions about cultural differences and perceptions of cultural differences.

As I discovered over the term of my fellowship, using film in the foreign language classroom provides endless possibilities for language acquisition. Critique, analysis, and discussion of films come very naturally to most of today's

college language learners because they have been steeped in a film culture. By tapping into their existing knowledge of film, a medium they are comfortable with, learners will become more adept in exploiting the semiotic system of the visual to make meaning in the target language without having to rely solely on language. French 3 is indeed moving beyond just the page!

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Toward an Ecology of Language

*Michael Chad Wellmon,
Ph.D. Candidate, Department of German*

My primary research interest this year has been the dichotomy between language and culture prevalent in most foreign language departments. I have reconsidered communicative competence and located its gradual trivialization within the dichotomizing metaphors that underlie the communicative approach to foreign language teaching. In an attempt to bridge the language/culture dichotomy, my project suggests that a revived notion of communicative competence leads to an ecological approach to language and cultural studies. My lens of analysis is a comparison of Dell Hymes, a pioneer in linguistic anthropology, with Friedrich Schleiermacher, a Nineteenth-century German philosopher of language and pedagogy. This comparison connects an understanding of language established in linguistic anthropology to a hermeneutic tradition still common in many literature depart-

ments. As I argued in Vol. 18, No. 2 of this newsletter, the dichotomy between language and culture has been most evident in the bankrupting revision of communicative competence since its initial articulation by Dell Hymes.

Linguistic anthropology's sensitivity to particularity and context has helped me to frame my research question: How does acknowledging the importance of the individual utterance affect our understanding of language as language teachers? Dell Hymes' work on linguistic anthropology and communicative competence responds to this question and challenges basic presuppositions common to communicative approaches to language teaching.

In this brief article, I outline Hymes' ethnography of communication, which investigates the use of language in situational contexts. It takes as context a community or network of persons and investigates its communicative activities as a whole. Working in the relational field of *langue* and *parole*, an ethnography of communication must constantly balance the universal and the particular, while never subordinating one to the other. As a result of this relational approach, it studies communicative forms and functions in tandem and thus requires an analysis that is both functional and structural.

Hymes identifies several characteristics of an ethnography of communication. First, he argues that *parole* is primary. If *parole* is primary, then language is not simply an abstract system but a mode of action. Every linguistic instance, even every sentence in a textbook, is an utterance of a person in a context. (This first characteristic stands in apparent contradiction to the above claim that an ethnography of communication works in the relational field of the universal and particular. *Parole*, however, according to Hymes, is highly structured.) Second, function is prior to and warrants structure. Language, then, is always an object of choice. Every utterance originates from a meaning-making subject who uses that utterance to achieve some goal. Linguistic structure is warranted only in terms of such functional contexts. Third, language is organized according to a plurality of functions. These diverse functions include anything from identi-

fication of an utterance's source to meta-communicative reflection. This diversity of functions highlights the limits of a communicative approach that views language as purely referential or descriptive. Fourth, an ethnography of communication focuses on the appropriateness of a message in a particular context. Contemporary language classrooms stress grammatical accuracy, but ignore situational appropriateness.

Finally, an ethnography of communication, argues Hymes, must begin with a particular community. An ethnographer, like Hymes, might be able to identify a community in the field, but how does a language teacher identify her community? Which community does she prepare her lesson for? Defining community, Hymes writes:

One thinks of community (or any group, or persons) in terms, not of a single language, but of a repertoire. A repertoire comprises a set of ways of speaking. Ways of speaking, in turn, comprise speech styles, on the one hand, and contexts of discourse, on the other, together with relations of appropriateness obtaining between styles and contexts. Membership in a speech community consists in sharing one or more of its ways of speaking—that is, not in knowledge of a speech style (or any other purely linguistic entity such as language) alone, but in terms of knowledge or appropriate use as well. (Hymes 1996)

Although anthropologists have difficulty delimiting community, Hymes argues that a community exists in the interactions of its participants. Abstract linguistic structures do not constitute community. There is no one-to-one relation of community to language. Community arises between speakers and listeners.

