

# The Berkeley Language Center

## An Overview

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**NB: If you should decide to print this document, you may wish to omit the appendices (30+ pages): print pages 1-26.**

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## Introduction

The Berkeley Language Center provides technological and pedagogical support, primarily for the 80+ language teaching lecturers on the Berkeley campus, but also dozens more Graduate Student Instructors (GSIs), and a small number of language teaching tenure-line faculty. It also provides leadership and limited services to the other campuses of the UC system, to other institutions in the Bay area (e.g., University of San Francisco, City College of San Francisco, Monterey Defense Language Institute), to high-school language teachers in Alameda, Contra Costa, Solano, and Napa Counties, as well as to the profession as a whole through *L2 Journal*, “Lumière,” and our recorded BLC Lecture Series.

The mission of the BLC is to support the learning and teaching of heritage and foreign languages on the Berkeley campus and, where appropriate, in the University of California system. To meet this overarching goal, the BLC employs numerous strategies to improve teaching effectiveness and enhance the learning environment:

- Provide language instructors with opportunities to learn of new developments in the fields of language pedagogy, second language acquisition theory, and sociolinguistics;
- Support research by language instructors and its dissemination at professional meetings and in professional journals;
- Support faculty production of new language learning materials;
- Provide students and faculty with state-of-the-art learning facilities and equipment;
- Provide students and faculty with access to language learning materials;
- Maintain a library and media archive of materials for language teaching and research.

## History

The Language Lab, the precursor to the BLC, has been a part of UC Berkeley since the 1950s. The Language Lab was closely connected to the Department of Linguistics (in the Division of Social Sciences) and served as a repository of audio recordings of graduate students’ field work (“The Language Archive”) and a separate archive (“The Linguistic Archive”) of lectures by linguists. A second major activity was the recording and archiving of speeches by notable visitors to campus and by UCB faculty (“The Speech Archive”). Finally, the Language Lab worked with textbook publishers to provide their analog audio materials to students, either through listening facilities in the Language Lab or through tape duplication sales directly to students, depending on the contractual arrangements with publishers. At the time of the founding of the BLC in 1994, the Language Lab consisted of a half-time faculty director and career staff, including a recording engineer, a librarian, a workshop foreman, an electrical engineer, a manager of tape duplication, a classroom manager, and two office workers. Total FTE was 7.2.

After Claire Kramersch’s arrival at Berkeley in 1990, Arts & Humanities Dean Anthony Newcomb discussed the possibility of establishing a language center at Berkeley, since Claire Kramersch had recently reviewed the Stanford Language Center. She, together with support from lecturers,

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faculty and Title VI (Area Studies) personnel, developed a proposal for a language center that would professionalize language teachers on campus not only through technology, but “through workshops, and seminars that draw on insights from many fields of research, including anthropology, education, linguistics, psychology and sociology” and that would “integrate lecturers into the professional and intellectual life of the campus” and “establish guidelines for the evaluation, reappointment and promotion of all lecturers.”

The ambitious vision outlined above was constrained by two on-the-ground realities: 1) all UC lecturers (of which foreign languages represent about 20%) had been unionized in 1986 and their contract was negotiated by the UC Office of the President. That contract stipulated lecturers’ working conditions and criteria for merit and the six-year Excellence Review; 2) UCB language departments generally supported the creation of the BLC, but with the stipulation that the BLC would play no role in the hiring of language lecturers, nor would the BLC establish the curriculum of language instruction in departments. In this regard the BLC differs significantly from the Stanford model for language centers.

Initially, the creation of the BLC in 1994 and the incorporation of the Language Lab into the BLC had little impact on the activities of the Language Lab, now renamed the Language Media Center. The newly founded BLC was, in effect, an amalgam of disparate functions: an audiolingual-based technology unit responsible for the distribution of analog materials and just beginning to explore digital technologies (the first computer lab was installed in 1994); an archiving facility serving the campus overall and the Department of Linguistics in particular; and a “teaching services” center founded to “professionalize” (i.e., intellectualize) language teaching.

In 1996 the Associate Director position was filled and this position served to bridge the gap between the various services of the BLC: the AD took an active role in teaching services, but also ran the day-to-day operations of the Language Media Center. Beginning in 1996, a more concerted transition from analog to digital technologies was undertaken, and the BLC became more sharply focused on the teaching and learning of world languages.

This transition from analog to digital technologies and the prioritization of support for language teaching impacted the layout of BLC classrooms, the technology housed in the rooms, the makeup of BLC personnel, and most important, the services offered. A shop, tape duplication facility, and rooms housing tape carrels were transformed into classrooms with technology unavailable in general assignment classrooms. The positions of tape duplication specialist, electrical engineer, shop foreman, and the librarian supervising the archives, over several years were restructured into the positions of systems administrator and application programmer. The BLC Fellowship Program and support for lecturer travel to conferences were initiated. In 1999-2001 a large “Preservations” grant from the NEH allowed the BLC to digitize the 1200 hours of the “Language Archive,” and seven years ago the Linguistics Department assumed responsibility for the digital recordings. With regard to the Speech Archive, its more famous items (e.g., speeches by Robert Oppenheimer and Malcolm X) were made available to the Media Resources Center and are now accessible online through the University Library’s card catalog system.

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From 2000-2010, the UC Consortium for Language Learning and Teaching played a major role in bringing the language faculty on the various UC campuses together through summer workshops, funding of curricular development projects, biannual conferences, and the creation of *L2 Journal*. The BLC fully participated in UCCLLT activities, hosting a summer workshop on teaching with film and proposing two successful grants enabling the BLC to launch the Library of Foreign Language Film Clips (LFLFC, now called Lumière). The late 2000's saw a rapid increase in support for server-based projects such as the LFLFC, Berkeley Online Language Testing (BOLT), and a number of department projects running on BLC servers. With the defunding of the UCCLLT by the UC Office of the President, the BLC took on responsibility for *L2 Journal* and redesigned BOLT, which it plans to expand to a UC-systemwide placement test platform.

In 2013 the East Bay World Language Project moved from St. Mary's College to the BLC. This state and federally funded outreach program for the professional development of teachers of foreign languages at the K-12 level conducts 5 workshops during the school year and a 5-day summer workshop, as well as workshops on site at schools in four counties. It was renamed the Berkeley World Language Project (BWLP) in 2017.

The Berkeley model, where the language center serves as an intellectual, pedagogical, and technological hub for language teaching but where language instructors remain in language departments, has served as a model for the creation of numerous language centers around the country, including at Princeton, Yale, Emory, Arizona, Northwestern, and Texas.

### Organization and structure

The BLC is a non-teaching unit in the Division of Arts and Humanities of the College of Letters and Sciences. The BLC Director (.5 FTE) reports to the Dean of Arts and Humanities and sits on the Arts and Humanities Advisory Council (AHAC), chaired by the Dean and consisting of department chairs, center directors, and dean's office staff. The Associate Director (1.0 FTE) reports to the Director, who conducts a biannual review of the AD's performance, and all BLC staff report to the Associate Director, who conducts their annual performance evaluations. The Director of BWLP reports to the Director, but the AD reviews BWLP budgets and grant applications.

As a non-academic department, the BLC may not offer courses, although both the Director and Associate Director teach in other departments (the current Director is appointed in the French Department and also teaches courses in the Undergraduate Interdisciplinary Studies Program and the Graduate School of Education; the Associate Director averages one Russian course every 2-3 semesters, depending on Slavic Department needs). For the AD, this is considered part of the position of the AD and no additional compensation to the AD is awarded, although the BLC may receive compensation from the dean's office or from the department (\$8000/course, significantly less than what is paid to lecturers). Please see below for detailed job descriptions of all BLC personnel.

