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The Berkeley Language Center: A Prospective View

by Richard Kern, Director, Berkeley Language Center

Ever since Claire Kramsch founded it in 1994, the Berkeley Language Center (BLC) has been my primary intellectual home. It is therefore a tremendous honor and privilege for me now to direct the BLC, and I look forward to the years ahead with great enthusiasm. Needless to say, it is a daunting prospect to follow in the footsteps of Claire Kramsch!

The very epitome of intellectual energy, Claire has long been the center of gravity in a worldwide movement for the intellectual validation and revitalization of the language teaching profession. During her tenure as BLC Director, Claire served as President of the American Association of Applied Linguistics, was co-editor of the journal *Applied Linguistics*, wrote numerous highly influential publications, and was in perpetual motion, crisscrossing the globe giving keynote addresses, consulting with foreign governments, and serving on innumerable national and international committees and editorial boards. No one could have put Berkeley more visibly on the language-teaching map than Claire Kramsch.

Fortunately, we at Berkeley get to appreciate Claire's bright light at the local level, too. Through her brilliant teaching, through the countless events she has organized for the benefit of all language teachers, through her innovative work with the BLC Fellows and graduate students from many departments, through the reading groups and informal get-togethers she holds at her home, and through her steadfast commitment to her colleagues and her upbeat, positive attitude, Claire has broken down walls of isolation and created a real sense of community among Berkeley language teachers. Moreover, the community she has fostered is an outward-looking one: because BLC lectures

and special colloquia have brought in an international Who's Who from the fields of applied linguistics and second language acquisition, all of us are constantly pushed to think about how what we do at Berkeley relates to global concerns. In sum, Claire Kramsch has utterly transformed the way so many of us think about how and why we teach.

For all this and much more, we are all deeply grateful to Claire. In recognition of her many important contributions to language teaching at Berkeley, the BLC will present a special Lecturers' panel on Friday, November 3, 2006, entitled "Claire Kramsch and the Berkeley Language Center: Her Legacy to Berkeley Language Lecturers."

What lies ahead for the BLC?

As most readers of this Newsletter know, the BLC is different from many other language centers in that it is not directly involved in the administration of language programs on campus. Instead, its mission is to provide pedagogical and technological support for language teaching at Berkeley and, in particular, to promote the continued professional growth of language lecturers, who do not normally have the same opportunities to attend conferences and pursue independent research that their tenure-line colleagues enjoy. The BLC will continue to support professional development for all language teachers through our lecture series, the BLC Fellows program, lecturer stipends for conference travel, and BLC Academic Coordinator opportunities. Graduate students who teach languages are encouraged to make use of the BLC's resources to supplement and broaden the training they receive in their departments and at the GSI Teaching and Resource Center.

Given its broad mission, the BLC does not espouse a universalistic approach to language teaching, but rather promotes a wide range of approaches to language study. People have many different purposes in learning languages and, moreover, each language department has its particular goals and its own unique culture of teaching. The role of the BLC is therefore not to centralize or homogenize language-teaching efforts across campus, but rather to offer services and resources that will help teachers and departments provide the best possible language instruction to Berkeley students.

Where do I see the BLC headed? Three areas strike me as important to pursue vigorously in the coming years: outreach, internationalization, and instructional research.

Outreach

An immediate goal for this year is to improve the BLC's connection to schools in our region. As Associate Director Mark Kaiser's lead article in the spring 2006 *BLC Newsletter* makes abundantly clear, universities cannot and do not address language learning needs in a vacuum. It is crucial that we work toward improving the coherence of language study across all levels of education, and the first step in that process is improving communication between those teaching in the schools and those teaching at the university. Here are some things we can do right away. First, we can make local secondary school teachers more aware of the BLC by broadening the readership of the *BLC Newsletter* and by adding teachers' names to our electronic mailing list. Starting with this issue, we have added a new column to the *Newsletter*, "Did you know that...?", which will present fascinating facts about languages, and which is intended to bring Berkeley expertise and resources to the attention of the larger community. This issue's column focuses on efforts to revitalize California Indian languages that are at risk of extinction.

Second, we at the BLC can in turn make ourselves more aware of what is happening with regard to language teaching in the schools by talking with teachers and administrators. Mark Kaiser and I will be working on this all year, and we are creating a "News from K-12" column in the *BLC Newsletter* (look for this in the spring 2007 issue).

Third, we can plan events that bring together language teachers and administrators

from the schools with their UC counterparts to discuss articulation goals and other issues of common interest.

Finally, as a more long-term objective, we can think about organizing collaborative school/university professional development programs for language teachers similar to the seminars and workshops offered by the Bay Area Writing Project. We warmly invite teachers and administrators who might be interested in working with us in these efforts to contact us.

The flip side of outreach is what we might call "inreach." This involves highlighting the excellence of teaching of languages right here on campus and increasing opportunities for informal sharing of ideas among teachers. Starting with this issue's profile of Slavic Languages Lecturer and BLC Academic Coordinator Lisa Little, we will regularly present profiles of Berkeley language lecturers in the *BLC Newsletter*, bringing attention to the amazing range of backgrounds, experience, perspectives, and innovations that lecturers bring to their teaching, making Berkeley one of the best places anywhere to study languages.

To foster informal interaction among language teachers we have created a new BLC lounge in 34 Dwinelle, named in honor of Claire Kramsch. The library has moved to B-37 Dwinelle. Please come by our new lounge to have a cup of coffee and meet colleagues from other departments, or browse a magazine—and bring your laptop, as wireless Internet access is provided.

Internationalization

Another kind of outreach is to make more connections with institutions of higher learning in other countries, and to promote study abroad opportunities for our students. One of my most rewarding professional experiences was serving as Study Center Director for the UC Education Abroad Programs in Lyon and Grenoble, France in 2002-2004. I was extremely impressed by our students from UC, who were energetic, involved, open-minded, and curious. They learned a tremendous amount not only from their university courses but also from pursuing their personal interests in a new cultural context. In most cases, their language proficiency improved greatly. But just as significant was the new perspective they gained on their studies and their lives. Learning a new set of "basics"—basics

of culture, communication, academic skills, living skills, and so on—serves as a foil, giving students something to compare to their routine patterns of thinking, talking, and being. The old familiar patterns are still there, of course, but they are no longer invisible, and they are no longer the only patterns available. In this way, we can think about language study as a way of getting outside oneself and looking in at one's own world. Freeing oneself from routine and singular ways of thinking is what is needed to creatively address today's problems, and that is one of the reasons why language study is so important to Berkeley students.

