IN THIS ISSUE

LANGUAGE TEACHING AT BERKELEY

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In January 2004, Mark Kaiser interviewed Professor Leanne Hinton, Chair of the Linguistics Department and Director of the Survey of California and Other Indian Languages.

MK: How critical is the state of indigenous languages today?

LH: The best way to start out is to say that while there are fewer than 200 countries in the world, there are 6,800 languages. Most countries have one official language, or maybe two or three, and occasionally four. What this means is that the vast majority of languages in the world are not supported through government. They are local languages that have often been neglected or even oppressed in the countries in question, without the permission or desire of the speakers of those languages. In this formation of large nations what happens is that almost all of the languages of the world, other than maybe 500 or so, are somewhat endangered; that is, they're under pressure. Linguists estimate that 90% of the languages of the world could be extinct by the end of this century. We certainly see in the New World that the vast majority of indigenous languages are endangered or even moribund, meaning that children are no longer learning them. Thus, they are only remembered languages rather than languages that are being passed on in a healthy manner. In the United States, there are 175 indigenous Native American languages and children are learning fewer than 20 of them at home. All the rest are only remembered languages. So indigenous languages are in real trouble.

MK: Why should we be concerned about that?

LH: There is an external point of view and an internal point of view. The external point of view is why should we, who are not indigenous peoples, care; that is, what is it going to do for us to have these languages survive? I consider that the less important point of view, but I will address it nevertheless: as indigenous languages

A CONVERSATION WITH PROFESSOR LEANNE HINTON

by Mark Kaiser, Associate Director, BLC

die, an entire society and culture is also dying. Along with these languages, we are seeing the death of tremendous amounts of knowledge of and ways of interacting with the environment and great oral literature. An enormous amount of knowledge that is important to humanity is being lost.

There is also the social issue: what kind of social structure do we want our world to have? Do we want to be a monolithic culture with one language? Would we like to have a world that has many different ways of interacting with the world, where humans are trying out different things, in different places, have different local environments that they are reacting to in different ways? The loss of languages represents a loss of diversity of human adaptation to the world, and that is a big problem.

There is also the internal point of view: why do indigenous peoples not want to lose their languages? In many cases they are saying, "OK, we're just going to speak English." However, in general, what you find is that indigenous peoples are saying, "Hey, our languages and our cultures are being robbed from us." They are not making conscious decisions to lose their languages; they are losing their languages despite all efforts to keep them. We can discuss later about why this happens, why it is so hard for them to maintain their languages even when they want to. From this internal point of view, it is a matter of human rights. They have been overrun against their will, overrun by the globalization of our economies and by the politics of the world, and they are being destroyed. This is not right! There is a desire on the part of indigenous people to maintain their identity as a separate people. Maintaining or regaining their language is a part of that identity. I believe that in a democratic society where we have been raised to believe in people's rights to their own identity and to their own choices that this is something essential for us to support.

MK: I would assume that that would require tremendous economic sacrifice on their parts because they are choosing to limit their participation in the larger culture.

LH: There are different situations in different parts of the world, but in general, the choice that has been given to them, if they have been given any choice at all, is to join the lower ranks of the dominant culture. Not the choice to succeed or to become rich in our culture, but rather to be marginalized or to join the underclass. They are not being given the choice of being middle-class or upper-class members of the dominant society. I should say, too, though that many Native Americans in the United States are well educated and fairly well off, and that that does not limit their desire to maintain their language, culture, and values. There is a strong attempt to figure out how to be bilingual and bicultural.

MK: Often indigenous languages are grouped together with heritage languages. They are considered just another heritage language situation. How are the endangered languages different from the heritage languages of Europe or of Asia?

LH: In some ways they are the same. In many ways, indigenous people and immigrants to the United States from other parts of the world are both facing language loss. Immigrant languages are just as hard to maintain within families as indigenous languages are. Families must choose between teaching their children English and their heritage language or teaching them both, without knowing how to go about doing both successfully. Often they choose English simply because they feel their children will be better off economically. They may choose to use the heritage language at home and yet still are not able to raise bilingual children. The children will get to be of school age and they may refuse to speak the home language realizing that everybody else at school speaks English. Even when they do not refuse to speak it, there may be insufficient input from the home language for the kids to become bilingual. They may become partly proficient in their heritage language, but not proficient enough to speak correctly to their elders. They are criticized and then give up. All of these

things happen with indigenous languages and heritage languages alike.

The primary difference between indigenous languages and immigrant heritage languages is that when people stop speaking indigenous languages, there is no place else in the world where those languages are spoken. Whereas with heritage languages, the family may stop speaking Korean but there is still a strong Korean presence in the world. In fact, the children can even go to Korea and learn Korean in summer schools. This is not the case with indigenous languages. The indigenous languages are lost to the world when people stop speaking them. Another difference is that by not being world languages or the official languages of countries, indigenous languages do not have the kind of support system that would allow them to be readily learned as second languages, whereas heritage languages from Asia and Europe do have that kind of support system. There probably are many other differences, too.

> The loss of languages represents a loss of diversity of human adaptation to the world.

MK: Such as the existence of writing systems?

LH: When we get into how an indigenous language would be supported as a second language, there is the issue that indigenous languages are typically not written. They have not been used for academic discourse. The whole area of life in which indigenous languages have been used traditionally is not part of our culture; these languages have been used for a different culture. Indigenous languages not being used have no vocabulary for talking about things that are in people's daily lives nowadays. Yesterday I was with a group who is trying to revitalize their language; it has not been spoken for a hundred years. Most of their time is spent creating vocabulary that allows them to deal with daily life today. I am sure we will get into differences between heritage languages and indigenous some more when we talk about revitalization, too.

MK: What has been the record of accomplishment of language revitalization projects? Are there indigenous cultures that have been able to resist the onslaught of English and maintain a language of everyday life? Should this even be the goal for those cultures that have lost their language? Should they simply be trying to acquire a sort of second language to English? What should the goal be?

LH: This raises a number of deep philosophical issues. Even languages that are not endangered have many things to wrestle with in this regard. Let's take any language other than English: how much effort should be put in to writing scientific papers in any language other than English? In Malaysia, the government is pushing scientists to write papers in Malay because they want their language to survive and to be a world language, but the scientists refuse, claiming, "I'm not going to be a great or famous scientist, or be successful, or have my ideas known by anybody else unless I write my papers in English." So there is that issue: to what extent should any particular language fulfill all the roles that language fulfills? We have to say there have always been different roles for different languages to fill. There is very strong impetus now for all science to be written in English, which was not the case two hundred years ago and probably will not be the case two hundred years from now.

The problem with endangered languages is that they no longer have any role to fill. For a language to survive, the society that is concerned with its survival must provide important uses for it. In the most successful cases of language maintenance, language revitalization, the schools have been the primary tool for keeping the languages alive. Schools have been both the tool for destroying languages and for maintaining or reviving languages. There are a number of good examples around the world of languages that have been revived through the schools. One of the most exciting ones is Hawaiian. About 15 years ago, the Hawaiians began a school program starting with pre-school and adding a year of schooling every year until they went all the way through 12th grade. There are now several thousand Hawaiian children

who received all of their education in Hawaiian. They had learned English at home because 15 years ago there were very few families that spoke Hawaiian at home. Most of these children's parents do not even know Hawaiian fluently or learned it as a second language. This program has been very successful. The lead group graduated three or four years ago and almost all of them went on to college, so it was not as if they were sacrificing their education for this. In fact, if you look at the test scores of Hawaiian children in these Hawaiian language schools and Hawaiian children in the English language schools, the children in the Hawaiian language schools far outstripped the children in the English school. This has a lot to do with the sense of ambition and pride that the families in these schools have.

MK: In those kinds of programs, is there special training for the parents to try to take the language, not just to the school, but back into the home as well?