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The BLC maintains very close ties with the foreign language departments at Berkeley: the Director interacts with department chairs through AHAC, while the BLC office manager represents the BLC in L&S managers meetings, where various administrative practices are discussed. The BLC maintains a mailing list of all lecturers in foreign languages, which is used for publicity of lecturer-specific events and activities; a separate broader mailing list is maintained for publicity of general events. The Director and Associate Director are occasionally asked to serve on the 6th-year “excellence review” of UCB lecturers conducted in their home departments. The BLC maintains extensive contact with language lecturers through the variety of BLC services. Of the roughly 80 lecturers teaching language courses at Berkeley, 85% interact with the BLC in one capacity or another.

### **UCB Relationships outside Arts & Humanities**

The BLC has established a close working relationship with the Media Resources Center (the unit of the UCB Library supporting the video collection) through collaboration on development of Lumière and the work of providing all UCB faculty access to films and film clips for streaming. The BLC works with Title VI Centers on language programming and their proposals for renewal of Title VI funding, and in return the BLC receives modest funding support from one or two of the Centers. The BLC has limited interaction with campus-wide technology units: with Educational Technology Services (classroom support, course capture for rebroadcast, Academic Innovation Studio, see <http://ets.berkeley.edu>), with IS&T (network infrastructure and security), and with campus-wide units supporting instruction (the Center for Teaching and Learning and the GSI Training and Resource Center). However, the CTL tends to focus on issues arising in large lecture classes with multiple sections, and the GSI Training and Resource Center deals with the specifics of graduate student instructors (statement of teaching philosophy, preparing for job interviews, balancing teaching and work on the dissertation). In both cases their portfolio extends to the campus as a whole. Moreover, there is ongoing contact between the BLC and these units: the Director of the GSI Training and Resource Center serves on the review committee for BLC Fellowships; the BLC AD presented on Lumière at the Academic Innovation Studio of ETS in October, 2019; the BLC consulted with EST staff on the establishment of a video editing station in the studio, and so forth.

### **Relationships outside UC Berkeley**

From 2002 to 2012, the UC Consortium for Language Learning and Teaching provided opportunities for communication between language teachers from the various campuses through biannual conferences, summer workshops, and grant opportunities for curricular development projects. The BLC played an active role in the UCCLLT, hosting a summer workshop on teaching with film in 2009 and benefiting from two \$25,000 grants that launched LFLFC/Lumière. Professors Kramsch and Kern served as members of the UCCLLT steering committee over that 10-year span. Since the demise of the UCCLLT in 2012, the BLC has taken on responsibility for *L2 Journal* by funding the managing editor and copyeditor positions. Dr. Kern serves on the UC systemwide International Education Committee.

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Through BWLP (see below, under services), the BLC maintains contact with high school teachers of foreign languages in the four counties it serves. There is some interaction with institutions in the Bay Area: faculty from Stanford, San Jose State University, the Defense Language Institute, and the Monterey Institute for International Studies have presented papers here, while the BLC director and associate director have given talks at various local universities and colleges in the Bay Area, as well as at the DLI and MIIS in Monterey. The BLC cooperates with UC Davis in sharing speakers and the costs of bringing faculty to the Bay area for talks.

The Director and Associate Director maintain contact with colleagues through membership in professional organizations.

### Facilities

**Classrooms.** The BLC offers foreign language faculty classrooms with equipment exceeding what is offered in general assignment spaces. These include:

- B-37 Dwinelle, 30 seats. Ability to project from multiple devices to multiple screens. The room is shallow and quite wide and has no windows.
- B-34 Dwinelle, 8 seats. DL enabled.
- B-33b Dwinelle, 24 seats; chairs on wheels for easy reconfiguration. DL enabled.
- B-7 Dwinelle, 8 seats. DL enabled.
- B-4 Dwinelle, 60 seats. Theater lighting, 'stage' with curtains, high-quality projection. Used for BLC lectures, performance classes.
- B-3 Dwinelle, 25 seats. Decentralized, collaborative learning space emphasizing small group interaction with multiple projection sources from each group or from the instructor.
- 33 Dwinelle, 35 seats, DL enabled; large room with
- 29 Dwinelle, 10 seats, DL enabled.

In addition, the following rooms account for BLC's total space allocation:

- B-21 computer lab. 24 seats with dual boot iMac computers, printing services, and projection from one computer.
- Library and Claire Kramsch lounge. Approximately 800 volumes in second language acquisition and sociolinguistics. The lounge is also used for social events and to give lecturers a place to gather outside their limited department spaces.
- Recording studio, B-27 Dwinelle, including a control room, B-27a, a recording room, B-27b, and video editing station, B-27c. The recording studio includes equipment for reel and cassette analog tape recording and transfer to digital, equipment for remote video and audio recording.
- Workshop (B-22 Dwinelle). This small workshop space serves as storage for various electronic parts and affords a small workspace for the systems administrator.

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- Office space at the BLC is inadequate. Two staff members (applications programmer in B-38 and system administrator in B-23) have offices in what are basically closets; the AD shares office space with occasional classes (29 Dwinelle). B-40, the main office, serves the office manager and a student assistant - this space offers some potential for expansion; the BWLP co-directors office (B-33a) is rarely occupied and has potential as shared office space; the classroom manager occupies B-33c. Storage space is found in B-50, B-1, B-6, B-21a, and B-38.

### Services

**BLC Lecture Series.** Each semester the BLC hosts four lectures for the BLC community: three by well-known scholars, and a BLC Fellows Forum at the end of each semester, when Fellows present their projects (see below). The topics addressed by invited speakers are wide ranging and are intended to expand the thinking of language teachers. Some recent talks include “Music: The Universal Language?” by Charles Limb, Professor of Otolaryngology at UCSF; “Language as Symbolic Power: What’s in it for foreign language teachers?” by Claire Kramsch, Professor Emerita at UCB; “Experiencing Language, Language Education and Social Justice in Times of Violence and Resistance” by Professor Robert Train of Sonoma State University; “Critical Language Pedagogy: Teaching about Dialect Variation, Identity and Power” by Professor Amanda Godley of the University of Pittsburgh; “Mobile Lenses on Learning” by Professor Mark Pegrum of the University of Western Australia; “Learning Spaces: An Introduction to Performative Pedagogy” by Professor Susanne Even, Indiana University; and “Postindustrial Language Socialization” by Elinor Ochs, Professor Emerita at UCLA. Since the Lecture Series’ inception in 1996, 323 scholars from around the world have presented on their area of expertise, and 111 lecturers and graduate students from Berkeley have presented on their BLC Fellows projects. A complete list of all BLC lectures is available in Appendix A. The reports of the BLC Fellows comprise the final BLC Lecture each semester.

**BLC Fellowship Program.** The BLC Fellows Program annually grants six graduate students and/or lecturers course release (for lecturers) or a research appointment (graduate students) to engage in a project of their choosing, most often in curricular development. This is a competitive process, with on average 15 applications for the six positions in any given year. Applications are reviewed by a committee of 4-5 members, including the BLC Director, Associate Director, Director of the GSI Teaching and Resource Center, and at least one other lecturer or staff person. Each semester three fellows meet weekly for two hours with the BLC Director and AD and report on their progress from the preceding week. The semester culminates in each fellow giving a presentation to the language community and writing a report on the BLC website or submitting a manuscript to an academic journal. For a complete list of BLC Fellowships, please see Appendix A. A summary of awarded fellowships by department may be found in Table 1 (see following page), and the titles of presentations made by BLC Fellows may be found within Appendix A.