In order to enhance dialogue and collaboration with UC's Education Abroad Program, we will include a representative from the Academic Senate International Education Committee or the Berkeley Study Abroad office on the BLC Executive Committee. Starting with this issue, we will also start a new "EAP News" section of the *BLC Newsletter* in order to increase campus awareness of new study abroad initiatives.

International research collaborations are nothing new on the Berkeley campus, but international language teaching collaborations have been less common. Electronic communications now make it possible for language faculty at Berkeley to work in conjunction with colleagues (and their students) in other countries, with a full range of media. This is obviously a boon to materials development, but it can also lead to new models of teaching. For example, this year Berkeley's French Department will experiment with using instructional modules designed jointly by Berkeley faculty and GSIs and faculty and students at the École Normale Supérieure-Lyon and the University of Lyon II.

Another pedagogical research project headed jointly by Claire Kramsch of Berkeley, Geneviève Zarate (of the Institut National des Langues et Civilisations Orientales in Paris) and Danielle Lévy (of the University of Macerata in Italy) stakes out a new agenda for language education in a globalized world in which languages have become unmoored from nation-states, and societal multilingualism has increasingly become the norm. This project is already well under way and will produce a major publication in early 2008: *Précis du plurilinguisme et du pluriculturalisme / Handbook of plurilingualism and pluriculturalism*. The BLC encourages language instructors to consider ways to de-

velop international collaborations that will benefit their students and the profession.

Instructional Research

Instructional research is already a well-established part of the BLC through its Fellowship program, which provides teaching release time to lecturers and GSIs to allow them to pursue theoretical and applied language pedagogy research projects. To date, 23 lecturers and 55 Graduate Student Researchers (GSRs) have completed projects through the BLC Fellows program, and many of these projects have had an enduring impact on language teaching in the Fellows' home departments. We at the BLC will do everything we can to maintain funding for this important program which brings GSIs, lecturers, and Senate faculty together to think creatively about core issues in language teaching and to design innovative materials and approaches, leading Berkeley into the future.

A further way we can support instructional research is to assist in the organization of action research teams within and across departments (and perhaps eventually between the university and schools). Action research involves teams of teachers and researchers working together in cycles of analysis and reflection on pedagogical practice, with the goal of improving student learning. However, it is not only students who benefit; teachers often continue to adopt a research-oriented approach to their teaching and feel more creative (and therefore more satisfied) in their teaching.

Information and communication technology is obviously an important area of research for language teaching. Websites from around the world bring together images, animation, and visual design with language in culturally specific ways. Email, instant messaging, chat rooms, blogs, and wikis enable new forms of language use, new forms of authorship, and new kinds of learning communities that cross national boundaries. How do (or how should) these changes affect the ways we learn and teach foreign languages? This is a vital area of interest for the BLC in the years to come, and we will be sponsoring a number of events in the coming years that will focus on aspects of using technology in language teaching.

Of course, using technology in teaching requires adequate classroom technology infrastructure, and Berkeley trails many of

our comparison institutions in this regard. Tight budgets over many years have made it difficult for us to match others' state-of-the-art labs and classroom media equipment. We will do everything we can in the coming years to advocate for continued improvement in instructional technology infrastructure and instructor support. What Berkeley lacks in equipment, however, it more than makes up for in sophistication: software and environments developed by instructors in Chinese, French, Finnish, and Russian have been utterly remarkable for their inventiveness and their pedagogical soundness.

What is crucial is that we receive your input on how the BLC can better serve you in the future. Send us email, give us a call, or come in and see us to give us your feedback and suggestions.

In closing, I'd like to reiterate how honored I am to have this opportunity to serve as Director of the Berkeley Language Center. One of the things I would like to celebrate during my tenure is what I perceive as one of Berkeley's greatest strengths: our insistence on depth. We don't just teach language skills in a superficial sense. We teach students how to listen—not just for literal meaning but also for connotations and implications. We teach students to think before they speak. We try to teach them how to communicate in new ways—not just using the words of another language to cover their usual English-language thoughts, but to appreciate the thinking tools offered by the very words, structures, and culture of the new language. It is these kinds of thinking abilities—not just language proficiency per se—that sets Berkeley apart and that are so needed in today's deeply troubled world. That is what to my mind makes Berkeley one of the best places to study languages and cultures.

I wish all of you an exciting and fruitful semester and look forward to seeing you at this fall's activities and events.

Preparing a Global Workforce:

Teaching Chinese Language and Culture in California

The webcast of the July 13, 2006, Berkeley China Initiative event is now online! Please visit <http://webcast.berkeley.edu/events/details.php?webcastid=15773> to view the program.

Well over 100 teachers, parents, and administrators turned out for this exciting conference, and we received some excellent feedback on possible future workshops and projects.

If you would like to be kept informed of future Berkeley China Initiative events and campus-wide lectures relating to China Studies, please sign up for the Center for Chinese Studies mailing list at <http://ieas.berkeley.edu/ mailing/>.

*Thomas B. Gold,
Director and Associate Dean*

*Karen Leong Clancy,
Advisory Committee Member*

*Gillian Edgelow,
Program Coordinator*

Looking for international television or radio on the Web?

You might try <http://wwitv.com> for a list of international television stations with Web broadcasts and <http://www.radio-locator.com> for Internet radio.

*Mark Kaiser, Associate Director,
Berkeley Language Center*

Lecturer Profile

by Lisa Little, BLC Academic Coordinator, Lecturer,
Department of Slavic Languages and Literatures

I first became aware of the Soviet Union (or “the Russians”) during the Cuban missile crisis. In my elementary school there were frequent bomb drills, one of which involved our running home as fast as we could and diving under the dining room table or into a bomb shelter if we were lucky enough to have one. To be on the safe side, I took Spanish in junior high school. I was taught by a nice, enthusiastic young woman who pronounced *haber* and *azul* as you would in English (and this was in Texas), so I muddled along until I got to high school and met my new teacher, an émigré from Cuba. I fell in love with her (she once hid me from the principal in her classroom closet), her earrings (they hung down to her shoulders), her stories (she claimed to have worked as a spy), and her accent (she did not pronounce the “h” in *haber*, and seemed to ignore a few other consonants as well). In college, however, I decided to focus on Russian instead of Spanish (which meant that I would get to study Russian literature, would have almost no native speakers to contend with, might be asked to interpret on the first joint space mission, and would be one of only four majors in a school with 40,000 undergraduates).