LH: They try to involve the parents a lot. In the pre-schools and private elementary and high schools, tuition is waived if the parents volunteer for a certain amount of time each month. However, they are not allowed to speak a word of English. If the parents do not know Hawaiian, they have to learn it. There are night courses offered to learn survival pre-school Hawaiian. The teachers send home many of the assignments and have things for the families to do. Another reason this is such a successful program is that there is a very good Hawaiian language program at the University of Hawaii. Most of the teachers in these schools learned Hawaiian at the university, rather than speaking it as children. There are a few native speakers teaching in the schools, but most teachers had to learn Hawaiian as a second language.

That is one success story, and no success is ever complete. The schools have to continue and we will have to see what the lead group that now speaks Hawaiian fluently will do with their families. Is this language going to be spoken in the home again or is it always fated to be a second language that children learn at school? We have to see what the dynamics are going to be. The dynamics change

a lot depending on the philosophy of the time, depending on the degree of oppression by the government versus laissez-faire. Who knows what's going to happen in the future, but for now, where before there were virtually no speakers under the age of 35 or 40, we now have several thousand speakers from ages 3 to 20.

The biggest success story of language revitalization is Hebrew, having not been the language of daily communication for two thousand years and having survived only as a language of religion and education. With the development of the state of Israel, Hebrew became a language of daily communication again. One of things that this shows is that languages that serve as a state language have a much better chance of surviving or reviving. What has happened with many states is that they have been overrun by colonial powers and so the languages have been endangered or virtually lost. Welsh, Irish, Scottish Gaelic, and Maori are all cases of endangerment where

The problem with endangered languages is that they no longer have any role to full.

English became the language of the country and the language of daily communication. Now, though, they are all making efforts for people to learn these languages, and it is much easier for those groups to say, "We're going to make a large effort. We are going to have the schools, the government, and the universities behind us. We have one language to deal with; we will make an effort to keep that language alive." That is a lot easier than for a tribe of five hundred people in California with no resources, no university backing, no schools where the indigenous children are the majority–that is a much more difficult problem of revitalization.

Many tribes in the United States are following the Hawaiian example and developing at least pre-schools and elementary schools. The Ojibwas have a new, very successful set of schools. The Blackfeet in Montana have a pre-school and an elementary school. The Mohawks have had a school that goes through the sixth

grade where the indigenous languages are the primary languages of education. English always has to play a role. With the Hawaiians, English literacy is introduced around the fifth grade; before that, they are focusing on Hawaiian literacy. English plays a role, but a diminished role compared to the indigenous language in the successful schools. It is much more difficult for small groups than for the large groups–more difficult for them to find functions for the language. When you have language in the school, then it has an academic function: the language of literacy and math, the language that you use with your teachers and your fellow students. It has some functions. If you cannot use the schools, you have to figure out some other way to provide functionality and provide an opportunity and location for use. That is much harder for the small groups.

MK: To what extent has English corrupted the indigenous languages of the Americas, lexically, grammatically, and culturally? Can we really talk about preservation of the original language, or are we talking about preservation of a hybrid of sorts?

LH: First, languages are always changing so you can never maintain an original language. English is changing vastly. Just last week I was at the Linguistic Society meetings where my favorite session every year is the American Dialect Society session on new words. They have an election for the word of the year. What is the most euphemistic word or phrase of the year? What is the most useful or least useful word? What is the funniest? There is a long list of them: all brand-new words or phrases that came into the language that year. We can thank President Bush for many of them because the war in Iraq and all the civil rights issues that come out of it have created a large new vocabulary. "Weapons of mass destruction" was one of last year's phrases of the year.

Languages are changing all the time; we are constantly creatively developing or borrowing new vocabulary. Half of English is borrowed. The grammar is also changing, albeit at a slower rate. The sound system is changing–all of these things are happening. We cannot understand Old English from a thousand years ago because our language has changed so

vastly that Old English is a completely different language. No language can hope, even should hope, to stay stable because if a language stays stable, that means it cannot cope with novelty.

In the case of endangered languages, people are less desirous of borrowing new vocabulary because they are borrowing from the very language that is threatening them. Instead, there is an effort to make new vocabulary from the language tools that every language has to develop new words and compounds. I was speaking with the Mutsuns and Muwekmas, two Ohlone groups whose languages used to be spoken in the Bay Area. As they are revitalizing their language, they are trying to develop new vocabulary. They need vocabulary for modern food and clothes, for months of the year, for all kinds of time words, clock terms. There are thousands of words that are used in daily life that these two languages do not have because they stopped being spoken a hundred years ago. One option for the development of ways to talk about new things is semantic expansion. The Muwekmas decided to take the word for "dust" and use that for a minute. A minute is a dust mote. They have actually been developing games to do this. The other night the group was sitting around and saying, "How would we say 'Burger King' in Mutsun?" They finally translated it into a phrase meaning "Chief of the Round Meat." They are trying not to have English vocabulary.

In the Hawaiian case, where there are so many schools, it would be difficult to have to translate chemistry textbooks into Hawaiian and to disseminate a new word for every concept in time for teachers to teach to their classes. They have developed a policy of saying that for scientific vocabulary–they call it international scientific vocabulary–they simply use Hawaiian pronunciation of what are, in many cases, Greek or Latin words.

MK: Going back to the example of a language not having time concepts such as minutes and hours, and they are now being introduced into that language, do you now not have a modified indigenous language, even if they are employing their

own language's building blocks? Hasn't the culture been changed?

LH: Right. This is another point of debate. Do we want our language to be able to talk about the modern world or do we want our language to reflect only our traditional culture? On the one hand, since the goal of revitalizing a language is very often to revitalize the culture, you want the language to be able to reflect that culture. On the other hand, if you want the language to have daily functionality again, you are only going to have that daily functionality if you talk about the things that are part of your daily life.

MK: To the extent that they choose to have their language function in modern society, do they lose, then, the traditional culture?

LH: There is no doubt that a lot of old vocabulary and traditional culture is lost already. Unless some linguist has been extremely diligent about writing it

Language revitalization efforts have taught the profession much about what should be documented.

down, much of it has not been passed on. Time, for example, you can probably talk about in two ways: according to clocks and calendars, and according to the more traditional modes of sun and seasons. Most of the indigenous languages in the United States have a large vocabulary for the seasons and for talking about the time of day with regard to the sun. If the language is going to be taught in the school, any self-respecting school is going to make sure that this traditional vocabulary is introduced. You don't replace the words for the seasons, and you try to learn to observe the sun and the stars as people did in traditional times.

Most people settle on a compromise or try to do it all: develop the vocabulary you need for daily life but also teach vocabulary for traditional life and perhaps most important, make sure the traditional life is being lived. Schools present a problem because they are not part of traditional culture. Most of the things that you are doing in school are not part of traditional culture so people try very

hard to insert traditional culture into the school day in one way or in another. In Hawaiian schools, there are many field trips to the taro fields. One of the required courses at the high school level is Hawaiian chant.

Some communities have actually decided not to involve schools very much. The Cochitis have pre-schools and they are trying to maintain Cochiti at the school level, but the schools are primarily in English. They are focusing more on after-school and on intensive summer programs where the language is being taught as part of traditional life and culture.

You asked how much the languages have been corrupted and we have only been focusing on vocabulary so far. The fact is that if you do not have a good, intensive language program, then a lot of language learning is not going to be very complete. In the smaller cultures, especially where they are primarily learning their language as a second language, often as adults, people are not learning the grammar particularly well. One of the programs I'm involved with is the Master-Apprentice Program where a native speaker pairs up with a younger member of the tribe and the younger member of the tribe learns the language through attempted immersion with the native speaker. There are many ways that this can go wrong. A native speaker is not a professional teacher. What frequently happens is that, even if the learner becomes proficient, they are speaking a kind of pidgin. Not a lot of the grammar is being learned in this kind of informal learning situation. Even people that learn the grammar through linguists' books find that they may know the grammar on some intellectual level, but when they are trying to talk informally, a lot of it just goes away.