**Table 1: Recipients of BLC Fellowships 1996 to Present by Department**



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<b>Department</b>	<b># Lecturers</b>	<b># Graduate students</b>	<b>Total</b>
Classics	0	1	1
Comparative Lit.	0	5	5
East Asian Lang.	23	1	24
Grad. School of Educ.	0	17	17
English Department	0	1	1
French Department	6	19	25
German Department	3	21	24
Italian	3	8	11
Linguistics	2	3	5
Near Eastern Studies	3	1	4
Scandinavian Stud.	6	0	6
Slavic and East Eur.	6	26	32
South and SE Asian	2	0	2
Spanish and Port.	7	11	18
GSI Teaching Res. Cnt.	2	0	2
<b>Total</b>	<b>63</b>	<b>114</b>	<b>177</b>

**FIT (Found in Translation) talks.** These brown bag talks allow lecturers and visiting scholars to present work in progress or planned conference presentations for feedback from colleagues. Typically attended by 10-20 individuals.

**Evening reading groups.** Twice each semester the BLC organizes an evening reading group potluck dinner. Dinner runs from 6:30 to 8:00, followed by a discussion of an article that was assigned a few weeks earlier. This is both a social and intellectual endeavor and serves to strengthen ties between lecturers from different language departments. Typically attended by 10-20 lecturers.

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**Travel support.** The BLC provides travel support to lecturers to attend conferences if the lecturer is giving a paper or is serving in some official capacity (respondent, organizer, etc.). Support is limited to a maximum of \$750. Distribution of awards by department since 1996 is provided below:

**TABLE 2: Travel Support for Lecturers 1996 to Present by Department**

African American Studies (African languages)	9
Classics	5
East Asian Languages and Culture	72
French Department	21
German Department	15
Italian Studies	3
Linguistics Department	2
Near Eastern Studies	16
Scandinavian Studies	17
Slavic and East European Studies	10
South and Southeast Asian Studies	26
Spanish and Portuguese	14
GSI Teaching and Resource Center (English language lecturer)	1
<b>TOTAL</b>	<b>211</b>

**LFLFC/Lumière.** The Library of Foreign Language Film Clips was updated with version 2.0 (Lumière) in October 2019. This online database of 20,000+ film clips and 5000+ films is used by 70+ institutions in the U.S. and a few institutions abroad, and has become the primary distribution vehicle of films on the Berkeley campus. Clips are tagged for vocabulary spoken in the clip and for discursive, linguistic, and cultural markers of the clip content. Faculty may add annotations to the clips/films and then make the clips/films available to students through the campus LMS. In addition to the clips/films and annotations, students receive an audio file slowed down by 50% to aid in comprehension, the tagged vocabulary, a list of film terms with definitions and sample video, and the ability to add comments visible to the instructor and other students in the class.

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The LFLFC was originally created as a foreign language pedagogy tool, but has become the primary vehicle for the distribution of films to students as part of classroom instruction. As such, the BLC and the Media Resources Center (the department of the library that acquires film) now manage Lumière jointly. Inasmuch as Lumière has been a pet project of the current AD, the future of Lumière at the BLC under a new AD is to be determined. Lumière could be moved to the MRC, but then the question of the BLC programmer, who maintains and tweaks Lumière, would need to be worked out. Lumière may be found at <http://lumiere.berkeley.edu> (if you are seeking access for the external review, please apply for an account and indicate you are UCB faculty).

**BOLT (Berkeley Online Language Testing, <http://bolt.language.berkeley.edu>;** access requires a UCB ID) is a web-based testing application currently used by Chinese, Japanese, Korean languages for placement tests, with some interest in Hindi and Italian. The app allows for a variety of question formats (multiple choice, multiple response, fill-in-the-blank; audio, video, image and text prompts, questions, and answers) and test types (placement, norming, and achievement). Please see the section “Current Issues / Future Undertakings” for more on a project to extend BOLT to UC systemwide.

**Recording Studio.** The recording studio primarily offers audio and video recording and production services, in the studio or remotely, as well as digitization services for pre-existing audio visual recordings in a variety of obsolete and contemporary formats. Language instructors, particularly in less commonly taught languages, benefit from the studio’s ability to provide professional level audio and video production to create supplementary and primary materials. Our remote services allow the BLC and language departments to capture guest lecturers, special events, job talks, graduations, and students’ performative projects. The studio’s preservation services help lecturers keep legacy materials working in the digital world and their personal research archives digitally archived. The studio’s long term collaboration with the California Language Archive is working towards complete digitization of an extensive catalogue of Native American linguistic field recordings and thousands of items have been preserved to date. These services of the recording studio are offered to language instructors and departments in Arts and Humanities at no charge, and to the campus and public as a recharge service and revenue stream for the BLC. The Graduate Division, Hearst Museum of Anthropology, UCOP, and many others on campus utilize the BLC studio’s services to capture their events and preserve legacy media.

**Teleconferencing.** A number of BLC classrooms are equipped with teleconferencing equipment and Zoom licenses to support distance learning and teaching. Each year approximately 12 classes are taught with students at other institutions attending, and approximately 3 classes are taught from other institutions with Berkeley students attending. In most cases these are UC system students, but there is an ongoing arrangement with UW-Madison for the teaching of Thai (we offer advanced, they offer elementary).

**L2 Journal.** The BLC supports *L2 Journal*, an open access, fully refereed, interdisciplinary journal which aims to promote the research and the practice of language learning and teaching. The

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managing editor and the copy editor positions are funded by the BLC (approximately \$15k/year), the current Director serves as the editor of Teachers' Forum, and the AD is a frequent reviewer, and both serve on the Executive Committee. Claire Kramsch, founder and first Director of the BLC, is Editor-in-Chief. *L2 Journal* is divided into two sections, general articles and pedagogy forum. General articles report on original empirical research or present an original theoretical framework that links previous research, educational theory, and language teaching practices, while the primary aim of articles submitted to Teachers' Forum is to enhance student learning through contributions to pedagogy.

**Independent websites.** The BLC provides server space for various faculty and BLC Fellows projects, including language learning websites for Thai, Chinese, Bulgarian and Hebrew; group research projects for Russian "The Petersburg Project" and "Russian Writers at Berkeley;" the Japanese Language Program website; Bosnian-Croatian-Serbian Folklore.

**Words in Action.** Each year the BLC sponsors a 3-hour event highlighting the language skills students are acquiring with poetry readings, drama, songs, and speeches, with student groups from 20+ languages participating. The event is run by Annamaria Bellezza from the Department of Italian Studies with BLC staff providing publicity and stage support.

**Research groups.** The BLC supports a number of research groups, either by providing meeting space with teleconferencing and/or server space for projects. These groups include the Gesture Group (Linguistics), the Metaphor Group (Linguistics), the Bulgarian Dialect Project, The Petersburg Project, the Russian Writers at Berkeley Project,

**Golden Bear Orientation.** Prior to the start of the fall semester, the campus holds a week-long orientation for incoming students. The BLC represents the foreign language community at these events and distributes information about languages taught at Berkeley.