In those days, studying a language meant translating—often stories our professor made up about spies named Ruby and Lewis and their sulfuric-acid gun. He did not claim to have been a spy himself, but did tell stories of spiriting icons out of Russia in the lining of his coat. I quite enjoyed both the translations and the stories, but felt uncomfortable receiving a degree in a language I couldn’t really speak, so I joined 29 other American students and headed off for a semester in Leningrad on a grant from the U.S. State Department. I was rather tongue-tied for the first couple of months (since knowing how to say “sulfuric-acid gun” doesn’t get you very far), but began speaking more freely after a short trip to Tbilisi (lulled by the sun, the good food and wine, and the tolerance of the locals, who spoke Russian with a strong accent themselves). At some point after my return to Leningrad (or perhaps my first visit to Moscow), I knew I was lost and would never be able to leave for good. I’ve been teaching Russian ever since (at the University of Texas, the Summit School in North Carolina, UC Davis, and now Berkeley) except for a short stint teaching English as a Second Language (ESL) before enrollments in Russian began to rise again.



Lisa Little is the current BLC Academic Coordinator and Language Coordinator in the Department of Slavic Languages and Literatures. She teaches beginning Russian language and advanced conversation and is currently working on a computerized formative testing project with Mark Kaiser of the BLC.

Attention!

The deadline for requesting new online materials from the BLC for spring semester 2007 is December 1, 2006.

Contact Marianne Garner at mgarner@berkeley.edu, 510.642.0767 ext 24 about acquiring language learning materials for your spring classes.

If you would like to schedule use of the BLC facilities for the spring semester, contact Victoria K. Williams at victoria@berkeley.edu, 510.642.0767 ext 19.

Illusory Evidence: Māyā in the Yuddhakāṇḍa of Vālmīki's Rāmāyaṇa

*A paper presented at the
Annual Meeting of the American
Oriental Society,
March 2006, Seattle, Washington
by Sally J. Sutherland Goldman*

ABSTRACT

The sixth book of Vālmīki's epic, the Yuddhakāṇḍa, graphically presents the epic struggle between good and evil with prolonged and numerous accounts of battles between the forces of evil, the rākṣasas, and the forces of good, Rāma and his monkey troops. The battle appears to be one-sided, however, in favor of the rākṣasas for throughout the conflict, these "sons of chaos" control a secret weapon, not the all powerful astras, that are more or less a commonplace on both sides, but māyā, magical illusion. Much, of course, has been written on the concept of māyā in its philosophical and religious import, especially in its use in the Vaiṣṇava context (for example, Gonda, Goudriaan, Zimmer, Braue), but little attention has been paid to the demonic possession of māyā, and virtually none to its role in the Yuddhakāṇḍa. This paper examines the concept of māyā in the Yuddhakāṇḍa, and the larger epic itself, in its context as a weapon of the demonic world, with an eye to understanding how this concept is used by Vālmīki on multiple levels—not only as a structural and narrative tool, but as a mechanism to understand how gender is defined in the epic.

Using English Transcription in Teaching a Foreign Language

*by Koorosh Angali, Lecturer,
Department of Near Eastern Studies*

In the past eight years that I have been teaching elementary Persian and Persian syntax and grammar at UC Berkeley, and, as of last fall, at De Anza Community College in Cupertino, I have had on occasion to transcribe some of the more complex words into English, in addition to giving them in Persian. By complex words, I mean words with convoluted phonetic and orthographic structures, such as compound nouns or verbs, or very long words.

Reading and writing skills are integral to the study of Persian; nevertheless, I have found that transliterating some of the vocabulary is helpful to students when learning the pronunciation of certain words, especially when I also give them a phonetic breakdown. This is often done when we are dealing with a language that uses a script other than the Latin alphabet, especially languages with a consonantal writing system such as Persian and Arabic. By consonantal writing system, I mean a language in which short vowels are not included in the orthography, and in which diacritics, placed above or below the characters, represent the short vowels. Moreover, as it is entirely up to the writer to use these diacritics or not, I have found that including the short vowels in the Latin script can help students with pronunciation.

Occasionally, I have had students who have not only had difficulty learning the Persian alphabet, but whose objective has been to learn the conversational and communication skills only—those who are married to Persian-speaking people, for example. Because teaching reading and writing skills has always been required in our program, I have been mindful in my choice of methods, at times even experimenting with different ones, to find a way to help students develop these skills.

During the fall 2005 and winter 2006 quarters at De Anza College, I had a very smart student—he had served as mayor of

a neighboring city. Despite his intelligence, he had difficulty learning Persian characters and implementing them. In addition, as he was married to a Persian-speaking Afghani woman, his main objective was to communicate with her parents and family members, who did not speak English well.

During the first quarter, I struggled with him quite a bit. At some point, I realized that he was learning the vocabulary and the syntax very well. Therefore, once, for one of my occasional quizzes, I allowed him to use transliteration entirely in answering the questions. Just as I expected, his grade jumped from a B- to an A-. Before the next quiz, I allowed him to use transliteration exclusively in class and let him know he could do this when taking quizzes as well. Once he was freed from what he had found "irrelevant" to his interests and purpose, he concentrated entirely on learning the syntax and vocabulary. The result was a pleasant experience for me as a teacher: in the fall quarter, he made an A on his final exam. He kept getting either an A or A- throughout the winter quarter, which was entirely consistent with the performance of rest of the class. Furthermore, toward the end of the winter quarter he expressed his gratitude, as his in-laws were very much impressed by his ability to communicate with them verbally.

Therefore, in the end, my question is just how important are the reading and writing skills? If the students' objective is to learn verbal communication skills, should we still force them to learn the writing system, or should we let them learn the language in the way they find appropriate? I am open to suggestions.

*Koorosh Angali presented this paper
at the April meeting of the UC
Consortium for Language Learning
and Teaching (UCCLLT) in Los
Angeles. He holds a Master's Degree
and a Ph.D. in Iranian Studies from
the Department of Near Eastern
Studies at UC Berkeley.*

BLC Fellows' Reports

Un día en la vida

A documentary production activity as a form of language and culture acquisition

by Pablo Baler, Ph.D. Candidate,
Department of Spanish and Portuguese

Project Description

It is a truism and my experience that students learn more from a genuine need for communication (such as exchanging views about magazines, improvising a drama, or debating personal opinions) than from the best-thought-out exercises or drills. My intention for this project was to exploit this insight by having an advanced class of heritage speakers of Spanish produce a documentary—a real-life situation I find to be complex and demanding from a communication standpoint.

