



WE ARE COMMITTED TO THE TEACHING,  
LEARNING, AND RESEARCH OF WORLD  
LANGUAGES

# Berkeley Language Center Fellows Program

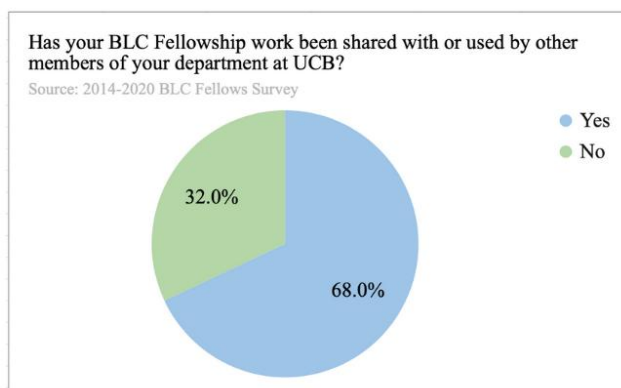
Since 1996, the BLC Fellows Program has funded 207 graduate students and instructors with the goal of supporting continuing professional development and theoretical expertise in second language acquisition (SLA), applied language studies, and world languages pedagogy. Providing Fellows with structured mentorship and a community of colleagues, the BLC Fellows Program:

- Serves as a crucial hub on campus for instructors to develop instructional materials that have a direct impact on language instruction at UCB in the form of new or revised courses and curricular modules or assessment plans.
- Fosters instructor morale through professional development (in line with the 2023 Language Task Force Report) and prepares graduate students for the job market through advanced pedagogical and methodological training.

## 1 Departmental Impact

"I don't quite have the words to describe how meaningful the fellowship has been for our whole language program and beyond. I anticipate that this approach will gain traction across the Scandinavian departments in the US."

"The work has led to a new professional certificate program in French that has attracted lots of students and is now a permanent fixture in our department."



"It was a great opportunity to work on projects without the burdens of teaching during the semester. My fellowship outcome greatly influenced the whole East Asian Languages and Cultures program because the hybrid model is officially adopted in Chinese and Japanese courses as well after seeing the success in the Korean program."



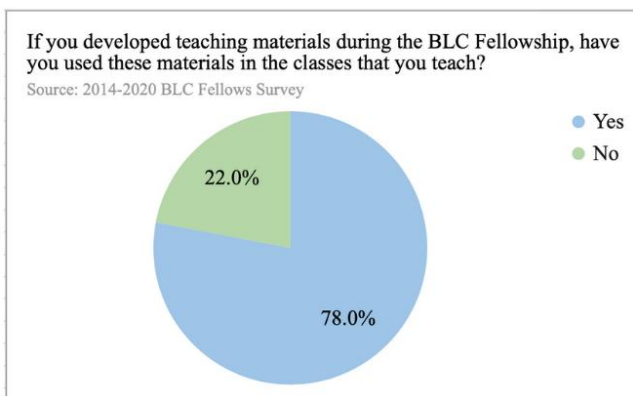
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### 2 Supporting Instructional Excellence

“We designed a curriculum that combined face-to-face (F2F) in-person face-to-face classes with asynchronous online lay days for intermediate Korean. We believe that this approach better caters to today's digital generation of students by promoting autonomous learning, offering flexibility in students schedules, and enhancing students' awareness on multimodal digital literacy in the online/media space.”

“Without the fellowship, I wouldn't have time and strong motivation to redesign the course and develop new course material. It also gave my students an opportunity to learn real-world Chinese, which encouraged them to learn Chinese even outside of the class.”



“It has deepened my knowledge on the mechanisms of intercultural learning, nourished my current research agenda and deeply impacted my pedagogy when it comes to intercultural learning.”

### Building Community and Strengthening 3 Institutional Belonging

“It has impacted my sense of professional community to be in conversation with colleagues across disciplines and departments; as a lecturer it has helped strengthen my sense of purpose and belonging to the field(s) I'm in and to the institution.”

“The thing I appreciated the most about the fellowship was the peer review and discussion of my project—I appreciated all the helpful feedback and support from other language instructors. There was a genuine sense of community.”