MK: Not unlike the case with our foreign language students…

LH: Exactly! Just like the foreign language students, the learners in a language revitalization situation are speaking a language that is not quite the language that a native, fluent speaker would speak. Here we get to another difference between heritage languages and foreign languages on the one hand

by Claire Kramsch, BLC Director

By the time your read these notes the new term will be off to a good start. The BLC looks forward to serving you and your students again this year, thanks to the continued support of Ralph Hexter, Dean of the College of Letters and Science, and David Leonard, Dean of International and Area Studies. Thanks, in particular, to the generous contributions from each of the Area Studies centers, we have been able to schedule an exciting lecture series for this spring term. We have taken your requests to heart and scheduled the events on various days of the week to facilitate attendance. On February 6, six foreign language and literature faculty members (Ana Livia Brawn, Ibrahim Muhawi, Susan Kepner, Winfried Kudszus, Kay Richards, and Bac Tran) took part in a panel discussion on the role of translation in language study. On February 19, Lourdes Ortega spoke about the ethics of foreign language research and teaching. On March 18, Mary Louise

Pratt will offer an ecological perspective on the teaching of commonly- and less-commonly-taught majority and minority languages. On April 20, Gunther Kress will explore the benefits of adopting a multimodal approach to the teaching of foreign language literacy. We hope to see you all at these various events.

We have again this term a dynamic group of BLC fellows–David Gramling (German), Sarah Bailey (Yiddish), and Stephanie Hom-Cary (Italian)–who will be working on various aspects of multilingualism and multiculturalism in foreign language study. They will be presenting the results of their research projects on May 14.

Here are a couple of dates you will not want to miss. March 15 is the deadline for Berkeley lecturers and graduate students to submit proposals to the BLC for BLC fellowships for either fall 2004 or spring 2005 (see application forms on page 18). Make sure you contact either

Mark Kaiser or me to discuss your project ahead of time. We look forward to hearing from you!

March 23-27 is the UC Consortium for Language Learning and Teaching conference at UC Santa Cruz (see the announcement on page 17). We heartily encourage you to attend.

Finally, this newsletter is, twice a year, the main mode of communication the BLC has with all of you. I wish to thank Victoria Williams for putting it together and making sure it serves your needs. In turn, we welcome your input and any announcements, comments, or feedback you wish to pass on to us.

Office of Educational Development
2003–04 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: $1,000) 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

by Mark Kaiser, BLC Associate Director

Distance Education

Late last semester I was privileged to attend a meeting hosted by the UC Consortium for Language Learning and Teaching on the state of distance education in foreign languages. The meeting addressed the administrative, technological, and pedagogical hurdles preventing a wider implementation of foreign language courses delivered at a distance. It should be pointed out that despite the hurdles, UC Berkeley and UCLA have been engaged in the teaching of Finnish and Danish at a distance for the past several years.

Administrative issues include course approval, course listing and registration on each campus, awarding credit to students and applying that credit to degree requirements when appropriate, and crediting instructors and departments for credit hours generated. The most challenging issue might well be course approval at each individual UC campus for a course taught from any one of them. The technical issues are not as formidable as they were a short time ago, depending on the pedagogical model. Still, the instructor must be able to distribute materials either in hard copy or over the Internet, which can involve some logistics issues.

There are two models of distance education: the synchronous classroom or Internet-based instruction. The synchronous classroom involves cameras and monitors at both the host campus and at the distance site, so that the students at a distance are able to both observe the host instructor and be observed. This model is effectively limited to the host and one other campus, and instructors might need to coordinate different academic schedules (semester vs. quarter) at the other campus. This model maintains the closest resemblance to a traditional classroom.

Internet-based instruction, similar to Spanish Without Walls or the Consortium's Arabic project currently under development, can involve a variety of materials: tutorials based on authentic cultural materials, video of model classroom interchanges, grammar and vocabulary exercises, and interaction with an instructor via telephone, telephony, or sound files. The time and expense involved in production of an Internet-based course is higher, but since most components are asynchronous, these courses provide more flexibility for students.

What is clear is the financial pressure on low enrollment classes can only increase in the current budget environment. Campuses that offer courses with small enrollments may be able to maintain those courses by augmenting their enrollments with students at a distance. On the contrary, deans will be under pressure to cancel low enrollment courses, especially if they can point to the same course offered from another campus at a distance. The challenge to the University of California and to the Consortium is how to manage the development of foreign language education at a distance as a collaborative endeavor among campuses, preserving and expanding the language offerings systemwide.

Budget Cuts at the BLC

The most recent round of budget cuts has adversely affected the BLC. We have had to postpone the upgrade to computers in the 135 Dwinelle lab and we have had to lay off another member of our technical support staff. This will mean delays in repairs to tape equipment and computers. We ask our patrons for their understanding and patience.

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ucb-language

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.

Subscribe To subscribe to the list, send email to **Majordomo@listlink.berkeley.edu** with the following command in the body of your message: subscribe ucb-language

Unsubscribe Similarly, to remove yourself from the list, send email to **Majordomo@listlink.berkeley.edu** with the following command in the body of your message: unsubscribe ucb-language

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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**.

by Sonia S'hiri, BLC Academic Coordinator, Lecturer, Department of Near Eastern Studies

Apart from the BLC Fellows' meetings that I attended every week this fall semester and the BLC Open House that took place in October, I convened a few meetings and functions for language program coordinators and language lecturers.

In the first meeting for language program coordinators, we discussed some of the issues related to the development of a teacher-training (300 level) course for GSIs. One issue that emerged from this discussion was the fact that courses in various language programs tend to be pulling in two opposing directions. The first direction is the need for the new GSIs to receive the appropriate "tips," strategies, and techniques for handling materials and classroom situations on a daily basis. Second is the need that coordinators feel to ground this hands-on experience within a more theoretical framework. Because of the great demands on the GSIs' schedules, most coordinators are not inclined to require GSI daily attendance of a master class beyond the first couple of weeks of the year. Finding the appropriate balance between guidance for managing the classroom and gaining confidence in SLA and language-specific teaching theory thus remains open for negotiation throughout the year.

This meeting specifically emphasized the value of classroom observation both in terms of offering feedback and, therefore, an opportunity for development for the GSI, and in gaining a better understanding of the quality of teaching that undergraduates receive. While encouraging GSIs to have their classes videotaped for feedback and self-reflection was a method that was advocated by some coordinators, others felt that GSIs might not feel comfortable with this approach, especially at the beginning of their teaching careers.

One of the issues in GSI mentoring that was raised during this meeting and became the subject of the following one is how coordinators can mediate conflict between students and GSIs and how they can prepare GSIs to deal with conflict situations among and with students. In particular, an apparently mounting number of student email messages that are perceived as personal attacks by GSIs have recently been reported not only in certain language programs but across the campus as well. A representative of the Student Affairs Office kindly accepted to be present at this second meeting for advice.

A final event that I convened this last fall was a reception for all language lecturers on campus. I was delighted to have had the opportunity to meet so many colleagues from so many different programs, including M.J. Warsi, the new Urdu lecturer. A topic that we put on the agenda for discussion during the spring semester is the issue of so-called "heritage language speakers."

The program for language program coordinators and lecturers for the spring semester is as follows (all meetings will be held in 271 Barrows Hall, 12-2 p.m.):

Lecturers

Friday, February 13
Gender and Racial Bias in the Classroom

Wednesday, March 31
Heritage Language Speakers

Language Program Coordinators

Tuesday, March 2
The new Graduate Council's policy on GSI appointment and mentoring

Wednesday, April 14
Modeling and encouraging GSI self-reflection

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 SLA (second language acquisition). 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.

Designing a Curriculum and a Reader for Fourth-Year Korean: Reading Short Stories

by Clare You, Lecturer and Language Coordinator for Korean, Department of East Asian Languages & Cultures

Introduction

With the exponential increase in enrollment in Korean language classes in the past two decades at UCB, fourth-year Korean (Korean 101) has been a part of the core Korean language courses since 1993. This course has been popular: students have benefited from learning about Korean culture through literature as well as through language. However, no serious text or curriculum was developed for this course as, until 1999, it was taught by visiting scholars from Korea, whose temporary stay and unfamiliarity with the students' needs made it hard for them to develop a lasting curriculum or text material.