This project involved students in all the stages of producing a five-minute interview documentary about a Spanish-speaking professional. The rationale behind this particular assignment was to create a context in which heritage speakers of Spanish would be forced to practice a public, mid-professional register, as opposed to their more familiar private, colloquial Spanish.

Production followed this sequence:

1. Thinking about, writing, and editing a questionnaire for the interviewee
2. Conducting and shooting the interview
3. Writing and editing the voice-over scripts
4. Recording the voice-overs
5. Editing
6. Screening

Specific pairs of students were in charge of each one of these steps, and the group as a whole shared responsibilities. This forced

them to compete for attention, negotiate their ideas, and support and argue their viewpoints.

After writing the questionnaire and recording the actual interview, the “production teams” worked from a blueprint I call “producing by numbers,” in which students have to fill in the slots of a general structure as shown in the figure below.

Everything contained between the larger brackets represents the documentary. The four pictures represent four interview clips, which students had to select from the raw footage. The twenty-five-second voice-overs were scripted by the students and recorded over other scenes selected from the footage. The overall form was introduction, description, and conclusion.

Goals

The question about language acquisition I was trying to answer was: in what ways did this project help a particular population of students acquire a higher register of Spanish?

This project helped students handle verbal discourse by forcing them to take turns, speak without interrupting or being interrupted, lead discussions, interview someone, and rephrase questions. Students were forced to create longer sentences to argue, persuade, and exchange ideas.

This project helped students acquire a more formal Spanish by forcing them to handle written discourse. They had to use a narrative register to write scripts, to edit voice-over scripts, and to summarize larger sentences. For example, the following sentence (translated into English here) was shortened twice during the editing process:

Original: You can never imagine the reason why a person turns out to be the way she is without thinking about her past.

Edited: You can never imagine the reason why a person turns out to be the way she is.

Final: You can never imagine a person's past.

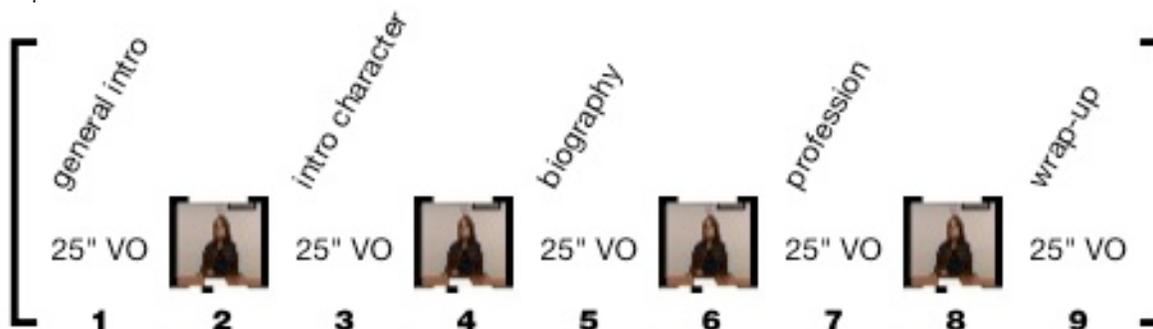
Students acquired a higher register of Spanish by the following criteria:

- Awareness of anglicisms (morphological, grammatical, orthographical)
- Orthographical correction (recognizing false cognates)
- Editing of style
- Enriching vocabulary
- Refraining from or at least recognizing sign and code switching between English and Spanish

Observations

Verbal Practice: Activities geared towards gaining a higher register tend to be written, and this project also provided a context for verbal practice in a mid-professional register.

Heritage Speakers: A question this project has not yet answered relates to the legitimacy of the notion of “heritage speaker.” This group of “heritage speakers” comprised many levels, from native speakers of Spanish who came to the U.S. at various ages, some of whom still go back and forth between Mexico and the U.S., to second- and third-generation Hispanics. This renders the definition of “heritage speakers” if not illusory, then at least so broad as to defeat its purpose. If these “heritage speakers” do share anything, it is an impoverished command of standard Spanish. However, their skills differ so widely that improving the effectiveness of future activities would require drawing more meaningful distinctions within this group.



Code switching: Students became physically, mentally, and emotionally involved in this project to an extent that became a liability for learning a higher register of Spanish. Sometimes they were so involved that they started code switching or even speaking in English, whether to be more persuasive, to speed up the process of discussion, or to convey an idea more efficiently. In one sense, code switching was an obstacle, but in another, more interesting sense, it proved to be a fertile ground for methodological experimentation. It forced itself so naturally into the project that at some points it seemed more productive to encourage it than to prevent it from happening. Questions arose during the project about which ways of encouraging and systematizing code switching could prove most useful for teaching Spanish to heritage speakers. Possible activities include “creative code switching,” such as theater improvisation or creative writing activities, and “mapping code switching,” such as taping conversations and subsequently trying to discover underlying rules of code switching.

History, Perspective, and Focus on Form: Strengthening Learner Literacy in the German 3 Program at Berkeley

*by Katra Anne Byram,
Ph.D. Candidate,
German Department*

The impetus for my BLC project emerged from my experience teaching German 3 in fall 2004. This course takes a content-based approach to language instruction, employing a textbook that uses a variety of primary texts to tell the story of German cultural, social, and political history since WWII. While this approach appeared rewarding for students, I became increasingly uneasy as the semester progressed and the potential danger of content-based courses became apparent—the danger that in attempting to combine instruction in language and in content, we sometimes do justice to neither. I struggled to help my students understand the dynamics of post-war Germany, where, for a time, socialism seemed to many to present a viable alternative to Western capitalism. But class discussions showed that their American, post-Berlin Wall viewpoint colored their interpretations and evaluations of texts by East German authors, and the textbook largely corroborated their perspective. Furthermore, I spent hours working to integrate substantial grammar instruction into content-based lesson plans. In my BLC project, I thus set out to design activities and lesson plans that would assist GSIs teaching the course in the future. Each of the 11 lesson plans has 2 central goals: to raise students’ awareness that all texts contain interrelated historical and linguistic perspectives, and to provide instruction in and practice of the grammatical structure of the week.