The functional impulse of Hymes' work suggests an ecological approach to language and language learning. An ecology of language challenges the linguocentrism endemic to contemporary SLA and applied linguistic research. If, as Hymes claims, social needs motivate linguistic form, then language teaching might ultimately be a pedagogy of "social semiotics." Semiotics, however, suggests that language is solely representational and descriptive. My larger project anticipates a radical functionalism, in which language is one system of action that

CONFERENCE REPORTS

Language, Identity, and Change in the Arab World: Implications for the Study of Language and Culture

by *Sonia S'hiri*,
BLC Academic Coordinator

On April 4-5, 2003, the conference I organized with Claire Kramsch and Mark Kaiser—Language, Identity, and Change in the Arab World: Implications for the Study of Language and Culture—was held at the Townsend Center. The conference was both multidisciplinary and interdisciplinary: papers represented the fields of sociolinguistics, anthropology, education, translation theory, dialectology, and language variation and change. At a time dominated by war news from Iraq, the conference offered a glimpse of the richness and diversity of the Arabic language and culture, and problematized any attempt at collapsing the Arab world into a monolithic or monolingual entity. The conference was described as “uplifting,” “stimulating,” and “heart-warming,” not only because of the high quality of the presentations and their surprising relevance to issues in other languages on campus, but also because of the friendly atmosphere that characterized it.

In his keynote lecture, Clive Holes of Oxford University laid the foundation for a complex and diverse linguistic portrait of the Arab world today. Holes—a prolific dialectologist, sociolinguist, and cultural linguist with special interest in the Gulf region—explored some of the complexities underlying dialectal differences and variations, and their social and political significance with particular reference to Bahrain, Jordan, and Iraq. Regional and confessional distinctions are easily detected in Iraq by looking, for instance, at the various pronunciations of the phrase, “I said.” A sort of pecking order is established among the different ways of pronouncing “I said,” thus reflecting the power relations pertaining among Shia Muslims, Sunni Muslims, Christians, Jews, and Northern and Southern Iraqis.

Gender and nationalism are intertwined in the linguistic situation in Jordan. Jordanian men of Palestinian descent find their glottal variant of *q* ridiculed by Bedouin Jordanians because it is the same variant associated with Jordanian women. Palestinian men are therefore pressed to give up their prestigious glottal stop in favor of the Bedouin *g* to assert their masculinity and their allegiance to Jordan.

The themes of gender, nationalism, and language are further tackled in Keith Walters’ paper on Tunisia. In this country, where Arabic is the official language, French is widely used and enjoys a complex relationship with Arabic. The use of French in Tunisia is an indication of bilingualism and, therefore, of the higher educational level or social status of the speaker. It is also used for gender differentiation. Women not only use French more often than men do, but they also use it exclusively or mix it with Arabic to assert their femininity and modern orientation. Furthermore, women use Parisian French while men tend to speak with an accented French that seems to guard their masculinity and their allegiance to a country formerly colonized by the French.

With this glimpse into the linguistic complexity in Tunisia in mind, my paper explored the linguistic choices made by educated Tunisians who come into contact with speakers of Arabic from the east of the Arab world. In a study I conducted at two Arab media institutions in London, I found that these Arabic-French bilingual code-switchers projected a different identity when communicating with their colleagues from the east of the Arab world. They engaged unilaterally in linguistic accommodation, converging with their colleagues by adopting a stereotypical, hybridized, Middle Eastern Arabic while avoiding all exclusively Tunisian expressions and suppressing altogether their code-switching into French. This linguistic behavior reflects an attempt on the part of these Tunisians to assert their Arab identity in an environment that questions it for ethnic, socio-political, and postcolonial reasons.

Ibrahim Muhawi from the University of Edinburgh, Scotland, opened the second day of the conference with a most captivating paper. Muhawi—who has translated Palestinian folktales and poetry as well as prose poetry works by the foremost Palestinian poet, Mahmoud Dawish—is currently a visiting professor at Berkeley. In his paper, Muhawi argued that the Palestinian dispersion that took place in 1948 was preceded by a number of exile-making discourses (languages) that paved the way for it. Churchill’s reference in 1937 to the indigenous Palestinian people as a “dog in the manger” was preceded by Balfour’s Declaration of 1917 that promised the Jews a national home in Palestine, using Zionist language in referring to the overwhelming local Palestinian majority as “the existing non-Jewish population.” These secular discourses of exile were preceded by Nineteenth-century Protestant Christian travelers to Palestine, who did not see a present, historical reality for the Palestinian people, but saw them only as exotic substrate of a Biblical reality that was more real than the present.

Loukia Sarroub, visiting professor at the School of Education from the University of Nebraska at Lincoln presented part of her research on Muslim youth of Arab descent in several cities in the Midwest of the U.S. She focused on teenage Yemeni girls whose education and literacy grant them respect and even a sense of holiness among members of their community. Interestingly, these girls call themselves the *hijabaat*, referring to the headscarf that they wear in public. Similar to other immigrant youth, however, they think of themselves as “in-betweens” in reference to their middle status in terms of language and identity and the struggles they face daily in creating continuity between their private space and the public spaces, and making sense of their apparently conflicting realities. Sarroub described how these young women, who were often married at an early age, managed, contrary to expectations, to pursue their studies thanks to the family support system that offered them childcare and other help around the household.