**Conferences/Colloquia.** The BLC occasionally hosts day-long or multiple-day conferences ("Language Socialization and Acquisition: An Ecological Perspective" (2000); "The Oral Proficiency Interview: A Critical Reassessment" (2002); "The Teaching of Arabic" (2003); "Teaching Languages in Multicultural Settings" (2005); "Teaching Language and Culture with Film" (2009); Linguistic Landscape VII (2015); CALL 18 (2017). At this time we are in the early planning stages for a conference on Language Teaching and Performance, slated for May, 2021.

**Berkeley World Language Project.** The Berkeley World Language Project (BWLP) is a site of the California World Language Project (CWLP), a California Subject Matter Project (CSMP). The CSMP sites were established by the California Department of Education to provide workshops, and other means of support, for the professional development of California K-12+ teachers in their respective content areas and/or grade levels. The mission of the BWLP is to provide workshops at the BLC, as well as support at local schools and for school districts, on research-based teaching strategies for communicative, intercultural and global competencies as described in the *California World Languages Standards*, and the *California World Languages Framework*. BWLP offers a multi-tiered program, so teachers can continue their professional

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growth development over several years, eventually including, as interest and commitments allow, the opportunity to join the BWLP team. BWLP is funded through grants from the State of California, and from the Federal government through the ESSA, as well as revenue from workshop fees and district contracts for service. BWLP conducts 5 day-long workshops during the academic year, a one-week intensive workshop in the summer, and several leadership training workshops throughout the year.

**Social events.** The BLC hosts a catered open house for lecturers and faculty in the fall, and a potluck picnic in the spring. Each event is attended by around 30 people.

### Budget

The BLC receives allocations or income in various funds and then applies expenses to those funds, although funds have restrictions and limitations, e.g., Common Good funding may not be rolled over from one year to the next. The core funds are 19900 (allocations from the central campus, i.e., state funding), 19900 Common good (special supplementary funding), 61490 (recharge income), and 20293 (Summer Sessions, i.e., income from Summer Sessions for services rendered to Summer Sessions classes). There are several other small funds involved, but for the purposes of this report, these have been listed under miscellaneous funds. The table below summarizes 2018-2019 actual expenses and the budget for 2019-2020. In the following chart, yellow fill-color indicates subtotals in the given category for the current budget cycle; purple fill-color indicates a carry-forward from the previous year; turquoise is the running total in the given category.

**Table 3: Financial Summary - FY2019-2020 Actuals, FY2020-2021 Budget**

Funding Source	2019-20 Actual Income (000)	2019-20 Actual Expenses (000)	2020-2021 Budgeted Income (000)	2020-2021 Budgeted Expenses
<b>19900 (State funding)</b>				
Academic salaries <sup>1</sup>	212	250	216	251
Academic benefits	94	95	92	92
Staff salaries	377	399	377	399
Staff benefits	163	184	163	192
Merit supplement <sup>2</sup>	34			
Supplies	49	22	49	0
TAS (Fellowships)	71	71	84	84

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TAS benefits	44	44	51	51
<b>Subtotal 19900</b>	<b>1044</b>	<b>1065</b>	<b>1032</b>	<b>1069</b>
Carry forward from previous year	125		104	
<b>Total 19900</b>	<b>1169</b>	<b>1065</b>	<b>1136</b>	<b>1069</b>
<b>Recharge</b>				
Classroom; misc recharge	7	0	0	
Studio	7	22 (15% KH salary/ben) & equip. repair	0	14
BWLP room usage	2	1	0	
<b>Subtotal</b>	<b>16</b>	<b>23</b>	<b>0</b>	<b>11</b>
Carry forward	18		11	
<b>Total Recharge</b>	<b>34</b>	<b>23</b>	<b>11</b>	<b>11</b>
<b>Summer Sessions</b>	<b>34</b>		<b>0</b>	
Student wages		14		
Films/Tagging		3		
Video editing station		12		
<b>Subtotal</b>	<b>34</b>	<b>29</b>	<b>0</b>	<b>0</b>
Carry forward	30		35	
<b>Total Summer Sessions</b>	<b>64</b>	<b>29</b>	<b>35</b>	<b>0</b>
<b>Common Good<sup>3</sup></b>	<b>39</b>		<b>20</b>	

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Lecture series		6		4
Travel support		2		2
Supplies		2		23
L2 Journal		14		6
Subtotal	39	24	20	35
Carry forward	0		15	
<b>Total Common Good</b>	<b>39</b>	<b>24</b>	<b>35</b>	<b>35</b>
<b>Miscellaneous Small Funds</b>				
	4	30	0	0
Subtotal	4	30	0	0
Carry forward	26		14	
<b>Total Small Funds</b>	<b>39</b>	<b>15</b>	<b>14</b>	<b>0</b>
<b>Total FY Operations</b>	<b>1137</b>	<b>1171</b>	<b>1052</b>	<b>1115</b>
Total Carry Forward from previous year	199		165	
<b>TOTAL ALL BLC FUNDS</b>	<b>1336</b>	<b>1171</b>	<b>1217</b>	<b>1115</b>
				(projected carry forward of \$102k for FY 2021-2022).
<b>BWLP BUDGET</b>				
BWLP NCLB Grant	25	25	32	32
BWLP State Grant	17.5	17.5	18	18
BWLP Carry Forward	27		10	

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BWLP Revenue Account	12	29	4	5
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<sup>1</sup> Academic salaries are for the Associate Director (1.0 FTE, 12-month contract) and for the Director (.5 FTE, 12-month contract). The discrepancy between income and expenses are entirely in the AD’s salary, for which merit increases have not been covered by central campus. This shortfall will disappear with the AD’s retirement. Similarly, staff salary merit increases since FY2015-16 have not been covered by central campus, although see footnote #2.

<sup>2</sup> In 2019-20 the Division provided a 34k supplement to help cover some of the costs of increases in staff merits and benefits; it is unclear whether this supplement will be forthcoming this fiscal year.

<sup>3</sup> Common Good funding is also state funding, but with strict stipulations on how it can be spent, including no rollover to subsequent years. Funding has been stable at 39k.

The BLC’s budget is in excellent shape, as evidenced by a projected \$100k carry forward at the end of FY2020-21. However, there are some areas of concern:

**19900 Fund.** In 2020-21 the part of the 19900 fund allocated to salary is projected to be in deficit by \$57k and the portion allocated to benefits will fall short by \$29k, less any pending supplementary funding for merit increases from the Division. The potential \$86k deficit is partially covered by the \$49k in the fund earmarked for supplies and equipment and by the carry forward amount of \$165k last year and a projected \$102k this year. However, the AD’s pending retirement in June 2021 will bring revenues and expenses closer into balance (the \$30k deficit in academic salaries is found entirely in the AD’s salary), and the pending retirement (exact date unknown) of the classroom supervisor will afford opportunities to restructure the BLC personnel profile. On the other hand, if merit increases and benefits costs continue to go unfunded by central administration, the BLC will either need to find a way to generate revenue or will have to fund merits through layoffs and/or retirements or operate in deficit.

**Recharge.** The BLC generates a modest sum through renting of rooms to units outside of the Division of Arts and Humanities and through the recording of lectures for the Graduate Division and work for the UC Office of the President. These funds are sufficient to cover the 20% of the recording technician’s salary not covered by 19900 funding.

**Summer Sessions.** The number of courses offered in summer by foreign language departments has been decreasing, and this will impact the amount of money that can be charged to summer sessions for BLC support of the summer language program. Given shortages in 19900 funds for academic and staff salaries and the application of 19900 funds earmarked for supplies and equipment to the salary shortfalls, the BLC is dependent on Summer Sessions funding to cover new equipment and equipment repairs, student salaries, office supplies, and other miscellaneous expenses. \*February 2021 note: there was no Summer Session income in 2020, and it is doubtful that there will be any in summer 2021 (FY 2021-2022).