Having taught the course for the last three years, I feel that now is the time to develop a curriculum based on our students' needs. It requires selecting a set of short stories, supplemented by notes on the authors and the social/historical background of the events and particulars in the stories, listing what questions to ask as we read, assembling multimedia materials, and giving guidelines for writing an essay in Korean.

With this objective in mind, a proposal was made to the BLC to develop a reader for the course. Thanks to the BLC Fellowship, the main body of the reader has been developed and some multimedia materials have been gathered although the guidelines for writing an essay in Korean remain to be worked on.

The reader being developed here consists of 20 short stories from the modern period; of these, 10-12 stories can be selected for reading in a semester. For the contents of the course, I considered both what the students would be interested in reading and what I think is essential for them to learn in an introductory Korean short story course before they move on to in-depth literature courses. This report will summarize the selection process for the short stories and give a description of a general lesson plan for the stories. (The list of the selected stories with short notations and a lesson plan on one of the stories are omitted here because of space considerations.)

Selection of Short Stories

I examined past course evaluations and conducted pre-course surveys to see what students would be interested in and what they expected to learn from the course. My findings were that students
• want to know something about Korean literature
• want to keep up and improve their language skills through reading short stories
• are interested in studying Korean literature in the future
• want to read Korean fiction for enjoyment
• are simply curious to find out "what they can get out of this course"

In consideration of what the students want and what I think is essential for them to gain through an introductory short story reading course, I came up with the following:
• a brief historical background of modern Korean literature
• an introduction to the basic elements of short stories (theme, point of view, setting, character, and plot) and the corresponding basic literary terms in Korean
• a syllabus for reading at least 10-12 stories and examining their basic elements
• presentations about the authors, their thoughts, lives, and backgrounds
• an introduction to reference materials and research tools available at the East Asian Library's Korean collection for their future research

While selection of the stories can be approached in a number of ways–on the basis themes, stylistics, genre, or author–my selection was based on their chronological/historical order in consideration with their cultural significance, the popularity of the stories, the fame of the authors and which of their works best represented the times. One litmus test I considered was would an educated Korean adult have read or heard about the story or the author?

The length of the stories was also considered: I limited them to 15 pages, as the pace of study/reading is approximately one story per week. The level of difficulty in vocabulary, sentence and narrative structures, and plot were considered only marginally because that would leave out the most well known classics. Most most-read stories are not usually very complex or difficult to understand if explanations and cultural notes are provided.

One must also consider the availability of supporting multimedia such as film, videos, and audiotapes. Different media of presentation help one to appreciate the stories in ways reading alone cannot.

On Discovering Elements of a Short Story

The basic elements of a short story (theme, plot, characters, setting, point of view, symbolism, style, irony) in Korean terms are introduced during the course of reading. Theme as the controlling idea or its central insight; plot, the sequence of events; characters, either stereotypical or rounded characters, protagonists and antagonists; setting–where the story takes place, when does the story take place; point of view–who tells the story. We explore symbolism, by noticing any symbols in the story (e.g., What does an encyclopedia set symbolize in *Encyclopedia* by Yi Taejun? What is the symbolism of the gramophone?). We examine style, tone, and irony (e.g., What is the author of *Encyclopedia* satirizing? How is the author trying to influence public perceptions about modern women and divorce?).

Lesson Plans for Short Stories

Based on a one-hour session three to four times per week, each story will be presented in the following way.

I. The first session sets the stage for introducing a new story.

The pre-class assignment requires students
• to read the story before coming to class

- to make a list of vocabulary words or phrases that they are not familiar with
- to note any part of the story they do not understand clearly
- to write down any questions or comments they would like to bring up in class

(Before starting the discussions, clarify all unfamiliar words and any difficulties in understanding the story.)

Discussions may center on such questions as:
- What does the title reveal now that you have read the story?
- Do the narrator and other characters change during the course of the story? How?
- Are the protagonist/characters directly described or indirectly presented? And how?
- Where does the story take place? What details tell you this?
- When does this story take place? How do you know? Are there any indicators of time in history? Is the setting important? Is the setting used symbolically?
- Who tells the story?
  - Is the narrator a character in the story or an outsider?
  - Did you know what the wife was doing (in *The Wings*)? What she was thinking?
  - If told from a different point of view (say, from the wife's point of view as in *The Wings* or *Encyclopedia*), would anything be lost or enhanced? (Have them write a paragraph of the story from the wife's perspective.)
- Style, tone, and irony
  - Are the levels of diction formal or informal?
  - Are the sentences short and simple, long and complex, or some combination?
  - Is the tone of the story cheerful, sad, or depressing? How?
  - Is there any verbal or situational irony?
  - Is the style consistent and appropriate throughout the story?

II. The second session continues with the author and the background information of the story.

Pre-class assignment
- Students are asked to read about the author–in books, encyclopedia, or on the Internet.
- What other relevant facts can they find out about the story?

Discussions may include:
- Present your findings on the author or about the background of the story.
- How can biographical information about the author help you to understand the central theme(s) of the story?
- Discuss the theme(s) of the story. (Each student should present a theme that he or she identified and compare with others.)

III. The third session is left open for an exploration of the audio or visual media related to the story.

- Find/bring/present any relevant music, pictures, or photos.
- If a video/film or Internet materials are available about the author or the story, view them.
- Discuss the differences in plot, characterization, point of view, or setting between the story and the film version.

Suggestions for students' semester projects
- Ask students to produce a CD modeled after *The Wings*. (The recording, *The Wings*, from the *Literature of the Land of Morning Calm* series by Wayne de Fremery, aired on KPFA, gives an interesting rendition of Yi Sang's story. Yi Sang, one of the pioneering modernist authors of the 1930s, was the first serious author in the stream-of-consciousness genre. He was also a poet.)
- Write a sequel to one of the short stories students read in the course.
- Write a story from a different point of view, as in John Gardner's *Grendel*, a retelling of the Beowulf legend from the monster's point of view.

Summary and Conclusion

Cultural behavior can be best learned through stories–real stories, documentaries, fictional short stories, or even simple fairy tales. However, using short stories in a language classroom can be equally valuable; Claire Kramsch comments on "... literature's ability to represent the particular voice of a writer among the many voices of his or her community and thus to appeal to the particular in the reader." (Kramsch, p. 131)

Reading short stories benefits language learners in multiple ways; they are exposed to all styles of language from street slang to the sophisticated, from the dialectal to the standard, from old expressions to the new, from simple dialogues to complex narratives, and from factual to fantasy. Through reading fiction, they will experience the way of life of others, their thoughts, their social interactions, their customs (old and new), traditions, modern historical/political issues, and more. The stories generate spontaneous discussions among the students because of the endless possibilities of 'what ifs' and 'why nots.' They provide a fertile ground for speaking, listening, reading, writing, and most importantly, thinking in the target language.

Incorporating multimedia materials–film, audiotapes, author's interviews, songs, or music–brings another dimension to the students' experience of literature and language. These all enhance the students' interest in Korean language and literature.

It is not an easy task for a student, let alone a non-heritage student, to leap into taking a literature course in Korean after only three years of Korean language courses at Berkeley or at any other college. To ease the transition from a purely language curriculum to literature courses, the fourth-year course has been offered as a bridge to make the transition easier. On that premise, the development of the fourth-year text has two goals in mind: to provide the means for enhancing language skills in Korean beyond the advanced level through reading short stories, and to introduce the broader and deeper cultural elements that play a vital role in achieving higher communicative competence.

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Realistic Language Training for Prospective GSIs: Improving the Chances for Success

by Sargam Shah, Lecturer, Language Proficiency Program

A prospective international GSI fails to achieve an adequate score on the SPEAK test (an audiotaped assessment test of oral communication skills in English) and thus is required to take a Language Proficiency class and achieve a passing score on another, videotaped exam (the OPT) before she can work as a GSI in her academic field. We have approximately 14 weeks to make sufficient improvements in oral communication skills. However, language is made up of dozens of micro skills. Which ones should we target? What chronological order will yield the best results? These questions inspired my BLC project.