Leading students to recognize the relationship between historical and linguistic perspective benefits both their understanding of the content and their linguistic development. As they analyze how texts’ language and content influence readers’ understanding, students begin to see what perspectives and opinions those texts might

exclude or suppress. In German 3, analyzing the textbook proved highly effective in helping students appreciate the presence of a real and viable, albeit still shadowy, East German perspective. At the same time, such work supports the language awareness that literacy- and genre-based language education foster; it “sensitize[s] learners to relationships between language, texts, and social contexts” (Kern 2000) so that students begin to see formal linguistic features as the result of choices influenced by and implicated in their environment (Byrnes and Sprang 2003). Berkeley’s German 3 curriculum aims at such sensitivity, as well it should—half of the department’s GSIs and faculty think the language program should induce students to reflect on the relationship between language and culture (Euba 2006).

Many of the lesson plans encourage students to consider how the language of the texts they read encode those texts’ historical perspectives. But to move to an advanced level of proficiency, students also need to be able to recognize and manipulate linguistic alternatives in their own writing and speech (Byrnes and Sprang 2003). I thus constructed an essay assignment and lesson plan, used in two German 3 sections in the spring 2006 semester, that challenge students to make linguistic choices appropriate to a particular historical perspective. In the essay, students wrote about an historical event from the perspective of an imagined German. During peer revision in class, they first identified their partners’ argument and “identity” and isolated the words or phrases that supported their conclusions. Then, I guided them in strengthening the correspondence between linguistic and historical perspectives by applying four linguistic “strategies”: word choice, sentence style, verb form, and topics discussed. The results suggest that additional examples and a classroom focus on the second step of revision might assist students in completing this difficult assignment. They also indicate, however, that it lies within the range of most students’ competence and presents an interesting and welcome problem to the most advanced.

But how do we bring students to a level of competency such that they can construct different kinds of sentences, or even produce

an understandable sentence at all? In German 3, students are still learning sentence-level grammar, and in the end, it is this grammar that the department's instructors expect the language program to teach (Euba 2006). The literature on literacy- and genre-based language teaching provides many ideas for teaching the link between form and meaning, but it often fails to suggest methods for teaching the forms themselves. Moreover, advocates of "Focus on Form" hold that, for adult learners, purely communicative instruction offers neither the most efficient, nor a universally effective, road to accuracy (Doughty and Williams 1998; Long and Robinson 1998). Each of my lesson plans thus includes an activity that treats the grammar form of the week. These tasks exploit cognitive skill theory's findings about the way we process information and acquire new knowledge (DeKeyser 1998; Skehan 1998). For instance, one activity asks students to use the future tense to write predictions, from a viewpoint in 1947, about Germany's likely post-war development. The prompt activates their declarative knowledge by including the future tense, and they proceduralize that knowledge as they write. A follow-up "interview" phase promotes the beginning of automatization (DeKeyser 1998). Finally, a class discussion highlights and problematizes the historical perspective they necessarily assume when they discuss this topic using this grammatical structure.

The lesson plans containing these activities do not constitute a comprehensive curriculum. Instead, they aim to enrich Berkeley's current, literacy-focused German 3 course by rounding out the view of German history it provides and integrating meaningful grammar instruction into its content-based lessons. Ultimately, they also encourage students to confront a question central to their relationship to all languages: how their historical perspectives affect their own production and understanding of the language they use.

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Toward a Practice of Reflexivity: Accounting for the Self in Foreign Language Learning

by David Divita, Ph.D. Candidate,
Department of French

The foreign language classroom is rife with reflexivity of the metalingual and metapragmatic varieties. We discuss grammar explicitly. We make specific the links between words and their contexts. We constantly use language to talk about language, promoting a critical awareness among students of the complexities and ambiguities of translation—the translation of both words and of practices. But what about translation of the self? How might we enhance the process of learning foreign languages by taking this kind of translation into account—by integrating self-reflexivity into and alongside the other kinds of reflexivity that are already at play?

Reflexivity is a practice through which the self, constructed through and performed in a foreign language, becomes an object of critical reflection through material means (e.g., written texts, video and audio recordings). Reflexivity takes into account the formal aspects of language acquisition insofar as they enable expression of self in unfamiliar and dynamic ways. The self, constructed and performed through language, is thus conceived as adaptable, dynamic, and always contingent upon its context. It is both historically sedimented and preserved through memory, and, perhaps most importantly, it is constituted through perception—both the perceptions of the individual whose self is in question and the perceptions of those with whom he or she interacts.

Students of foreign languages, who must grapple with unfamiliar systems of meaning making, find themselves in sometimes compromised, sometimes optimized positions as far as the self is concerned. As Pellegrino writes: "The intimate relationship between self and language is most acutely felt by those in the position of language surplus or language deficit." (3) Emerging from an individual's engagement with the environment, the self is a vital component

in an ecological model of language learning. Indeed, for the reflexive student, the relations mediated by language become the focus of study in place of the language itself. Reflexivity challenges the Self–Other opposition that haunts the language classroom, where “Other” is imagined as a monolithic native speaker of a normative, standard language, by introducing a more relative, subjective Self-as-Other model. No longer eclipsed by the specter of an idealized native speaker, the reflexive student is thus made visible to him- or herself and to others in the classroom in new ways.

Of course, reflexivity is not always affirming; the self can be perceived in both positive and negative ways. As van Lier points out, “Learners approach a second language with a given history and ongoing construction of their social self and identity. In the new language, various aspects of the self must be renegotiated and reconstructed, and this entails clashes and struggles.” (5) Through an ongoing practice of reflexivity, however, students can find ways of learning from these clashes and struggles, exerting more control over how the self is performed and, by extension, perceived.

There are two types of activities in a practice of reflexivity: those that are designed primarily for reflexive purposes and those that integrate a reflexive component among others. Writing a linguistic autobiography is an example of the former. To get students thinking about the relationship between language, self, and performance, I give them excerpts from three language memoirs by writers who have discussed at length and in very different ways their experiences with language learning: Alice Kaplan, Richard Watson, and David Sedaris. (1, 6, 4) Excerpts from their works describe moments that highlight the relationship between language and self through situations of language surplus and deficit. I ask students to read them at home with the following questions in mind: What do studying and speaking a foreign language mean to each of these writers? How do they differ in their approaches to learning the language? What is the difference between learning and knowing a language? After a discussion in class, I ask students to think about their

own experiences as language learners and to write linguistic autobiographies themselves, in French, English, or some mixture of both. In this assignment, students tend to articulate their awareness of language as performance, personalized metaphors of language learning, and reasons for studying the language.