The last paper was presented by one of the most prominent and revolutionary Arabists in the U.S., Mahmoud Al Batal of Emory University. His paper addressed a most peculiar new linguistic phenomenon that is taking place in local news broadcasts on the Lebanese television channel, LBCI, and is spreading to other channels in Lebanon. On this channel, which is broadcast to Arabic-speaking audiences worldwide, Standard Arabic (known in Arabic as *fusHa*) is being displaced as the sole recognized medium for news broadcasts and is being mixed with Lebanese Arabic in apparently random ways that break the rules for such code-switching. Al Batal links this creative and unusual use of the language to the current socio-political situation in Lebanon and the ideological conflict between “Arabism” and “Lebanonism” that characterizes the Lebanese identity today.

The conference closed with a panel discussion that drew all the participants together to address some of the issues that emerged from the conference and implications for the learning of Arabic. It was noted, for instance, that the old diglossic tension between the need to maintain Standard Arabic (*fusHa*) and the use of regional dialects has reached a new dimension with the birth of Arabic independent media and satellite channels such as Al-Jazeera. Because they offer viewers and readers quality investigative journalism, these media are raising people’s faith and pride in the ability of the modern Arabic language to freely and critically address complex issues in a manner previously reserved for foreign language media. The panelists agreed that the diglossic situation and tensions that arise from it have not changed in nature and that learners of Arabic will continue to face the challenge of mastering spoken varieties of Arabic in addition to Standard Arabic.



The UCCLLT (UC Consortium for Language Learning and Teaching) Summer Workshop: Discourse and culture in language study

by *Claire Kramersch*,
BLC Director

The UCCLLT Summer Workshop, coordinated by Professor Claire Kramersch, took place from June 23 – 27, 2003, at UC Berkeley. This workshop was designed to acquaint language teachers with recent trends and issues in language acquisition research, and with new ways of conceptualizing language learning and teaching. There were 20 full-time participants who came from each of the eight campuses and were fully sponsored by the Consortium, and another 20 part-time participants from UC Berkeley. The workshop opened with a glamorous reception and dinner at the Bancroft Hotel for all participants, graciously sponsored by TIAA-CREF.

The workshop covered various aspects of the relation of discourse and culture within a post-structuralist/ecological perspective on language and language acquisition: the changing knowledge-base of language teachers and a view of language as social semiotic; the semiotics of spoken language vs. written language; multiliteracies in L2 and genre-based curricula; culture as social and historical practice. Each day started with a public lecture, delivered by the workshop coordinator or by one of the guest speakers:

- Robin Lakoff, Professor of Linguistics at UC Berkeley – “Talking about yourself. The social and political functions of third person self-reference and the inclusive and exclusive *Wz*.”
- Heidi Byrnes, Professor of German at Georgetown University – “Teaching toward multiple literacies in texts, through genres, with tasks: A social semiotic perspective.”
- Anthony Liddicoat, Professor of Linguistics at Griffith University, Australia – “Teaching languages for intercultural communication.”

The lectures were followed by group discussions on the theme for the day, and by practical activities in language groups. Some of these activities were analysis of

authentic documents in a social semiotic perspective, comparison of spoken vs. written language samples, analysis and interpretation of various classroom discourse transcriptions, stylistic analysis of participants’ summaries of a short story by Maupassant, and devising a conceptual framework for describing one’s “culture” or discourse system.

The last day was devoted to brainstorming ideas for future collaboration among campuses in and across language groups: curricular or methodological innovations; pedagogic, ethnographic, or SLA research projects. Four of these projects were presented and discussed:

Design of a four-part scheme for teaching culture as social, discursive practice in Japanese language classes: self-reflection on L1 behavior, observation of native-speaker L2 behavior, performance of L2 behavior, reflection and feedback, with special focus on “critical incidents” in cross-cultural contact situations.

A learner-centered approach to teaching Mandarin Chinese in heritage language classes, with particular focus on the subjective needs of heritage learners.

A sociolinguistic study of the development of intercultural competence by students from various languages (Arabic, Spanish, French, Italian, Portuguese, and German) in a Study Abroad program.

An ethnographic study of language teachers: Why did they become teachers of the language they teach? What are the autobiographical roots of their passion, their dedication to their profession? How can their unique experience inform the intercultural competence they help their students to acquire?