**New Funding Models.** Deliberations are underway at the campus level on new funding models based on the generation of student credit hours and degrees conferred. Inasmuch as the BLC generates neither student credit hours nor degrees, the impact of these new models on BLC



funding is unclear. Equally worrisome is the prospect that staff benefits will not be covered centrally. Vis-à-vis other units, the portion of the BLC's budget earmarked for staff salaries and benefits is very high.

### Personnel

**Director.** The BLC Director is a member of the Academic Senate with a .50 FTE professorial appointment in an academic department and .50 FTE appointment in the BLC. Richard Kern is the current Director, and he has served in that capacity since 2006. Duties include setting mission, goals and future directions for the BLC, setting priorities for resource allocation, organizing BLC events such as the BLC Lecture Series, pedagogical workshops, colloquia, reading groups, recruiting, selecting, and supervising the research of the BLC Fellows (the Director and Associate Director of the BLC meet for two-hours each week with a group of three to five BLC Fellows to discuss their one-semester research projects on a topic related to language and culture, which culminate in a public presentation and an article published either on the BLC website or in an academic journal), selecting and supervising Visiting Scholars and Visiting Student Researchers, participating on task forces and writing reports as requested by the administration, representing the BLC at national meetings, evaluating the Associate Director's performance for merit reviews, attending monthly Arts & Humanities Advisory Council meetings, responding to requests and correspondence, ordering materials for the BLC library, grant writing, serving as Principal Investigator for the Berkeley World Language Project (BWLP), an outreach project funded by the California Department of Education and by the U.S. Department of Education that provides professional development workshops and services for high school foreign language teachers in Alameda, Contra Costa, Napa, and Solano Counties, and evaluating the BWLP co-directors for merit reviews. For the BLC-supported academic journal *L2 Journal*, the Director serves on the Executive Board (and the current director has served as Editor of the Teachers Forum section of the journal since 2009).

**Associate Director.** The AD manages the day-to-day operations of the BLC and is responsible for the work of the five staff members who report to her/him. The position requires knowledge in three critical areas: 1) second language acquisition and social linguistics, including experience teaching a language at multiple levels; 2) technology (widely construed, e.g., hardware, software, apps, furniture) and the application of technology to the teaching of language; and 3) personnel and financial management. Given the rapidity of technological change and the ever evolving nature of language teaching, the AD must endeavor to keep up to date with developments in language pedagogy and technology, as well as maintain skills in the various systems for managing department resources at Berkeley (the Berkeley Financial System, UC Path (HR), travel and entertainment reimbursements, Bear Buy (purchasing)). The AD must keep abreast of the many different ways languages are being taught at Berkeley (a department-centric system), so as to coordinate existing resources to support the development and delivery of innovative language learning technology. By engaging with the epistemological, ethical, and social questions on the use of technology in language study, by developing and deploying effective language learning technology, by working with individual language faculty on curricular projects, and by teaching courses in a particular language, sociolinguistics, or second

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language acquisition theory, the AD serves to raise the quality of language teaching on the Berkeley campus.

Approximately 25% of the current AD's time is devoted to administrative matters, including personnel (performance evaluations, assignment of tasks to staff and reviewing their work, recommending staff for awards), budget (planning expenditures long- and short-term, approving transactions in the Berkeley Financial System, reviewing and approving travel grants), and facilities management (planning and managing room upgrades); another 50% of the AD's time is spent on academic matters (teaching an occasional course, writing articles or preparing presentations, attending BLC Fellows meetings and working with individual Fellows on applications or projects, writing grant proposals, reviewing articles for journals, attending BLC lectures and FIT talks, serving on lecturers' Excellence review committees, writing letters of recommendation for lecturers, maintaining expertise in second language acquisition and technology), and the final 25% is devoted to special projects (in the current AD's case, Lumière/LFLFC, BOLT). A complete description of the AD position as envisioned in the 1998 reclassification request can be found in Appendix B, which constitutes the most recent (2002) official description of the AD's responsibilities.

The AD position has been held by Mark Kaiser since June 1996. The position has a payroll title of Academic Coordinator II and is full year, 100% academic, non-teaching appointment. The impending retirement of the current AD in June of 2021 has precipitated this external review.

**Director(s) of BWLP.** The director of BWLP is responsible for the programming of all outreach efforts to the K-12+ community. The BWLP director reports to the director of the BLC as principal investigator of the BWLP grants, as well as to the director of the World Language Project.

Approximately 33% of the co-director's time is devoted to administrative matters, including personnel (performance evaluations, assignment of tasks to staff), budget (planning expenditures long- and short-term, writing ACF / RFP grant proposals, managing technology, collecting data for the CSMP Cycle of Investigation); another 33% of the AD's time is spent on academic matters (teaching workshops, writing articles and preparing presentations, attending world language conferences, working with individual strand and workshop presenters, reviewing articles for professional learning, maintaining expertise in second language acquisition and technology), and the final 33% is devoted to recruiting participants, mentoring Interns, establishing on-going relationships with K-12 school sites and districts, and developing new program offerings in response to teacher needs.

The BWLP Director position has been held jointly by Don Doehla and Nancy Salsig, serving as co-directors, since 2012. The position is classified as Academic Coordinator II at 30% (without benefits).

**Staff: Office manager.** The OM manages the day-to-day operations of the front office and supervises the work of one student employee at 20% FTE. The OM manages all department

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activities in the areas of finance, HR, payroll, caltime reporting, academic personnel, purchasing, travel and entertainment planning and reimbursements, contracts and grant administration, fiscal close, visiting scholar appointments, lecture series and fellowship program planning and communications, and all graphic design needs for the department. Utilizing all campus financial systems (Cal Answers, BearBuy, BFS), the OM reconciles and prepares financial reports for the Associate Director for joint analysis. Under the direction of the BLC Director, the OM manages the Lecture Series program: publicity, arrangement of accommodation and payments, and talk and reception management. The OM manages the Fellowship program by keeping abreast of current AP policy around Lecturer and Graduate Student appointments; handles the publicity and coordinates with campus departments to ensure lecturer and graduate student researcher appointments are processed accurately. The OM acts as the liaison with SHARE services for accurate and efficient processing of all appointments for the unit. The OM manages the acquisition and inventory of all items for the department: keys, library materials and high-value equipment items. The OM serves as the emergency preparedness and ergonomics representative for the department.

95% of the OM time is devoted to BLC activities, leaving 5% effort devoted to the handling of all administrative needs for the Berkeley World Language Project in the areas of program registration and contracts and grant administration; currently BWLP has two grants with California World Language Project.

The OM position has been held by Orlando Garcia since March 2009. The position has a payroll title of Academic Officer 3 and is a full time position.

**Staff: Recording studio manager.** The recording technician at the BLC is a full time position that manages and performs the many services offered by the BLC's in-house recording studio. The recording technician position requires a strong knowledge of the standards, technology, and practices of both modern and antiquated sound and video recording technologies. A hypercritical ear for sonic fidelity is essential for the preservation work and quality of produced content. The BLC supports a variety of languages and so being comfortable working in unfamiliar languages is essential. The ability to work collaboratively across departments on campus is important to address all the recharge and collaborative projects with other departments. The recording technician must keep abreast of current archival standards and practices to insure all materials are created according to best practices. Perhaps most importantly, the recording technician must be able to use and understand the maintenance, functioning, and calibration of analog tape machines, digital video cameras, and all the tools (microphones, cables, amplifiers, etc.) of the sound studio. Computers, and increasingly online services, are central to both the preservation and production workflows of the studio. Fluency is not only required for the various audio and video editing software to capture and deliver audio/visual content, but a deep knowledge in operating systems, file management, cloud storage and backup, and the plethora of file formats and standards that are used across disciplines, media, and internet services is fundamental to today's workplace.