While the linguistic autobiography assignment falls under the category of assignments designed primarily for reflexive purposes, other activities incorporate reflexivity as one objective among others. One such exercise I have used in the past asks students to participate in French-language chat rooms. Students must present an excerpt that they find particularly interesting from one of their online conversations for discussion in small groups, explaining why they have chosen it, and comparing it to the other students’ excerpts. A reflexive writing component then asks students to discuss how they think they came across in the chat rooms—that is, how they perceived themselves, and how they think their interlocutors perceived them. They must support their claims by specifying how they used language. For many students, entering the idiosyncratic and unfamiliar world of French chat rooms means finding themselves in a situation of language deficit, in which their resources for self-construction are particularly limited. The exercise tends to instantiate the sometimes uncomfortable relationship between language and self-presentation and enables a discussion of how students might begin to exert more control over that relationship.

Through a regular engagement with the self as constructed and performed in a foreign language, students hone their skills of self-assessment. Reflexivity enables them to gauge their progress not only through pronunciation and grammatical forms but also through an emerging awareness of the choices possible in self-presentation—what Lemke calls “styles and preferences” and “habits won and lost” in the other language. (2) Reflexivity also entails developing perceptual and performative awareness; as students articulate their self-perceptions as speaker-writers of another language, they realize the possibility of reconfiguring themselves by modifying their use of language.

Such a skill feeds into what Pellegrino terms “identity competence,” or the ability to “establish and maintain the desired level of control, status, safety, and validation” in interaction to present oneself in ways more closely resembling how one wants to be perceived (3). By bringing these subjective but important dimensions of language learning to the fore, focusing on reflexivity ultimately expands students’ awareness of the possibilities of self-invention through language.

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BLC Fellows' Reports

Unveiling the Magic of Fairy Tales:

A Creative Reading and Writing Course in Russian

by Eugenia Teytelman,
Ph.D. Candidate, Department of
Slavic Languages and Literatures

For my BLC project, "Unveiling the Magic of Fairy Tales," I developed a reading and composition course focused on Russian fairy tales.

Why fairy tales? How would fairy tales help students to improve their writing and enhance their knowledge of Russian culture?

First, references to fairy tales are everywhere in colloquial Russian, e.g., "the hut on chicken feet," "thin as Koschei," etc. Every Russian knows what these expressions mean, but students of Russian often feel at a loss when they encounter such references in literature, art, and music. This situation made me think of including more fairy tales in the language course.

Second, I thought of fairy tales as a solution to an age-old problem: how do you teach writing? When I gave examples of how to write, the pieces I received that strictly followed the model were dull and uninspiring, as if the students did not enjoy writing them. When I asked them to write on anything at all of interest to them, students complained that they couldn't come up with ideas or that their writing was too personal to show to anyone. It was a challenge for me as an instructor. How could I help them decide how and what to write without inhibiting their creativity?

I thought a course on fairy tales would be a wonderful way to resolve the contradiction. Fairy tales are multiform and repetitious at the same time, so a creative reading and writing course on fairy tales would give students both structure for and freedom in their writing. Such a course based on Vladimir Propp's structural approach will be taught in the Slavic Department under "Topics in Russian Literature." The course is tailored for both heritage and advanced non-native speakers and will teach language

and culture through reading, analyzing, and writing fairy tales, and discussing fairy-tale references in Russian culture.

My starting point for this course will be the structure given in Vladimir Propp's book, *Morphology of the Folktale* (1929; English translation, 1958), where he presents 31 "functions" that make up any hero story. A function is a plot motif or event in the story, e.g., absentation, violation, etc. Each story consists of a set of these functions, in a predefined order. Besides the 31 functions, there are 7 dramatis personae or roles a character may assume in the story, e.g., a villain, a donor, etc.

Propp says that the "number of functions is extremely small, whereas the number of personages is extremely large," which gives freedom to a storyteller. According to Propp, there are "areas in which the folk narrator never creates, and areas in which he creates more or less freely." For example, the storyteller cannot change the sequence of functions in the fairy tale but is free to choose functions to omit. He cannot select certain personages for a specific function (e.g., as a magical gift, he can choose a carpet but not the Water of Life), but he can choose who will be a villain or what will be a magical gift.

We will look at fairy tales as a genre, comparing it with other literary genres and looking at its special role in Russian culture. The fairy tale is an oral genre that differs widely from standard literary genres. Its voice is similar to colloquial speech in its word order, use of diminutives, and repetitions. Students will master this voice while contrasting it with the formal voice of presentations and scholarly articles. They will study the rules of the fairy tale genre and follow them when writing, but they will also bring in something of their own, which will create enthusiasm and propel language acquisition.

The students will get to know the typical Russian fairy tale creatures (e.g., Baba Yaga, Koschei, etc.) and analyze their appearance, character, and attributes. In one exercise, they will impersonate characters and fellow students will try to guess who they are.

We will devote considerable time to Propp's structural analysis of fairy tales, with its 31 functions and 7 dramatis personae. Students will find particular functions in Russian fairy tales and then create their own fairy tales, using the functions as construction blocks. They will also write in other styles and genres (e.g., first person monologue, newspaper article), and we will compare these genres with the fairy tale. We will compare folktales and study different ethnic versions of some world-known fairy tales, e.g., "Little Red Riding Hood." We'll examine musical and visual art works based on fairy tales and perhaps give some attention to spoofs, parodies, and new interpretations of fairy tales. We will study language specifics and then combine our knowledge of these with our knowledge of the structural elements to write new fairy tales.

For a given fairy tale, the students will first read a synopsis in English, then analyze the fairy tale in terms of Propp's functions (and do exercises), then listen to an oral rendition, and finally read the fairy tale in Russian. In class, they will read the fairy tale aloud and discuss its characters. They will then attempt to write a new fairy tale based on the functions used in the exemplar. Where possible, I will present films and cartoon renditions and other culture-related artifacts, such as Russian or Western paintings of the fairy-tale characters.

This course on Russian fairy tales will expose students to language and culture, through reading, analyzing, and writing fairy tales. Students will, on the one hand, get examples to imitate, but on the other, will have freedom to create new stories, creating something novel while gaining confidence in the language.

A Supplementary Reading Course in Japanese

by Wakae Kambara, Lecturer,
Department of East Asian
Languages and Cultures

This project attempts to develop a method and instructional materials for a reading course supplementary to second-year (Intermediate) Japanese at the University of

California, Berkeley. It teaches students to interpret a text using both lexical and syntactic knowledge rather than reconstructing the meaning of the text solely from lexical knowledge, a practice commonly observed among our students.