Some of these projects are likely to be, in some way or another, submitted to the Consortium next February for funding. If you wish to participate in any of these research projects, please contact the Associate Director of UC Consortium for Language Learning and Teaching, Kathleen E. Dillon, kedillon@ucdavis.edu.

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CONFERENCE REPORTS

The AATK Annual Conference at UC Berkeley

by Clare You, Lecturer, Department of East Asian Languages and Cultures

Background

At UC Berkeley alone, enrollment in the Korean language program has grown 300% since 1982 (from 85 students in 1982 to 250 in 2002). A similar increase has been seen throughout the U.S.; in 1992 there were barely 30 colleges or universities offering Korean as a regular foreign language (FL) course and now over 120 schools offer Korean as a foreign language (KFL). Along with this increase, the necessity arose for a forum to discuss the state of the art in KFL teaching and to present the findings, the challenges, and their solutions for all those engaged in teaching Korean. To answer such needs, the American Association of Teachers of Korean (AATK) was founded in 1994 to provide an annual conference and workshop; to encourage the strengthening of instructional materials, methods, and curricula; to publish newsletters, proceedings, and a journal; to raise funds; and to voice concerns. The annual conferences together with the publications of the pre-conference proceedings in the past eight years have been the major forums for AATK.

The Eighth Conference at UCB

From June 25-29, 2003, UCB hosted the eighth annual AATK conference with support from the Korea Foundation, the Center for Korean Studies, and the Berkeley Language Center.

Keynote speakers, Professor Claire Kramersch and Dr. Mark Kaiser, made important contributions by presenting their on-going research. Prof. Kramersch spoke about the heritage language learners' role in second language acquisition research. Her research, based on the analysis of several linguistic autobiographies of heritage Korean language learners and speakers, inspired much discussion and enthusiasm among the participants for future studies in this area.

After discussing the salient issues in second language (SL) acquisition vs. heritage language (HL) acquisition research, Prof. Kramersch analyzed the testimonies

of SL, FL, and HL learners to tease out the differences among the three groups. Her objective was to see how these insights could be applied to the teaching of language as "subjective semiotic code, not the usual objective mode of foreign language instruction." What was particularly cogent in her research was that these linguistic autobiographies provide material far beyond the linguistic parameters of research interests. They expand and reach into the heritage speakers' and learners' psychological realities, manifested in a tangible form of language that helps others to read, see, and feel the heritage students' "subjectivity" in language learning and speaking. We are invited to re-examine the objectives and goals in language teaching and learning for the HL community as distinct from those for FL and SL learners.

Dr. Mark Kaiser's talk, beginning with an overall view of the current state of the use of technology in language teaching and learning, examined developments in technology given recent changes in language teaching methodology and current theories of learning. He demonstrated programs he has used for teaching Russian. Mark also gave a tour of the BLC facilities.

Another highlight of the event was Prof. James Rankin's (Princeton University) workshop presentation of an instructional method using a task-based, input-processing approach. This approach was based on using "authentic and natural input in which meaning is paramount, tasks that are not so cognitively demanding that they force attentional resources on meaning alone, and neglect form." Further, he demonstrated classroom input-processing strategies, focusing on specific grammatical forms in the input, an emphasis on form-use connections, and feedback for accuracy as well as communicative effectiveness.

The major part of the presentations centered around the core areas of the research topics in teaching and learning Korean—the teaching of grammar and pragmatics, performance analysis, technological resources for teaching KFL, and learners' profiles and needs. Thirty of the 36 papers presented appear in *The Korean Language in America*, Vol. 8.

The AATSP Annual Conference

by Agnes Dimitriou, Lecturer, Department of Spanish and Portuguese

The AATSP (American Association of Teachers of Spanish and Portuguese) held its annual meeting from July 31 to August 4, in Chicago. The theme was One Face, Many Voices. Among those from Berkeley giving presentations were Milton Azevedo on *Linguistic Aspects of Language Variation*, Agnes Dimitriou on *Testing Listening Comprehension*, and from our summer program staff, visiting from DePaul University, Rocio Ferreira, on *Clorinda Matto de Turner*. In keeping with a new policy of alternating a conference site in the United States with one in either a Portuguese- or Spanish-speaking country, next year's conference will be in Acapulco, Mexico. The 2005 conference will be held in New York City. There has also been a change in the way that proposals for sessions will be accepted for future conferences. Rather than sending papers to the chair of the session, all proposals will be handled through the Executive Director's office. Visit the website (www.aatsp.org) for further information. The deadline for proposals is October 15, 2003.