When I began my project, I planned to revise, reorder, and trim a reader that I have been compiling and using in the LangPro 100A course over the last ten years or so. This reader contained many activities that were inherently good, but were not well ordered and many of which were not clearly focused on "teaching functions," that is, on the vocabulary and semantics of the classroom. I thought I would sort, prune, and rewrite these activities with a classroom language focus. However, as I began working on this project, I got so many new ideas from my reading, from my students, and from my own imagination that I finally rewrote the entire reader. I believe that the organization and focus of this new reader-cum-textbook, titled *Master Keys for Effective Communication in English for International Graduate Students and Prospective GSIs*, targets the most important micro skills for rapid improvement in comfortable and successful communication in English, especially in classroom and related contexts.

First language English speakers frequently report that they find it difficult to communicate with a person who has an "accent." This is a common complaint among undergraduates who enroll in sections taught by international GSIs. While this difficulty often has a sociological component, a main reason why

people report discomfort communicating with L2 English speakers is that they cannot listen to an L2 speaker in the same way they listen to a native speaker. When we listen in a language in which we are fully competent, we do not listen to every word. Rather, we listen only to the main words for meaning, as we make a continuous stream of below-the-level-of-consciousness hypotheses about what the speaker is trying to say. Only when our expectations are not met do we zero in on every word. Because the L2 speaker often lacks the rhythm and intonation that allow us to focus on key words, we are forced to pay attention to each word the L2 speaker says. L1 English speakers report that this makes them uncomfortable, stressed, and tired. These problems with intonation and rhythm are driven by both super-segmental features and phonemic features.

The first essential thing our students need to do is to minimize these problems with rhythm and intonation. To facilitate this, I began my new reader with a chapter of very intensive work on super-segmentals. In the first three weeks of the semester, the students are introduced to ten super-segmental micro skills and have a chance to practice them in a variety of classroom contexts. This gives the students a good overview, and gives us shared meta-vocabulary early in the semester, which makes my comments and feedback to the students, both in class and in conference, more clear and effective. I have focused on specific super-segmental micro skills that have a big impact on comfortable comprehensibility. Some are more global, like phrasal stress, reduction, and linking, while others are more specific, such as how to make "can" and "can't" easily distinguishable while maintaining a standard pattern of rhythm and intonation.

After these first weeks of focus on super-segmentals, we move on to work on phonemes. While it is not necessary for an L2 speaker to produce phonemes that are exactly like those of an L1 speaker), the L2 speaker must produce phonemes that 1) will not be mistaken for some other phonemes and 2) will not disrupt the standard rhythm of his speech. While super-segmental features are very important in the production of standard rhythm, the placement, length, and con-

tour of phonemes play a significant part in rhythm, too. In my reader, I focus on the phonemes that are most problematic for our population, for example /l/ and /r/, /m/ and /n/, the forms of /th/, and certain vowel sounds including the vowel sounds in "say," "my," and "lab." Because the students have already been introduced to the most crucial super-segmental features, we can continue to work on these even as we focus, for a few weeks, on phonemes.

Later in the semester, we return to super-segmental features and do more intensive practice with them. Throughout our work on pronunciation, we focus on activities that allow the students to discuss many issues in cross-cultural communication and teaching. Thus, we can use our pronunciation work to cover topics that are important to prospective GSIs, while still giving maximum time to their most pressing concern–pronunciation.

Alongside the pronunciation focus that runs through the entire reader, each chapter also offers instruction in presentation skills, idiomatic vocabulary and useful phrases, and carefully chosen grammar and word choice issues that impact both comprehensibility as well as affect. In each of these areas, my focus on "comfortable communication," that is, making the listener comfortable with his role as a recipient, and the speaker comfortable with her role as provider of information. Comprehensibility and comfort are two different things, and both are essential for effective communication.

Of course, language development and improvement only begins in the classroom. Practice outside of class is of the utmost importance, but often our students in LangPro 100A are incredibly busy with their academic work, research, and qualifying exams. So we need to provide not just "homework," but ways for them to fit practice time into their hectic lives. To help students achieve this, I have developed a *Materials Packet* that contains worksheets for various aspects of practice. These include worksheets for creating vocabulary lists for both pronunciation and increasing active vocabulary, practice logs for keeping a record of daily practice, goal setting worksheets, and worksheets for reflecting on the four presentations each student

gives in class. There are also worksheets for three "field projects" that help the students get out into the community to work on their communication skills.

Throughout my work on this project, my students in LangPro 100A have given me very valuable input and feedback. For example, the sections on Idioms and Useful Phrases in each chapter of the reader were based on student input. First, I discussed with the students what types of situations they encountered for which they wished they knew vocabulary that was more idiomatic. Then I put the most popular 15 or so contexts on a survey and asked the students to mark the ones they wanted most to work on. Based on the results of this survey, I developed the Useful Phrases sections in each chapter of the reader. I am especially happy about this part of the reader because "more vocabulary for everyday life" is something students have consistently asked for in their end-of-semester student course evaluations.

The students in LangPro 100A are studying English not as an academic interest but because they need to use their English language communication skills now. Without adequate communication skills, they can neither live comfortably in an English-speaking environment, nor can they earn money as a GSI to support their study at Berkeley. The reader I have developed as my BLC project will offer them the tools they need to make rapid and effective progress toward comfortable, clear, and successful oral communication in English.

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Creative Writing and Reading in Russian: Poetry Focus

by Polina Barskova, Ph.D. Candidate, Department of Slavic Languages and Literatures

One fascinating aspect of the three years I have spent teaching Russian at UC Berkeley has been my exploration of the ways in which literary texts may be used in the development of students' creative relationship with the language they study. I have addressed the following questions: How can one overcome students' fear of stretching the limits of their language abilities? What pedagogical strategies can help our advanced students become participants and even creators in the language they study? The result of this exploration is a unique language course that will be taught at Berkeley in the spring of 2004. This is a course on poetry that incorporates language play, as both pedagogical strategy and as the aspect of language best recognized by poetic means. The Slavic Department already offers several courses for third-year students, including translation and conversation classes. The course I have in mind will give students an alternative path to advanced level proficiency, turning them from observers into participants, through hands-on creative approaches. My BLC Fellowship allowed me to develop this course. Our Department's course listing describes its main components and pedagogical strategies as follows:

Course Description

The goal of this course is to improve students' reading, writing, and speaking skills through hands-on activities rooted in Russian literature. Active participation will present students with issues central to Russian poetry of the last three centuries, in a manner markedly different from traditional approaches to literary analysis. Discussion topics will include various elements of formal poetics (e.g., meter and rhyme), the principal motifs that have sustained the interest of Russian poets for centuries (e.g., politics, the city, and mermaids), and the interplay between Russian poetry and other arts such as music, painting, and film.

Reading Assignments

Poems from the end of the 18th century to the present day, by the central figures of the pantheon (e.g., Pushkin, Mandelstam, Tsvetaeva, Brodsky) and by less well-known poets hidden at the margins of the canon.

Writing Assignments

The focus of this class will be short weekly writing assignments in Russian, done both at home and in class, individually and in groups. In addition, each student will keep a Poetry Diary throughout the semester, from which he or she will ultimately select five pieces for inclusion in a Personal Portfolio.

Oral Assignments

Each student will be responsible for giving at least one oral presentation.

Film Screenings

Zerkalo (Mirror) by Andrei Tarkovsky

Tsvetok Granata (The Flower of Pomegranate) by Sergej Paradjanov

Rusalka (Mermaid) by Alexander Petrov

The process of preparing this course involved not only selecting topics and inventing class activities and practical assignments for my future students, but also finding answers to the following questions:

Who is the target audience for my course–English-speaking students or Russian heritage speakers? How will I grade a course that is constructed around the artistic concept of creativity and yet has as its purpose the development of

language skills, thus combining such distinct phenomena as poetic inspiration and grammatical accuracy? How should I combine practical creative activities with the information about Russian poetry that I wish to offer my students, without having recourse to the traditional lecture format?