In our curriculum, basic grammar is covered in the first year, and more complex and longer reading texts are introduced in the second year. “Grammar for reading” instruction begins in the second year, because “Grammar is best taught to learners who have already acquired some ability to use the language (i.e., intermediate level) rather than complete beginners.” (Ellis 2006)

Establishing connections between form and meaning is a fundamental aspect of acquiring language (VanPatten, Williams, and Rott 2004). This reading course attempts to make students familiar with form-meaning connections by having them read texts and acquire a solid foundation of grammar for reading.

What is Reading?

Swaffar, Arens, and Byrnes (1991) define reading as an interaction between the message and the reader’s perceptions. That is, reading is constructing meaning. They contend that factors involved in this process are the reader’s background and perspective, text schema, text structure, episodic sequence and illustrative details, and the surface language features. Omaggio Hadley (1993) points out the importance of the reader’s background knowledge in the comprehension processes, which she calls “schemata.” She explains that schemata theories posit two possibilities for information processing: bottom-up processing, where the reader pays attention to specific details, and top-down processing, where the reader makes predictions based on his or her background knowledge. Bottom-up processing requires sentence-level grammar for accurate retrieval of propositions and speaker’s modality; top-down processing requires knowledge of cues to text-organizational patterns. The proposed course attempts to help students acquire skills in both processing types.

What should be taught in a reading course?

Indiscriminately applying knowledge of English organizational patterns to Japanese texts is not only inappropriate but also hinders accurate interpretation, because organizational patterns of information and rhetorical frames are culture specific (Kaplan 1972). Further, “comprehension suffers when the structure of a story violates the expected norm.” (Omaggio Hadley 1993) Therefore, students must be aware that there are differences and be encouraged to learn Japanese organizational patterns.

Despite this fairly well accepted understanding of reading, textbooks commonly used at the intermediate level tend to focus on sentence-level grammar and do not address the need to learn text-organizational patterns. Typically sentence-level grammar is introduced in isolation and not presented as “meaning-connecting strategies in discourse,” as Maynard (1998) puts it. From Maynard’s rhetorical organization and strategies, I have included the following items in the course.

- Expository Japanese writing is frequently organized into four parts: opening, development, change of topic, and conclusion. The primary idea is often found in the development rather than in the opening.
- Organizational cues tell the reader how the information is arranged in the text. They include topic-marking, topic-shifting, sequencing, and general conclusion cues.
- Cohesive devices between sentences often appearing in the written Japanese texts are connectives or connecting phrases, anaphoric usage of demonstratives, and pronouns.
- Predicate extensions: Japanese sentence-ending elements help the reader understand the writer’s feelings, views, and opinions.
- Complex sentences (coordinators and subordinators): Written Japanese texts are often structured with multiple layers of clauses. Accurate interpretation of the text depends on knowing how to interpret those clauses, i.e., whether they are additives, noun modifications, purposes,

examples, temporal or contrastive expressions, quotations, etc.

- Deletion or absence of words often occurs in Japanese written discourse. To construct the complete meaning, the reader must supply the missing word.
- Adverb-predicate correspondences help predict the consequent and the meaning of the entire sentence.

Exercises in the course introduce these grammatical challenges using authentic materials modified to suit the limited knowledge of *kanji* (Chinese characters) of second-year students.

Future projects should:

- Identify additional authentic materials appropriate at this level, especially those clearly illustrating typical organizational patterns in Japanese writing.
- Develop more exercises.
- Incorporate these techniques for teaching reading comprehension into the core second-year course.

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Did you know that...?

*by Richard Kern,
Director, Berkeley Language Center*

...California is one of the most linguistically diverse regions in the world? And not just in terms of immigrant languages today, but historically as well? California has a long and rich indigenous heritage of linguistic diversity, thanks to the approximately 100 California Indian languages that have been spoken in the region over centuries. However, due to rapid social change, half of those languages have no more speakers, and the rest have few speakers. Sadly, California Indian languages are dying before our eyes.

UC Berkeley has a long tradition of recording and studying Native American and California Indian languages. Leanne Hinton, Professor of Linguistics and Director of the Survey of California and Other Indian Languages, has been actively involved in language revival efforts. "When a language dies," says Hinton, "the world loses a whole body of knowledge and verbal art, and the people whose language dies lose a sense of their identity within the world." Hinton is the curator of the three major California Indian language archives housed at UC Berkeley: at the Berkeley Language Center, the Department of Linguistics, and the Hearst Museum. (A fourth archive is housed at the Bancroft Library.) These archives are crucially important not only to researchers but also to California Indians themselves, who use them for language learning and language revitalization. Hinton says that ninety percent of those who consult the Survey are California Indians.

Every other summer, the "Breath of Life" workshop is held at Berkeley for indigenous California people who are striving to save their languages from extinction. This past June, nearly 50 representatives of the Chukchansi, Barbareño Chumash, Northern Pomo, Maidu, Wukchumni, Yowlumni, Wappo and other groups visited the Berkeley archives, learned how to access them, and how to use them for language teaching and language revival purposes. For more information on Indigenous California Languages and restoration efforts, go to www.aicls.org.

News from the Education Abroad Program

*by Richard Kern,
Director, Berkeley Language Center*

The University of California Education Abroad Program (EAP) undertook the following initiatives during the 2005-06 academic year.

Academic Integration Project

EAP launched a pilot project to collect data on and examine how EAP participants use coursework in Language and Culture and other non-immersion programs abroad to fulfill academic requirements at the home campus, to continue with language study on the campus, and to qualify for additional EAP programs abroad. Upon completion of the pilot project, EAP will determine how to expand the scope of such data collection to constitute an ongoing database of information regarding language training abroad.

Cooperation with the UC Consortium for Language Learning and Teaching (UCCLLT)

EAP has been actively cooperating with the UCCLLT on two initiatives involving Vietnamese and Arabic language acquisition. The Consortium has funded projects to develop distance learning materials for first-year Vietnamese and Arabic, with the goal of creating a cadre of students who would then complete the second year of the language abroad on EAP. In addition, the EAP study center in Vietnam has been working with the campus-based language programs to develop a uniform set of teaching materials that would allow as smooth a transition as possible from the campus to the program abroad and vice versa.

New First-Year Program in Madrid

Significantly, EAP has launched its first Spanish language program requiring no previous language training. This summer program, held in Madrid, enrolled about 65 students in the summer of 2006. A UC Faculty Advisory Committee was established to design a curriculum that would be responsive to students' needs and take advantage of the overseas location while maximizing integration with Spanish language instruction on UC campuses.