Locally, the FLANC (Foreign Language Association of Northern California) conference will be held at the University of San Francisco on Saturday, November 8. As always, there will be a variety of sessions with an emphasis on meeting the needs of both foreign language students and heritage language learners. Those interested in further information can contact Agnes Dimitriou at agnesd@socrates.berkeley.edu. Note that on the following Friday, November 14, the Berkeley Language Center will be hosting two researchers—Kirk Belnap and Guadalupe Valdes—who will be addressing what the heritage language and foreign language teaching fields can each learn from the other.

SWCOLT (Southwest Conference on Language Teaching) will hold its annual conference in Albuquerque, New Mexico from March 25-27, 2004. This regional group, which includes California, has been charged with drafting criteria and a process for implementing the creation a Teacher of the Year in Foreign Languages award as a way of promoting awareness

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FROM THE BOOKSHELF

Modelos: An Integrated Approach for Proficiency in Spanish and Writers Manual to Accompany Modelos. Agnes Dimitriou, Juan A. Sempere Martínez, Frances M. Sweeney
New Jersey: Prentice Hall, 2003.

by Timothy McGovern, Professor,
Department of Spanish, University of
California, Santa Barbara

Modelos: An Integrated Approach for Proficiency in Spanish (2003) and its accompanying *Writer's Manual* are designed to serve as the base textbooks for third-year Spanish programs focusing either on Composition and Analysis, or Advanced Grammar and Composition, and as such, they could fit into the goals of a large number of contemporary Spanish programs nationwide. First, this is one of the most difficult markets to target, due, in part, to the wide variety of goals that current programs have established as exit requirements for their majors. This text is unique in that it can be utilized by programs that have chosen as their chief focus either Literary Studies or Language and Culture with a focus on language proficiency.

The primary text proposes its primary goals in the Introduction (and this is not limited to the *Instructor's Edition*, but is provided to students as well): communication; the development of communication choices, the presentation of content, and of writing skills; and the enhancement of critical thinking abilities. One of the most unique aspects of this approach is that the authors are concerned with developing writing skills that will have transference into other languages, and I feel that this ambitious goal is met by the myriad of insightful and educationally inspired strategies that the book develops through its pre-writing, critical thinking, and revision/editing activities.

The title of the texts is based upon the repeated use of "model" texts distributed throughout each chapter. These are authentic, canonical works of nineteenth- and twentieth-century prose and

poetry written by literary figures from Spain and throughout Latin America and the U.S. Selections include such works as *El encaje roto* by Emilia Pardo Bazán, Jorge Luis Borges' *Borges y yo*, and Sabine Ulibarri's *Mi tío Cirilo*. The fact that all of the selections are established works of Literature makes this program an excellent basic component for the growing number of departments that have attempted to relate the third-year composition and/or advanced grammar class to the content courses that follow in order to better prepare students for success in Literature and Culture classes. The selections themselves are presented with ample introductions, are glossed, and then serve as the *modelos* for analysis and the development of writing skills. The text successfully integrates the "theme," in each case a writing strategy, into the selections themselves, based upon particular modalities or characteristics of each work. For example, Carmen Naranjo's *Y vendimos la lluvia* is presented in Chapter 8, entitled *Escritor abogado*, and the case of the lawyer will serve as metaphor for the process of writing the persuasive essay. This approach is repeated throughout the program with highly appropriate texts for presenting the *Escritor reportero*, *Escritor crítico*, and *Escritor pintor*, to name a few examples. What is impressive is that the approach here actually works, and the careful ordering of writing strategies on the part of the authors is coordinated with the grammatical topics in the *Writer's Manual*. Instructors and Program Coordinators who already have a program in place will be pleased to find that the basic order of presentation of grammatical topics is in keeping with other texts, and so adopting this text would not present any overwhelming difficulties.

What makes this program most impressive, however, is the inclusion of a myriad of pre-writing strategies, as well as intelligent guidelines for the analysis of writing in general and guidelines for editing and re-writing. Among these activities are included free-writing exercises, a "colander" activity in Chapter

2 designed to help students select the best topics for writing, and a stimulating activity designed to have students "paint" the structure of a narrative in Chapter 5. The activities vary from chapter to chapter, but they reveal the experience of the authors in teaching writing. They all have the potential to both challenge students to actually take an active part in the thought processes involved in writing, and to critically analyze works of writing. An example is an interesting exercise in Chapter 2 of the *Writer's Manual*: students choose to write a short essay or a poem and then comment on each other's work. One of the possible applications for this writing program is its use in courses or programs that wish to emphasize creative writing, since students are repeatedly engaged in analyses and critiques of the style and structure of creative works.