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The majority (50%) of the recording technician's time is spent digitizing analog media, primarily those projects with the California Language Archive and the Hearst Museum of Anthropology. 20% is spent on remote recording events (video and or/ audio) across campus, primarily BLC lecture series and recharge work for Graduate Divisions and Classics. 15% is studio recording for voice overs, podcasts, and language lecturer materials (audio quizzes, text readings, etc.). The remainder is administrative tasks (email, invoices, inventory), consultation, maintaining the BLC's audio and visual archives (monitoring storage environment, providing access), and equipment maintenance and repair.

The current position is held by Keith Avelino Hernandez, who has held the position since 2009. The payroll title for this position is Recording Technician and is full time, 80% funded from general allocation and 20% funded through recharge income.

**Staff: Applications programmer.** The application programmer is engaged in the writing of new software programs, maintaining, debugging, and updating current programs, and participating in the design of new programs. The AP uses various computer languages and designs related databases and web interfaces. The AP handles test-to-production processes and documentation of code; when necessary, the AP serves as backup to the systems administrator.

The AP position requires knowledge of applications programming, related areas of IT, in particular working with media files and UNIX systems administration, proficiency in Ruby, Ruby on Rails, PHP, MySQL, UNIX shell scripting, JavaScript, HTML, CSS, and test-driven development using Rspec and similar tools. A general understanding of the teaching and learning of foreign languages is highly desirable. Good communication skills with both technical and non-technical colleagues and managers, as well as with faculty from a broad spectrum of foreign cultures, are essential.

The vast majority of the AP's time (85%) is dedicated to the design, development, modification, evaluation, maintenance and feature enhancement of highly complex programs, which entails the formulation of logic procedures, flow charting, coding, data analysis, testing, debugging, and production. In addition, the AP collaborates with other BLC staff, occasionally meets with foreign language faculty to assess needs, and keeps abreast of developments in applications programming. The remaining 15% is consumed by meetings and professional development.

The current position is held by Elle Yoko Suzuki, who has been at the BLC since 2011. Her payroll title is Applications Programmer IV and she is a full time employee.

**Staff: Classroom manager.** The Classroom Services Manager manages the operation of eight media classrooms and one computer facility and supervises four part-time, non-exempt, Work-Study student employees.

The position requires 1) knowledge of the concepts, principles, and practices of language center operations and of language learning and teaching in general, as well familiarity with the mission, policies, programs, and administration of the Berkeley campus; 2) the ability to use,

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and troubleshoot basic issues with, classroom technology, including computers, projectors/monitors, and teleconferencing systems; 3) strong interpersonal and intercultural communication skills; and 4) proven skills in effective decision-making, problem-solving, writing, and editing.

Approximately half of the Classroom Service Manager's time is dedicated to Instructor Support including 1) orienting language lecturers in the use and best practices of instructional technology, especially teleconferencing systems, in BLC classrooms; 2) providing similar support to instructors in allied departments (African American Studies, Linguistics, English, and Theater Dance Performance Studies) using BLC learning spaces; 3) serving as point person for distance learning sessions when there is no lecturer on site (initiating and concluding Zoom class sessions, distributing classroom materials, collecting quizzes and exams), acting as liaison for the Instructor of Record at Berkeley, and as contact for technical staff at remote locations; 4) supporting BLC and languages-and-literatures department events (Found in Translation presentations, Words in Action, Slavic Department colloquia, and special events including conferences, testing, performances, and research group meetings); and 5) providing technical support for instructors teaching ESL courses on a recharge basis.

Scheduling BLC classrooms accounts for approximately 25% of the Classroom Services Manager's time and includes communicating and coordinating with faculty members (lower division language course coordinators and language lecturers) as well as with languages-and-literatures departments' schedulers in assigning BLC media classrooms for all semesters and summer sessions. Scheduling entails exercising judgment in assigning classrooms based on instructional technology, active-learning, or instructor accommodation needs.

Approximately 10% of the Classroom Services Manager's time is dedicated to Supervision: recruiting, interviewing, selecting, and training four part-time, non-exempt Work-Study student employees to support Classroom Services functions along with planning, scheduling, organizing, and supervising their work.

Another 10% of the Classroom Services Manager's time is devoted to supporting the Berkeley World Language Project (BWLP), a California Subject Matter Project (CSMP), by assisting with course registration and tuition payments; generating, maintaining, and distributing rosters for all BWLP strands; preparing all classroom materials and classrooms for all-day Saturday workshops; handling onsite catering for participants and the leadership team; and reporting attendance in workshops on campus and in the field on a quarterly basis to the CSMP administration.

Communications is a 5%-time duty of the Classroom Services Manager and includes editing and publishing reports and news to the BLC website, maintaining departmental listservs, and editing departmental fliers and other communications pieces.

The Classroom Services Manager is classified as an Administrative Supervisor 1 and is a full-time position. Victoria Williams has occupied the position since 1979.

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**Staff: Systems administrator.** The System Administrator 3 (SA3) designs, implements and manages all the computer/technical resources of the BLC. There are four main technical areas/needs that the SA3 is responsible for: classroom technology, servers, security/network/backup, and faculty and staff support.

The SA3 spends 30% of their time supporting classroom needs. SA3 classroom support consists of designing and maintaining the AV and computer systems in BLC classrooms, which have complex interconnected systems including multiple input sources: room laptop, faculty laptop, document cameras, etc., and multiple outputs: monitors, distant learning systems that need to be controlled by an easy to use interface. Classroom support also consists of researching new and better ways to support student instruction in the classroom. 50% of SA3 time is devoted to supporting the server systems and network. This includes physical hardware, various operating systems and standard and custom programs. The BLC has 30+ virtualized systems on 5 physical servers. These servers have various roles: website serving, print, file, backup, phone system, server health monitoring, etc. Part of this support includes upgrading older faculty websites that need programming alterations to function on new operating systems. 10% of SA3 time is devoted to network security and system backup-related issues. 10% of SA3 time is devoted to faculty and staff support. The SA3 works with faculty who have a broad range of technical skills. Part of this support includes advising and teaching faculty using our classrooms and any new emerging instructional technology.

The current position is held by John Wuorenmaa, who has held the position since 1996. The payroll title for this position is System Administrator 3 and is a full-time position.

**Students.** The BLC typically hires 1.20 FTE student staff at approximately \$15/hour, with half paid by work study for most of the year (student eligibility for work study is capped based on financial need). Of the 1.2 FTE, 1.0 is distributed among 4-6 students who assist the classroom manager monitor the computer lab and help during transitions between classes to make sure equipment is operational and doors are unlocked. The other .2 FTE is for a student to work in the main office and help with filling in forms in the Berkeley Financial System (travel expense reports, entertainment expenses, etc.), filing paperwork, etc. On occasion the Recording Studio will hire a student to help with large, externally funded projects.

### Past surveys of lecturers

The BLC conducted two surveys of lecturers, the first in 2003 and the second in 2016.