After serious consideration, I decided to target both potential language audiences. Russian heritage students and their English-speaking classmates will work side by side, each supplementing the language skills and approaches of the other. This decision influenced the grading system I developed. All the assignments will be graded according to two criteria: creativity and linguistic accuracy (grammar, vocabulary, style). Thus, students with weaker skills in Russian, but who devote considerable time, energy and imagination to their work, can do just as well as those whose first language is Russian.

In order to distinguish the information-providing part of the course as much as possible from the usual model where a professor lectures and an overwhelmed student takes notes, I worked out strategies that will turn the somewhat passive process of receiving information into the more active process of looking for information and then communicating it to the other students in the class. One of these strategies is the incorporation of at least one presentation by each student, this being a particularly efficient means of developing students' oral proficiency.

Ideas for oral presentations include the following:

• **Impersonation.** Drawing on library research, students impersonate a well-known Russian poets (offering a first person narrative based on the chosen poet's biography, and reciting one of the poet's most famous poems), and other students interview them about the poet's life and work. Students may also invent and take on the persona of an imaginary Russian poet.
• **Personal Preference.** Students choose their favorite Russian poems, recite and comment on them, explaining and justifying their choices.

• **Personal Narrative.** Students discuss the role that Russian poetry has played in their lives and family identity.

I would like now to look more closely at the course content and source of inspiration, by sharing with you the personal experience that served, to some extent, as a model when I was preparing this course. At the age of nine, I was enrolled in a literary studio designed to help children learn to read and write poetry through a set of practical tasks. Reading poetry was accompanied by group discussion of particular linguistic (e.g., syntax, idiom, stylistic register) and poetic (rhyme, meter, metaphor, epithets) devices used by the author. Activities such as these gave me a sense of language and an appetite for literature. Writing tasks included formal exercises (e.g., write a sonnet, a *chastushka*, or a rock-ballad), elaborations or close-ups of a particular literary device (e.g., write a descriptive poem containing as many metaphors as possible), literary impersonations (e.g., write a poetic monologue in which you imagine that you are Count Dracula, your cat, the walls of Lenin's Mausoleum), and literary diaries.

In creating the syllabus for my course, I tried to select topics that have been central to modern Russian poetry since beginning of the 18th century. Naturally, we will need to devote time to the formal aspects of Russian poetry (rhyme and meter) since unlike modern English and American poetry, Russian poetry is still highly formalized and tradition-oriented (hence the popular notion of the musicality of Russian poetry).

We will look at examples of Russian poetry from different points in its history, and will play various literary games that serve to develop an ear for rhyme and meter. Among the topics that students will focus on during this course are Russian poetry's treatment of politics, first love, the city, and autumn. We will discuss the Russian tradition of reciting poetry, and a wide variety of visual and audio materials will be incorporated into the curriculum. Students will also have the chance to meet Russian poets residing in the Bay Area.

Teaching Literary Texts: From Spanish 4 to Spanish 25

by Rakhel Villamil-Acera, Ph.D. Candidate, Department of Spanish and Portuguese

The main objectives of Spanish 4 are to develop the students' abilities to read literary and non-fiction prose works and to teach them how to write a coherent, well-developed, and engaging expository essay.

We work with different kinds of texts: non-fiction (articles from newspapers and advertising copy) and fiction (short stories). The short stories, in *Modern Spanish Prose*, are written by authors of various Hispanic backgrounds and comprise a number of historical and cultural subjects that can be challenging to explain in a course that is not intended to be an introduction to literature.

After completing Spanish 4, some of the students go on to Spanish 25, an introduction to Hispanic literature, where they will be exposed to literary theory, and will learn to read and write about literary texts. My goal as a Spanish 4 instructor is to encourage the students to think about the short story as a social and discursive practice and then write essays that go beyond simply discussing the content or the psychological traits of the characters.

Methodology

When I started to work on this project at the beginning of the fall semester, I wanted to select six short stories and the six literary or stylistic points they exemplified. These were the concepts of cohesion (*Continuidad de los Parques*), natural narrative (*El Reportaje*), parallelism (*El Limpiabotas*), point of view (*Final Absurdo*), cooperative principle (*En una noche así*), and speech and thought representation (*El Arrepentido*).

The first short story I chose, a classic in the teaching of Spanish language and literature, *Continuidad de los Parques* by Julio Cortázar, is marked by its ambiguity. My notion was to teach the concept of cohesion using this short story and this is how I went about it.

First, the BLC Fellows read and discussed the story, reflecting on topics such as the choices of verb tense and

Results of the 2003 Survey of BLC Services by Foreign Language Lecturers

by Mark Kaiser,
Associate Director, BLC

In September 2003, the BLC conducted a survey of foreign language lecturers to understand better the impact of various BLC services on language teaching at Berkeley. We received responses from 21 of the 74 surveys mailed, and these are our findings:

BLC Lecture Series

Seventy-one percent of lecturers responding attended at least two of the approximately eight lecture events each year, while 29% attend four or more. Respondents cited conflicts with teaching, office hours, meetings, insufficient time, and lack of department recognition as the most common reasons for non-attendance. Respondents rarely watched the videotape of the lecture when they were unable to attend, but 38% were unaware that this service was even available. Respondents suggested more small-group discussion of the lectures, more lectures on less-commonly-taught languages, and more lectures on classroom practice.

BLC Fellowships

Four of our respondents had applied for a BLC Fellowship and all would "definitely recommend" the Fellowship experience, citing "the time to think about what you are doing." Lecturers who had never applied cited concern over the time commitment of the Fellowship. The survey also revealed a common misconception that the Fellowships are only for theoretical pedagogical research. The Fellowship application (http://blc.berkeley.edu/fellowships_for_lecturers.htm) notes a wide range of potential topics, including curricular development, empirical studies on language acquisition, and independent study.

BLC Travel Support

Thirty-five percent of the respondents had received travel support and indicated that BLC funding was essential to their participation in the conference. These lecturers wrote that conferences were an important part of their professional development. On the other hand, the 13 respondents who had never applied for travel cited a number of reasons: many were unaware that travel support was available (notwithstanding BLC flyers, ucb-language listserv and BLC newsletter announcements), while others indicated that they rarely attend conferences or give papers.

BLC Library

The usage of the library is limited. A few respondents indicated use of the facility for meetings, and fewer utilized the book collection. Again, a substantial number (38%) indicated that they were unaware that the BLC had funds for the purchase of library materials and that they could make recommendations for library acquisitions. Recommendations included better publicizing of library holdings, keeping the library open all day, and a larger book and journal collection.

BLC Newsletter

Nearly all respondents receive and read the BLC newsletter (*Language Teaching at Berkeley*), most "cover to cover." As one might expect, the respondents varied on their preference for informational pieces (calendar of events, conference announcements) or the more theoretical (interview, BLC Fellows reports, book reviews).

Labs and Classrooms

Lecturers report frequent use of BLC computer labs and high-tech classrooms and expressed satisfaction with the administrative and technical support for the facilities (with the age of the computers in 135 Dwinelle duly noted).

Conclusions

We were gratified at the mostly positive responses to our survey, in particular the many comments directed at the positive impact the BLC is having on lecturers' classroom teaching and professional development. However, we were concerned at the number of lecturers who were unaware of one BLC service or another. It is hard for us to imagine how we might better publicize our services (currently we use flyers, electronic announcements from the ucb-language listserv, and articles in the BLC newsletter). We held our first fall open house in October of 2003, in part as a response to the survey, and we were happy to meet some lecturers for the first time.

We do note, however, that overall most lecturers are involved with the BLC in one form or another. Some seek travel assistance, others use our classrooms and library, and others attend BLC lectures. We will continue to try to provide a variety of services and hope that all of our language lecturers will avail themselves of what we have to offer. Please do not hesitate to contact me (mkaiser@socrates.berkeley.edu) if there are ways we can better serve the Berkeley community of language learners and teachers.

and the situation with endangered languages on the other. Whatever it is that these learners learn, they are going to be the ones that are passing it on in the future. Their language may become this pidginized version; anybody who learns it from them is going to learn whatever they learned. Foreign language learners, by contrast, are not going to be changing the whole language by having learned it imperfectly.