The accompanying *Writer's Manual* presents grammar topics (in the context of the Chapter topics), exercises (with an answer key to all objective exercises in the book), and strategies for the revision of the writing that the principle text inspires. One of the many positive features of the text is exactly this repeated emphasis on writing as process and the formation of the students as potential reviewers/ graders, including a section that teaches students how to grade one another's writing, or to pre-grade their own, a technique that would be helpful for new and experienced writing instructors alike. Students also learn to develop and use their own correction symbols, an activity that is far superior to the traditional method of having students depend upon a handout or photocopy of symbols developed by instructors. In this case, students are "empowered" and must learn the skill of correction and revision even as they are developing their writing and critical thinking skills.

Lastly, the *Writer's Manual* has several helpful appendices, including a description of the ACTFL Guidelines; a guide to punctuation in Spanish; commonly-used abbreviations; place names and adjectives (including the higher-register

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works on and within the world. Such an ecological view locates agency and ultimately community beyond the isolated meaning-making subject. It would promulgate an inter-subjectivity that lives in reciprocal relation to the supposed object of its linguistic organization, the world.

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From the Bookshelf cont

ordinals); and a well-organized list of irregular verb forms that includes an explanation of those verbs that have two participles and an explanation of their usage.

Modelos: An Integrated Approach to Proficiency in Spanish is a program that differs in many ways from other third-year programs, but the overall result is overwhelmingly positive. The exercises are intelligent, and the literary texts chosen are both interesting and will easily inspire discussion on the part of the students. My final impression of the texts is positive, but my greatest praise must be dedicated to the pre-writing and revision strategies that, at least in theory, promise to truly aid students in developing writing and communication skills in Spanish (and are certainly skills that could be transferred to communication in any language). Overall, *Modelos* is a well-organized, innovative text that

demonstrates the expertise—both in theory and practice—of its authors.

Professor Timothy McGovern is a founding member of the UC Consortium on Language Learning and Teaching (UCCLLT) and has been actively involved as a co-organizer of UCCLLT meetings and workshops.



Conference Reports cont

of the value of the study of foreign languages. This effort is part of a broader initiative by the Task Force on Teacher Recruitment and Retention. Any individuals and organizations interested in collaborating with colleagues from all over the nation can contact Duarte Silva at duarte.silva@stanford.edu.



ANNOUNCEMENTS

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ucb-language is a moderated listserv for the Berkeley Language Center (BLC). It is used mostly for conveying information about BLC events, conferences, and topics of interest to the language learning and teaching community at UC Berkeley.

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If you have trouble subscribing or unsubscribing, or have questions about the listserv, send email to the list owner, Victoria Williams, at victoria@socrates.berkeley.edu. For information about the Berkeley Language Center, visit our website at <http://blc.berkeley.edu>.



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FALL 2003

GSi PEDAGOGICAL WORKSHOPS

All workshops will be held at the GSI Teaching and Resource Center, unless otherwise noted.

Time: 12–1:30 pm

Location: 301 Sproul Hall

- August 28 **Creating Ground Rules for Effective Discussion**
- September 4 **Using Group Work and Other Active Learning Strategies**
- September 16 **Getting Feedback on Your Teaching**
- September 23 **Teaching, Technology, and Time**
- September 29 **Developing a Statement of Teaching Philosophy**
- October 22 **Integrating Research into Teaching**
- November 13 **Designing a Course Syllabus**
- November 18 **Designing Syllabi for Reading and Composition Courses**

**ATTENTION
Language Lecturers**

The BLC deadline for new materials for Spring 2004 is
DECEMBER 1, 2003

Contact Marianne Garner at
LL-Lib@socrates.berkeley.edu,
642-0767 ext 24, about acquiring
language learning materials for your
spring semester classes.

If you would like to schedule the
use of Berkeley Language Center
facilities for the spring semester, contact
Victoria Williams at
victoria@socrates.berkeley.edu,
642-0767 ext 19.

**BLC Title VI
Travel Grant
2003-2004**

**Travel Funds for
Foreign Language Lecturers**

The BLC provides limited financial support
for lecturers to attend conferences or other
professional events related to the teaching
of foreign languages. Priority is given to
those who will be presenting a paper. The
application is available at
<http://blc.berkeley.edu/faculty.html>

For further information, contact
Ana Arteaga, BLC Office Manager, at
aabl@socrates.berkeley.edu,
642-0767 ext 22.