The 2003 Survey was mailed to 74 language lecturers; we received responses from 21. Key findings on various services were reported to the BLC community in a newsletter article as follows:

**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.

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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, although the fellowship application (on the website) 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, 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 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). [NB: the Newsletter proved expensive and was replaced by the website in 2005].

**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.

**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

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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 the Associate Director if there are ways we can better serve the Berkeley community of language learners and teachers.

The 2016 survey was posted online and approximately 100 lecturers were notified of the survey; we received 37 responses. Highlights, as reported on the BLC website at the time, included

1. When comparing various BLC services, lecturers reported that the most important in support of teaching were BLC classrooms/labs and the Library of Foreign Language Film Clips (LFLFC); in support of professional development, lecturers cited primarily travel support to attend conferences, the lecture series, and BLC fellowships.
2. At least half of respondents made use of BLC travel support, attended the BLC Lecture Series, and read *L2 Journal*. Moreover, these and other BLC services were cited as either “very” or “somewhat” useful both for teaching and professional development by the vast majority of respondents.
3. More than 80% of respondents indicated that professional development opportunities afforded by the BLC have had an impact on their teaching.
4. In the comments section, many wanted more: more classrooms, more support for travel, more computer labs, more workshops.

Finally, a survey was conducted in December, 2020. More than 60 respondents participated, including lecturers, some tenure line faculty, and a handful of staff. Full results are available [here](#).

What is clear from the surveys and is reinforced by our observations is that BLC services are valued differently by different lecturers - some lecturers do not attend or participate in professional development activities (Lecture Series, Fellowships, reading groups, etc.) but use BLC facilities extensively, while others attend some lectures, review articles for *L2 Journal*, or obtain travel support. 85% of lecturers make use of BLC services in one form or another.

### Current Issues / Future Undertakings / New Directions

**Budget.** Please refer to the discussion in the budget section.



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**BOLT.** There has been some interest on other UC campuses to use BOLT for the administration of placement tests on those campuses. Leaving aside the question of the efficacy of the typical computer-based test of grammar and vocabulary to establish the appropriate level for placement, we envisage two obstacles to making BOLT work across UC campuses: #1, and the less difficult obstacle, is working with the authentication system on each campus. This problem has been solved for UC Path (UC systemwide HR management), so it should be possible to work this out for BOLT. The larger issue is redesigning BOLT to accommodate quarter vs. semester systems, different paces of instruction, different textbooks, and so on. If we were to create a large database of questions to which each campus could contribute questions, and then each campus would choose which questions it wanted to use in a placement test, then each campus would need to norm the questions for its campus. Rewriting the code would take approximately a year for our applications programmer, and then another year for each campus to go through the norming process.

**Lecturer Excellence Reviews.** Over the years, the Director and Associate Director have participated in a number of Excellence Reviews for Unit 18 Lecturers (a mandatory threshold review that takes place in the 6th year of employment). A case could be made to have systematic representation from the BLC on Excellence Review Committees for language lecturers. Some departments lack individuals with expertise in the teaching of languages and might benefit from a BLC perspective. Representation from the BLC would provide some degree of standardization of evaluation across departments and might encourage more participation on the part of lecturers in BLC professional development lectures and workshops.

**Engagement of Younger Faculty.** The BLC has a strong following among the older lecturer corps, but it has been less successful with younger faculty, in particular lecturers in the first six years of employment. It is important that the BLC engage younger faculty in BLC activities if the BLC is to endure at Berkeley. The limited involvement is due to a variety of factors: lecturers often have young children; there is no place for research engagement in lecturers' merit and Excellence reviews (as structured by the union contract); conflicts with departmental activities (e.g., one language requires "team grading" of chapter exams, which often conflicts with BLC Lecture Series events).

**Lumière.** With the upcoming retirement of the AD, a new AD will need to decide the degree to which s/he wants to continue to devote BLC resources to this project. The current AD spends 25% of his time on Lumière-related matters, and in summers as much as 50%; the BLC purchases \$5k in foreign language films each year, and currently the applications programmer spends 90% of her time on Lumière, although by the time a new AD comes on board, this should be down to less than 10% of the programmer's time. If the new AD prefers to launch new projects then Lumière may be passed on to the MRC, with a diminishing role to be played by the BLC applications programmer.

**Personnel.** With the impending retirement of the associate director, the dean's office, the language departments, and the BLC will need to consider the future direction of the BLC. Should Berkeley define the role of the AD in terms of pre-determined priorities and look for a

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candidate who is best qualified to carry out that agenda? Or should the search be more open, seeking the most creative vision for supporting language and culture teaching at Berkeley? Over his 24 years at Berkeley, the current AD has enjoyed a great deal of intellectual freedom to work on a variety of new undertakings, e.g., BOLT and Lumière, while at the same time managing a broad spectrum of BLC services.

The current director intends to remain in place until a new associate director is well established but he too will step down at some point within the next seven years. This will be another moment to assess the future direction of the BLC.

The pending retirement of the Classroom Manager presents opportunities, but these come at a cost. The current classroom manager serves in three important capacities: scheduling and maintaining classrooms, including supporting instructors using BLC classrooms (training on the equipment); managing BLC listservs (sending messages, maintaining accurate lists); and providing support to BWLP (11% of her salary comes from BWLP grants). Some of these responsibilities could be turned over to a student employee, and some could be reassigned to other BLC staff (the office manager and the associate director), thereby releasing some 19900 funding.

Another potential source of funds from within the BLC's current operating budget would be for the incoming associate director to take on responsibilities of managing editor of *L2 Journal*, thereby freeing approximately 24k in funding in the Common Good fund. Whether these funds could be used to fund a new position or to cover staff benefits, however, is doubtful.

**Technology and Language Teaching.** The language learning landscape is undergoing substantial change. As the quantity and quality of language teaching apps and videos improves, as opportunities to interact with native speakers multiply, as reference grammars and online texts become ubiquitous, as universities increasingly collaborate in offering languages via distance learning, language instructors must be prepared to react and reconsider what unique contributions universities can offer students seeking to understand and engage with other cultures. The BLC has a critical role to play in this ongoing development.

## Appendix A: Lectures in the BLC Lecture Series 1996 - 2020

### 1996-1997

**Leo Van Lier**, Monterey Institute of International Studies, “Awareness, Autonomy, and Authenticity: Language Learning from an Ecological Perspective”

**Lothar Bredella**, Justus-Liebig-Universität Gießen, Germany, “Literary Texts in the Foreign Language Classroom”

**Daniel Shanahan**, Ecole des Hautes Etudes Commerciales, Paris, “Language and Myth, Then and Now: Ernst Cassirer’s Language and Myth and Merlin Donald’s Origins of the Modern Mind”

### **Colloquium: “Subjectivity, Discourse Practices, & 2<sup>nd</sup> Language Learning”**

**Claire Kramsch**, Respondent

**Linda Von Hoene**, UC Berkeley, “Subjects-in-process: Rethinking Foreign Language Study Through Psychoanalytic Theory and Feminist Theory”

**Bonny Norton Peirce**, University of British Columbia, “Reconceptualizing ‘The Individual’ in Second Language Acquisition Theory”

**Livia Polanyi**, Rice University, “Social Categories and the Construction of the Foreign Language Learner”

**Meryl Siegal**, UC Berkeley, “Learning How to be the ‘Other’ (Gaijin): Discursive Practices and Second Language Learning in Japan”