Notes from the Associate Director

*by Mark Kaiser, Associate Director,
Berkeley Language Center*

Welcome back to campus and the start of the fall 2006 semester!

This summer there were a few changes at the BLC worth noting. First in significance, on July 1, Claire turned over leadership of the BLC to our new director, Professor Richard Kern. We all look forward to working with Rick and support his vision for the BLC in the years to come (see his lead article). At the same time we are so grateful to Claire, not only for all that she has done for the BLC the past 12 years, but also for her willingness to continue a close relationship with the BLC and the language teaching community at Berkeley. She will continue to serve on the Executive Committee, and has graciously agreed to continue the lecturers' reading group.

As of this writing we are still working on the renovation of 34 Dwinelle, future home of the Claire J. Kramsch Lecturers' Lounge. The library and conference table have been moved to B-37 Dwinelle, which can still be reserved for small group or seminar meetings (limited to 10) by contacting Victoria Williams. The old library is being converted into a lounge for lecturers: casual seating, coffee and tea, and wireless Internet access. The room will be dedicated at the BLC Open House, to be held in early October.

This semester, BLC Outreach Coordinator Lisa Little is organizing a technology group, whereby lecturers who have applied technology in various ways in their curriculum will lead a discussion on the rationale for development, the pedagogical issues encountered, and the final results. Our first meeting will take place later this month.

Finally, we have an excellent group of presenters for the BLC lecture series and an exciting array of projects by BLC Fellows. I trust we'll be seeing each other often, and I hope you have a productive and rewarding semester.

2006-07 Title VI Travel Grant for Foreign Language Lecturers

**Fall Deadline: November 1
(travel through 01/15/07)**

**Spring Deadline: April 2
(travel through 08/01/07)**

The Berkeley Language Center provides limited funding for foreign language lecturers to attend professional conferences. The BLC will reimburse lecturers for up to \$500.00 if you are presenting a paper or serving in an official capacity, and \$300.00 to attend a conference (one-time only).

Include a copy of the program, an abstract, and/or a letter of invitation with your application form.

University regulations state that the Berkeley Travel Office will only reimburse travelers who provide original receipts in their own name. There are no exceptions to this rule. Travel expense reimbursements must be processed **within two weeks** after conference travel. You are required to sign a 'UC Travel Voucher Form' to complete the paperwork. Please do not mail receipts to the office. The BLC will reimburse only for conference registration, airfare, local transportation, and hotel room costs.

If you have further questions or would like an application form, please contact the BLC Business Manager, Ana Arteaga, 510.642.0767 ext 22, aablc@berkeley.edu.

2007-08 BLC Professional Development Fellowships for Language Lecturers

Deadline: March 1

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 2007-08.

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, Richard Kern, 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 Richard Kern or Mark Kaiser. For an application form, please contact the BLC Business Manager, Ana Arteaga, 510.642.0767 ext 22, aablc@berkeley.edu.

2007-08 BLC Instructional Research Fellowships for Graduate Students

Deadline: March 1

The Berkeley Language Center is pleased to announce the availability of up to six one-semester GSRships (IV) for the academic year 2007-08 (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; assessment of linguistic, literary, or cultural competence. The fellowship culminates in a presentation to the UC Berkeley language community. Past BLC 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, Richard Kern, 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.

If you are interested, we strongly encourage you to discuss your research project proposal with Richard Kern or Mark Kaiser. For an application form, please contact the BLC Business Manager, Ana Arteaga, 510.642.0767 ext 22, aablc@berkeley.edu.

BLC

Please join us for a reception

honoring

Claire Kramsch,
Founder and Director of the
Berkeley Language Center,

and welcoming

Richard Kern,
as the new Director



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Language, Feeling, and the Brain: A Pribram-based Model

September 15

Daniel Shanahan, Professor of Communications, Humanities Faculty, Charles University in Prague

Some Thoughts on the Cultural Permutations of Literacy in Language Teaching

September 22

Janet Swaffar, Professor of German, Department of Germanic Studies, University of Texas at Austin

[Lecture Title to Be Announced]

October 13

William Hanks, Professor of Social, Cultural, and Linguistic Anthropology, Department of Anthropology, University of California at Berkeley

Claire Kramsch and the BLC: Her Legacy to Berkeley Language Lecturers

November 3

Lisa Little, Slavic, moderates a panel comprised of Rutie Adler, Near Eastern Studies; Seda Chavdarian, French; Nikolaus Euba, German; Herminia Kerr, Spanish; Karen Møller, Scandinavian; and Lihua Zhang, East Asian Languages.

Instructional Development Research Projects

December 8

BLC Fellows Agnes Mazur, Stiliana Milkova, and Elena Morabito, Graduate Students; and Liu Li, Lecturer.

All lectures are Friday, 3–5 pm, in 370 Dwinelle Hall.

*The Berkeley Language Center Lecture Series
is sponsored
by the College of Letters and Science
and by Berkeley's eight National Resource Centers
under a Title VI grant
from the U.S. Department of Education.*

Southwest Association for Language Learning Technology (SWALLT): Making Technology Speak Your Language

October 27-28, 2006

University of California, Irvine
<http://www.humanities.uci.edu/hirc/SWALLT/>

Foreign Language Association of Northern California (FLANC) Fall Conference

November 10-11, 2006

University of California, Berkeley
<http://www.fla-nc.org/>

The American Council on the Teaching of Foreign Languages, ACTFL 2006: Discover the Future...Discover Languages!

November 16-19, 2006

Nashville, TN
<http://www.actfl.org>

The 122nd Annual Modern Language Association of America (MLA) Convention

December 27-30, 2006

Philadelphia, PA
<http://www.mla.org>

41st Annual TESOL Convention and Exhibit

March 20-24, 2007

Seattle, WA
<http://www.tesol.org>

AAAL Annual Conference

April 21-24, 2007

Costa Mesa, CA
<http://www.aaal.org>

International Association for Language Learning Technology (IALLT) 2007

June 19-23, 2007

Tufts University, Medford, MA
<http://www.iallt.org>

About the Berkeley Language Center

The Berkeley Language Center (BLC), established in 1994, 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 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.

BLC Executive Committee, 2006–07

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A stylized, handwritten-style logo for the Berkeley Language Center, consisting of the letters 'BLC' in a bold, cursive font.

Newsletter

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