**Applications due:
November 3, 2003**

**Office of Educational Development
2003-2004 Instructional Minigrant Program**

Sponsored by the Committee on Teaching, the Berkeley Division of the Academic Senate, and the Office of Educational Development, the Instructional Minigrant Program seeks to improve teaching by making funds available for activities that go beyond the routine responsibilities of Berkeley faculty members. Instructional minigrants provide rapid access to modest funds (maximum: \$1000) for small-scale projects to improve existing courses, develop new courses, evaluate instruction, and assess curricular needs.

WHO CAN APPLY

All UC Berkeley teaching faculty, including lecturers, staff with academic responsibilities, and students with faculty sponsorship may apply. (Projects initiated by students must have a faculty member as director who needs to submit a letter stating a willingness to sponsor the project and describing the nature of the director's participation.)

Instructional Minigrant applications are reviewed by the Office of Educational Development under the auspices of the Committee on Teaching.

HOW TO APPLY

To apply, send an email message requesting an application to hardie@uclink. Complete the application and forward three (3) copies via campus mail to:

**Instructional Minigrant Program • c/o Michael Hardie
Educational Technology Services • 9 Dwinelle Hall, #2535**



Berkeley Language Center/Educational Technology Service

Workshops on Technology

The BLC and ETS are pleased to offer a series of workshops on the application of technology to the teaching of foreign languages. Although we will focus on the technical skills necessary to be able to work with images, media, and text in a computer environment, we will also address pedagogical issues.

Our workshops will begin with a session devoted to “best practices” on the Berkeley campus: a number of faculty will describe and demonstrate their uses of technology, to be followed by workshops focusing on specific skills: using a learning management system (Blackboard), working with images, and working with audio and video.

Sept. 19th: Technology and Foreign Language Teaching at Berkeley

Several foreign language faculty will discuss and demonstrate their technology solutions to particular problems.

Oct. 17th: Getting Started with Blackboard

Hands-on workshop, designed to help you get started building your own course website. Topics covered include navigating in Blackboard, adding basic course information, posting announcements, uploading documents, adding course images, and communicating with students. Registration required.

Nov. 7th: Working with Images

Learn the basics of scanning images, what formats are best for scanned images, and editing of images in Photoshop Elements. Registration required.

Location: 33 Dwinelle Hall

Time: 3–5 pm

To register, email Orlando Garcia, space@uclink.berkeley.edu

Coming in Spring 2004: Working with Audio,
Capturing Video for the Web, and Technology and Pedagogy.



FELLOWSHIPS

**Berkeley Language Center
Instructional Research Fellowships
For 2004-2005**

For Graduate Students

The Berkeley Language Center is pleased to announce the availability of up to six one-semester GSRships (IV) for the academic year 2004-05 (pending authorization of funding).

These fellowships will enable GSIs to work on special projects both to improve the quality of language instruction in their current department and to enhance their professional development as teachers, which can potentially benefit their future chances of employment at other institutions. Research projects might include research in: theoretical aspects of second language acquisition; language learning software and other instructional materials; handbooks on specific aspects of language instruction; innovative activities to teach literature or culture in the language class; drama techniques to teach language; performance based tests to assess linguistic, literary or cultural competence. The fellowship culminates in a presentation to the UC Berkeley language community. Past fellows have also presented their research at conferences, or published their work in established journals.

The projects will be undertaken in collaboration with the BLC Director, Claire Kramersch, and the BLC Associate Director, Mark Kaiser. Regular attendance at the weekly research fellows' meetings is expected. Graduate students teaching any foreign language at UC Berkeley are eligible to apply. Those teaching less commonly taught languages are particularly encouraged to apply. If you are interested, we strongly encourage you to discuss your research project proposal with either Claire Kramersch, ckramersch@socrates.berkeley.edu or Mark Kaiser, mkaiser@socrates.berkeley.edu.

**Berkeley Language Center
Professional Development Fellowships
For 2004-2005**

For Language Lecturers

The Berkeley Language Center is pleased to announce the availability of two one-semester fellowships for Unit 18 lecturers or language program coordinators for the academic year 2004-05.

These fellowships will provide lecturers with the equivalent of one-course release time to work on individual projects designed to further their own professional development. Research projects might include: design and development of instructional materials of various kinds, including technology; development of new course syllabi or curricular innovations; independent study of an area of relevant literature, including enrolling in a course of relevant interest offered at UC Berkeley; empirical study related to the acquisition of any of the four skills in the language classroom; preparation of a research paper for public presentation or publication in a professional journal. The projects will be undertaken in collaboration with the BLC Director, Claire Kramersch, and the BLC Associate Director, Mark Kaiser, on a schedule adapted to the nature of the project and agreed upon by the parties involved.