Part of learning a language involves knowing how to perform certain kinds of speech acts and communication acts. At a training where Claire [Kramsch] was present along with speakers of a number of California languages, we argued that what you need to do to teach and to learn the language is to be in real situations. We were saying, for example, "How would you apologize in your language?" One of the Karuk women stood up and said, "We don't apologize in our language. There is no such thing as an apology. If you do something wrong, you have to make restitution. You do it entirely through actions; you don't do it through any type of speech at all."

MK: That kind of thing is much more possible when people who speak the language are still living. If you are trying to revitalize a language that has been dead for a hundred years, that kind of cultural information is lost.

LH: In the case of the Mutsuns and Muwekmas, the languages were not even very well documented. An enormous part of revitalization of a language that has no speakers is based entirely on the documentation. This underscores how important linguistic documentation of a language is. Some of the records that survive are from the Spanish missions and include *confesionarios*. You would ask in Muwekma or in Mutsun, "Have you ever stolen a basket? Have you ever had sex with somebody not your wife?" In some cases that's the major piece of documentation–these rather horrifying, from my point of view, documents saying things that we don't want to say nowadays. Yet, it provides grammar and vocabulary and so they are very important.

At another level, these languages were almost gone by the time linguists came to California at the turn of the century. There were people that remembered them still and so a fair amount of vocabulary was recorded, as were phrases of various sorts, and a few paradigms. Those documents are what survive but largely, the linguistic anthropology of speech was not documented. How do you greet each other? How do you make an apology, if you do? How do you talk to a baby? All of the things that nowadays the people working to save their languages want to know. As a linguist, I should say that language revitalization efforts have taught the profession much about what should be documented. Linguists have always been primarily interested in the grammar of the language and in making these three works: a dictionary, a grammar, and a body of text. Now we know that you need to document conversation and the various situations in which people use speech. This means that we have come back to the idea that we must document languages before they die. Funding opportunities are now much more available for people who are studying languages that have only a few speakers left. This is of utmost importance.

MK: What lessons can instructors and learners of foreign languages learn from the revitalization successes and failures?

LH: Well, one consideration is how you teach an endangered indigenous language and what do you teach. Foreign language instruction tends to focus on conversation in the modern world, so we teach students how to order a meal and ask for directions. Alternatively, we focus on a more academic approach of grammar, vocabulary, and reading texts with a strong emphasis on literacy. Literacy is a much more complicated issue for indigenous languages as most indigenous languages traditionally were not written. Even those that are now written have a short literary history. Hawaiian has a history of 150 years of writing: they had newspapers and schools in Hawaiian, so quite a few books were written during that period. Most of the indigenous languages did not have mass literacy even if there was a writing system developed for them. One of the questions that one has to ask is to what extent should literacy play a part in language revitalization. If there are no speak-

ers, for example, you have first have to teach people how to read. The only way the Mutsuns and the Muwekmas can learn their languages is by reading and analyzing historical documentation and then making something that can be taught. They are working with linguists to develop enough literacy to be able to read what exists.

If there are speakers and no literary tradition, then the issue turns on how you are going to teach the language, what you are going to teach, and is there a reason for teaching literacy? My view is that in the case of unwritten languages, when people are trying to revitalize them, they are trying to learn how to speak them again. They need to learn primarily through hearing, listening, and speaking. Furthermore, there are some real issues involved in developing a writing system. Learners want notes, a written record of their learning sessions. They do not learn the language that way, but they do create a record of the language. Foreign language teachers also must grapple with the role writing should play in the development of conversational proficiency, for example.

Another issue in the revitalization of endangered languages that are not supported by universities or textbooks is how you get this language taught and learned. At this point, the people that are primarily involved in the teaching and learning are the indigenous peoples themselves and linguists. Linguists very rarely have any training in foreign language teaching. They often develop materials that are not useful–overly complicated grammars that learners look at with dismay. They do not know all of the tools and techniques for language teaching.

While foreign language teachers know a lot about the tools and techniques of language teaching, they are not involved with the endangered languages. I see an important partnership between foreign language teachers, linguists, and indigenous people that ought to develop here. There are myriad ways that this partnership could take place. Foreign language teachers could be part of the team that develops the language programs for indigenous people. They themselves would have to learn about issues such as literacy

and vocabulary building and language and culture–all these things that you do not necessarily have to think about as a foreign language teacher when you are working with a world language. They could train our linguistics graduate students to be more useful and effective in their partnerships with indigenous peoples. I envision a three-way partnership that ought to be developing.

MK: I infer from some of the things that you have said that sometimes we as foreign language instructors place too much emphasis on the textbook. The target language taught at the elementary and intermediate levels is such a standardized or idealized version of the spoken language. By contrast, it seems that the Master-Apprentice Program points to the primacy of the spoken word, the speech act, rather than to some textbook version of that speech act.

LH: I agree. Of course, once you get into the primacy of the speech act and real oral communication, there are new issues that come up–dialect issues, for example. Assuredly, foreign language teachers have to deal with dialects, but by choosing a standard one, they avoid having to decide which one to teach. The same problem comes up for an unwritten language but is less easily solved. Sometimes there are only a few speakers left of a language but they came from different communities and they speak different dialects. The issue becomes which dialect do we teach, which person do we hire.

Interestingly, this is another way in which languages change: dialect differences get lost when communities merge. We certainly see that whereas there are strong dialect differences in the eastern United States, they have merged in the movement westward to California. In changed social situations, dialects automatically merge. In these situations of endangered languages where dialect differences are surviving in the last speakers, there is a problem about what the learners are going to learn. They are going to have to learn some kind of merged version, but that merged version is not being presented to them in any way. A learner of Hupa said, "My two teachers speak different dialects and I just learned them both. The one I use depends on whom I'm talking to."

MK: But then what is he going to pass on to his children or the people that he teaches?

LH: Some merged version that he naturally uses when he is not thinking about it. That would be what he teaches his children.

My understanding of the history of foreign language pedagogy is that it began with Latin and Greek, back in the Middle Ages; that people were learning languages as written languages; and that this model has persisted to the present. Of course, now good, state-of-the-art conversational teaching has emerged. That state-of-the-art conversational teaching is what is important for endangered languages. You must get the languages spoken again.

I have not really stressed sufficiently that learning the language alone is not going to revitalize the language; language teaching and language learning are only part of it. Revitalization means that the language is being used at home or with other people, and that you are using it in such a way that it is also going to be transmitted automatically from generation to generation. Whether this will happen very often is doubtful–that you get it revitalized to the point where it's actually being used rather than just known by more people. You must create or recreate a speech community–that is the goal of language teaching.

MK: It amazes me that communities are able to have any success at all, given all the obstacles they face.

LH: And all these languages are in different states of decline. In some cases, the liturgical aspect of the language is still being used and is one of the first things being learned by some of the younger people. However, in many cases you do not have anything other than a few dry documents. This is why successful language teaching and learning for endangered languages focuses on situational speech that can be used immediately. For example, if learners are meeting in a room, then you might focus first on all the things that you are going to say to each other in this room, related to this learning process: all the greetings, all the things about sitting down and getting the class going. Unfortunately, when people do not know anything about lan-

guage teaching, that is the very moment they choose not say anything in the language. They switch to English when it comes time to do any real communication and then will focus on learning some vocabulary. It ought to be just the opposite: you have to learn all the situations that are going on in this room and how to talk about them. Then you have to learn family language: how to talk to your kid when he's getting up in the morning and you're getting him ready for school, eating breakfast together, and getting out the door–situations that you have in daily life. And again this isn't necessarily traditional but if the language is going to be revitalized for use, then you want to figure out the situations in which you use language and try to have as many of those situations as possible be your language that you're trying to revitalize.

MK: Thank you very much, Leanne.

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Berkeley Writers at Work

We are pleased to announce that Professor David Kirp of the Goldman School of Public Policy will be the featured writer this spring in the Berkeley Writers at Work Series. He will read from his work, be interviewed about his writing process, and take questions from the audience. Many of you are undoubtedly familiar with his writing from *The Chronicle of Higher Education*, *The Nation*, and *Commonweal*, to name just a very few. Professor Kirp will be reading from his new, highly acclaimed book, *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education*.