If you are interested in applying we strongly encourage you to discuss your research project proposal with either Claire Kramersch, ckramersch@socrates.berkeley.edu or Mark Kaiser, mkaiser@socrates.berkeley.edu.

A fellowship application form is available in the BLC office, B-40 Dwinelle Hall.

Please complete the fellowship application form, a two-page description of your project (see specifications on application form), a current CV, and a letter of recommendation by the Chair of your department, explaining how your project benefits the teaching and research mission of your department and/or your academic/professional development. Send this documentation to:

**Professor Claire Kramersch • Berkeley Language Center
Fellowship Program • B-40 Dwinelle Hall, MC #2640**

Deadline for Applications: Monday, March 3, 2004

2003–2004 CALENDAR

B L C L E C T U R E S

C O N F E R E N C E S

Monday, September 29

WHAT IS LANGUAGE
AS KNOWLEDGE?

Shirley Brice Heath

Professor Emerita
Department of Linguistics
Stanford University

4–6 pm, 370 Dwinelle Hall



Friday, October 31

TEACHING ENDANGERED
LANGUAGES

Leanne Hinton

Professor and Chair
Department of Linguistics
UC Berkeley

3–5 pm, 370 Dwinelle Hall

Monday, November 14

HERITAGE LANGUAGE
TEACHING, FOREIGN
LANGUAGE TEACHING:
WHAT EACH CAN LEARN
FROM THE OTHER

Kirk Belnap

Associate Professor
Department of Near Eastern Languages
Brigham Young University

Guadalupe Valdes

Professor, Department of
Spanish & Portuguese
Stanford University

MODERATOR:
CLAIRE KRAMSCH

3–5 pm, 370 Dwinelle Hall



Friday, December 5

INSTRUCTIONAL
DEVELOPMENT RESEARCH
PROJECTS

BLC Fellows:

Polina Barskova
Sargam Shah
Rakhel Villamil-Acera
Clare You

3–5 pm, 370 Dwinelle Hall

November 8, 2003

*Foreign Language Association of
Northern California (FLANC)*
University of San Francisco
San Francisco, CA
Contact: Agnes Dimitriou,
agnesd@socrates.berkeley.edu
Web: <http://www.fla-nc.org>.

November 21-23, 2003

*The American Council on the
Teaching of Foreign Languages,
ACTFL 2003: Building Our
Strength Through Languages:
A National Priority*
Pennsylvania Convention Center
Philadelphia, PA
Web: <http://www.actfl.org>

December 27-30, 2003

*The 2003 Annual Modern
Language Association of America
(MLA) Conference*
San Diego, CA
Web: <http://www.mla.org>

March 30-April 4, 2004

*TESOL 2004:
38th Annual Convention*
Long Beach, CA
Web: <http://www.tesol.org>

May 1-4, 2004

*The American Association for
Applied Linguistics (AAAL)
Annual Conference*
Portland, OR
Web: <http://www.aaal.org>

The BLC Lecture Series is sponsored by
the College of Letters and Science and by
International and Area Studies.

THE BERKELEY LANGUAGE CENTER

The Berkeley Language Center (BLC) was established on July 1, 1994. It serves as a resource center for all language teachers on the Berkeley campus.

The mission of the BLC is to improve and strengthen foreign language instruction on the Berkeley campus by keeping teachers informed of new developments in the fields of language pedagogy, second language acquisition, and applied linguistics. The BLC promotes and facilitates the use of new language learning technologies in the classroom.

The BLC is particularly interested in helping lecturers develop new materials, attend conferences and in-service training workshops, and publish their ideas and materials. It has modest funds to help lecturers attend professional meetings and develop new teaching projects.

The BLC also provides audio-video-computerized lesson materials, listening, viewing, recording, duplicating and archiving facilities and related technical and administrative services.

The BLC also administers the Dwinelle Computer Research Facility (DCRF) which supports humanities faculty, engages in computer-based research projects, and provides equipment and technical expertise for the development of instructional materials.

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Mark Kaiser	Sonia S'hiri
Claire Kramersch	Bac Tran
Lisa Little	Chantelle Warner
Ignacio Navarrete	Victoria Williams
Marilyn Seid-Rabinow	

2003-2004 EDITORIAL BOARD

Mark Kaiser
Sarah Roberts
Victoria Williams

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BERKELEY
LANGUAGE
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FALL 2003
NEWSLETTER