The event will take place from noon to 1:30 p.m. in the Morrison Library on Tuesday, March 30, 2004.

You can find more information about the Berkeley Writers at Work series online at **http://www-writing.berkeley.edu/bwaw/** or email Steve Tollefson: **tollef@uclink.berkeley.edu.**

ATTENTION LANGUAGE LECTURERS

The BLC deadline for new materials for fall 2004 is

APRIL 15, 2004

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

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

Fellows' Reports cont

vocabulary, the use of repetition, the function of the reader, and the various possible interpretations of the story and its ending. Based on this discussion I prepared a lesson plan for a final activity–writing a sort of detective report including clues for resolving the ambiguity of the story. The students then had to write an essay making a thesis and supporting it with evidence.

Based on similar projects developed in the Departments of French and German, the method of preparing the students for the written assignment was as follows:
• First, the GSI will write on the blackboard all the ideas brainstormed by the class.
• Second, the students, individually or in groups, will write an outline based on the brainstorming in which they develop a thesis and find arguments to support it. The students and the teacher will then compare their outlines.
• Third, the instructor will show them a model essay based on the brainstorming and ask the students to write an essay of their own. Interesting questions arise: What criteria should the teacher use in deriving the model essay?

Is it a good idea to provide a model essay at all? Will it stifle the students' creativity?

I wrote a model essay and circulated it via email among all the GSIs in the Department of Spanish and Portuguese. I told them that I was trying to reflect the level of writing that we would like our students of Spanish 4 to have. I received around 15 responses. Most of their comments on the model essay were positive, providing me with constructive feedback such as, "The introductory paragraph is not very specific," "The vocabulary of the essay is difficult," "The arguments are based only on linguistic features."

This feedback made me think that the students and the teacher could possibly discuss the original model essay as perhaps not even the best composition about the short story. The discussion could focus on the introduction, the transitions used, the appropriateness of the arguments in relation to the introductory paragraph, and the conclusion. As Jean Schultz (1991) points out, "Once the students have had the experience of being guided through a mapping

activity several times in class, they can be encouraged to develop maps, individually or in collaboration with others, when they plan their essays."

The handbook that will be included in the Spanish 4 reader includes lesson plans for these six stories and the vocabulary for making transitions, contrasts, and comparisons. It is hoped that students will be able to use this newly acquired vocabulary in their class discussions, compositions, and exams. I also explain key concepts such as genre and point of view that apply to the various short stories that will be provide for stimulating class discussion. For the GSIs I also include some bibliographical references for further reading in case they would like to know more about these concepts. It is my hope that this approach to studying the short story will enable students to transition with ease into literature classes such as Spanish 25.

Reference

Schultz, Jean. "Mapping and cognitive development in the teaching of foreign language writing." *French Review*, 64/6: 978-88.

gsi
Graduate Student Instructor
Teaching and Resource Center
Graduate Division

Spring 2004
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

January 22	**Unlearning Racial/Gender Bias in the College Classroom**
January 29	**Teaching Critical Reading**
February 11	**Articulating Goals for Research**
February 18	**Guiding Undergraduate Research in the Academic Library**
TBA	**Grading Students' Written Work**
April 8	**Developing a Course Syllabus**
April 20	**Teaching Well with Technology**
May 5	**Teaching and the Academic Job Search**

UCCLLT Conference on Theoretical and Pedagogical Perspectives

UC Santa Cruz, March 26-28, 2004

Keynote Speaker: Leo van Lier
Monterey Institute of International Studies

Accommodation/Travel support up to $200 is available for University of California language faculty and graduate students only. Receipts or mileage request required for reimbursement. Forms will be available at the conference.

A block of 50 rooms is available for conference attendees. Please contact the hotel, Chaminade, at (831) 475-5600 or (800) 283-6569 to reserve a room. Mention UC Language Consortium for discounted room rate. The cut-off date for the discounted room rate ($129) is Wednesday, February 25, 2004. After that time, room reservations will be based on availability.

UC Workshop, Sunday, March 28: The half-day post-conference workshop on classroom research methods, led by Leo van Lier, Professor of Educational Linguistics, Monterey Institute of International Studies, is open to the first 35 (only) participants to pre-register.

CONFERENCE REGISTRATION DEADLINE: March 1, 2004

CONFERENCE SCHEDULE: http://uccllt.ucdavis.edu/

BLC

FELLOWSHIPS

Berkeley Language Center
Instructional Research Fellowships
For 2004–05

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.

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 Kramsch, 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 Kramsch, **ckramsch@socrates.berkeley.edu** or Mark Kaiser, **mkaiser@socrates.berkeley.edu**.

Berkeley Language Center
Professsional Development Fellowships
For 2004–05

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 Kramsch, 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 Kramsch, **ckramsch@socrates.berkeley.edu** or Mark Kaiser, **mkaiser@socrates.berkeley.edu**.

**A fellowship application form is available in the BLC office, B-40 Dwinelle Hall
or can be downloaded at http://blc.berkeley.edu/fellowship.htm**

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 Kramsch
Berkeley Language Center
Fellowship Program
B-40 Dwinelle Hall, MC #2640

Deadline for Application: Monday, March 15, 2004

BLC LECTURES

CONFERENCES

Friday, February 6

THE ROLE OF TRANSLATION
IN LANGUAGE STUDY

Anna Livia Brawn (French)
Naturalization of Estrangement:
Options in Translation

Susan Kepner (SSEAS)
Teaching Language Students
to Translate Literature

Ibrahim Muhawi (NES)
Issues in Folkloristic Translation

Kay Richards (EALC)
Translation: Transliteration to Biliteracy

Bac Tran (SSEAS)
Enhancement of Sensitivity to
Language Through Translation:
Something Lost, Something Gained

3–5 pm, 370 Dwinelle Hall

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Thursday, February 19

THE ETHICAL AS
TRANSFORMATIVE LENS IN
INSTRUCTED SLA RESEARCH

Lourdes Ortega

Assistant Professor
English
Northern Arizona University

4–6 pm, 370 Dwinelle Hall

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

Thursday, March 18

TOWARDS AN ECOLOGY
OF LANGUAGE

Mary Pratt

Silver Professor
Spanish & Portuguese
New York University

4–6 pm, 370 Dwinelle Hall

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Tuesday, April 20

DESIGNING AND READING
MULTIMODAL TEXTS:
MODES, MEDIA, KNOWLEDGE
AND MEANING

Gunther Kress

Professor
Institute of Education
University of London

3–5 pm, 370 Dwinelle Hall

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Friday, May 14

INSTRUCTIONAL
DEVELOPMENT RESEARCH
PROJECTS

BLC Fellows:

Sarah Bailey
David Gambling
Stephanie Hom-Cary

3–5 pm, 370 Dwinelle Hall

March 25-27, 2004
*DigitalStream 6th Annual
Conference: Seeing and Speaking:
A Vision of Language!*
SWALLT, The SouthWest
Association for Language
Learning Technology
(http://yoda.hnet.uci.edu/hirc/
SWALLT/), will hold its spring
meeting in conjunction with the
conference.
CSU Monterey Bay
Seaside, California
http://wlc.csumb.edu/digitalstream

March 30-April 3, 2004
*Teachers of English to Speakers of
Other Languages, TESOL 2004:
Soaring Far, Catching Dreams*
Long Beach, California
http://www.tesol.edu/

May 1-4, 2004
*The American Association for
Applied Linguistics, AAAL 2004*
Portland, Oregon
http://aaal.org/

December 27-30, 2004
*The 120th Annual Modern
Language Association of America
(MLA) Conference*
Philadelphia, Pennsylvania
http://www.mla.org/

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.

BERKELEY LANGUAGE CENTER
University of California, Berkeley
B-40 Dwinelle Hall, MC #2640
Berkeley, California
94720-2640

Change Service Requested

SPRING 2004
NEWSLETTER