**James Gee**, Clark University, “The Paradox of the Language Teacher: What do Language Teachers Teach?”

**Barbara C. Johnstone**, Texas A&M University, “Language, Culture, and Self in Language Learning”

### **Panel: “Digital Technologies and Foreign Language Pedagogy: New Tools and New Paradigms?”**

**John Barson** (Stanford), **Dorothy Chun** (UCSB), **Richard Kern** (UCB), **John Mugane** (Stanford), **Steve Thorne** (UCB); Moderator: **Mark Kaiser** (UCB)

### **BLC Fellows Presentations:**

**Francine A’Ness**, GSR, Spanish, “Computer Technology & Second Language Acquisition: Preparing the Spanish and Portuguese Department for the 21st Century”

**Julie Betz**, GSR, German, “Discourse Analysis at the Cultural Fault Line: Capitalizing on the Multilingual Reality of Language Study”

**Kristin Kopp**, GSR, German, “Rewriting the German III Curriculum”

**Cecilia Chu**, Lecturer, EALC, “Completion of ‘Fan-jian – Chinese,’ Character Conversion Training Program”

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**Nelleke Van Deusen-Scholl**, Lecturer, Dutch Studies, “Developing a New Language Curriculum in Afrikaans: Its History, Current Status and Future Role as a National Language in South Africa”

### 1997-1998

**Berkeley-Stanford Panel: “Rethinking the Nature and Structure of Foreign Language and Literature Departments”**

**Russell Berman** and **Elizabeth Bernhardt** (Stanford), **Ralph Hexter**, (UCB), **Linda von Hoene**, (UCB), **Mark Kaiser**, (UCB), **Claire Kramsch**, (UCB), **Jeffrey Riegel** (UCB).

**Elana Shohamy**, Tel-Aviv University, “Critical Language Testing and Beyond”

**Elaine Leary**, Houghton-Mifflin, Inc., “Demonstration of CD-ROMS for Language Learning”

### **BLC Fellows Presentations**

**Matt Erlin**, GSR, German, “Visual and Textual Literacy: Establishing a Structural Link between Visual and Textual Analysis”

**Edwige Gamache**, GSR, French, “Revision of Curriculum in French 3 & 4 (Second-Year French)”

**Jennifer Kapczynski**, GSR, German, “A Handbook on Performative Strategies in the Classroom”

**Lori Ultsch**, Lecturer, Italian Studies, “Development of a Graded Reader (for the L2 Reader)”

**James Lantolf**, Cornell University, “Two Languages Acquisition Theories: Krashen’s I+1 and Vygotsky’s ZPD Incommensurable Discourse, Incommensurable Theories”

**Colloquium: “Technology, Language and Literacy”** with UCB respondents: **Rick Kern**, **Donald McQuade**, and **Richard Sterling**.

**Richard Lanham**, UC Los Angeles, “An Alphabet Which Thinks”

**Janet Murray**, Massachusetts Institute of Technology, “Hamlet on the Holodeck: The Shape of Narrative in Digital Media”

**Benjamin Rampton**, Thames Valley University, London, “Learning and Using Other Languages: SLA or Language Crossings?”

### **BLC Fellows Presentations**

**Francine A’Ness**, GSR, Spanish, “We See the World by Authoring It-Teaching Culture Through Multimedia Design for the Spanish & Portuguese Department”

**Susan Martin**, GSR, Spanish, “Improving Oral Proficiency in Spanish Language Classrooms Through the Use of Audio, Video, and Computer Technologies: A Proposal for Materials and Methodology Development”

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**Ying Yang**, Lecturer, EALC, "Multimedia Exercises for First-Year Chinese Student-Using Computer Technology to Assist First-Year Students in the Acquisition of Chinese"

**Nadia Yaqub**, GSR, Near Eastern Studies, "Developing Web-based Tutorials for Teaching Media Arabic-Exploring the Process of Text Selection and Organization to Create Tutorials Using Interactive Technology"

### 1998-1999

**Sandra McKay**, San Francisco State University, "Writing for Publication"

**Diane Musumeci**, University of Illinois at Urbana-Champaign, "If Not Grammar, Then What?"

**Dennis Preston**, Michigan State University, "Folk Theories of Language Learning"

### **BLC Fellows Presentations**

**Irma Pena Gosalvez**, Lecturer, SSEAS, "Toward Developing a Curriculum for Heritage Students of Tagalog"

**Ann Marsh-Flores**, GSR, Slavic, "More than Song & Dance: Exploring a Music-Based First Year Language Curriculum"

**Doug Moody**, GSR, Spanish, "The Curtain Rises on Digital Theater: Rehearsing and Staging the First Act"

**Peter Spoerl**, GSR, German, "Vocabulary Acquisition and Semantic Field: Communicative Strategies for the Introduction of Culturally Specified Vocabulary in the Foreign Language"

**Fred Genesee**, McGill University, Canada, "Growing Up Bilingual: Competence or Confusion"

**Ron Scollon**, Georgetown University, "Intercultural Communication: Problem, Solution, New Problem"

**Jim Cummins**, University of Toronto, "Putting Language Proficiency in its Place: The Status of Academic Language Proficiency in the Education of Bilingual Students"

**Heidi Byrnes**, Georgetown University, "Content-Based Instruction and Adult Instructed L2 Acquisition: A Curricular Perspective"

**Diane Larsen-Freeman**, School of International Training Graduate Institute, "Chaos/Complexity Theory and Language Acquisition Research: Transcending Differences"

### **BLC Fellows Presentations:**

**Nabil Abdelfattah**, Lecturer, Near Eastern Studies, "Developing Reading and Listening Strategies for Beginning and Intermediate Level Students of Arabic Using Interactive Multimedia CD-ROM"

**Jeremy Chen**, Lecturer, EALC, "Chinese Characters On-line Learning Guide"

## The Berkeley Language Center - An Overview

**Ann Marsh-Flores**, GSR, Slavic, “Developing a Music-based 1<sup>st</sup> Year Language Curriculum: Exploring the Applicability of Rhythmic-based Texts in Russian”

**Doug Moody**, GSR, Spanish, “Act Two: The Curtain Rises on Digital Theatre, but You Have to Download It First”

**Sabine Stoll**, GSR, Slavic, “Teaching Russian Aspect: A Case of Grammatical Harassment?”

### 1999 – 2000

**Nicolas Shumway**, University of Texas at Austin, “Navigating the Academic Rapids: What I Wish I Had Known Back When”

**John Schumann**, UC Los Angeles, “A Neurobiological Perspective on Variable Success in Second Language Acquisition”

**Benjamin Rifkin**, University of Wisconsin-Madison, “Error Gravity Research: Some Findings and a Critique”

**Dorothy Chun**, UC Santa Barbara, “Web-based Language Instruction: Enhanced Multimedia Learning Environment or Cognitive Overload?”

**Robert Phillipson**, Roskilde University, Denmark, “Linguistic Human Rights”

**David Corson**, University of Toronto, “Critical Realism: An Emancipatory Social Philosophy for Studying Language Diversity”

### **BLC Fellows Presentations:**

**Mary Akatiff**, GSR, German, “What’s Going on in Their Heads? An Ethnography of Writers in Advanced Intermediate German Classes”

**John Becker**, GSR, Spanish, “Issues in Computer Language Testing in the Classroom”

**Daniela Fritz**, GSR, German, “The Notion of Text and How to Teach It – A Methods Course for GSI’s Teaching 2<sup>nd</sup> and 3<sup>rd</sup> Year Foreign Language Classes”

**Ellen Langer**, Lecturer, Slavic, “First-year Reading Materials for Students of Czech: Use of L2 Elementary School Textbooks for College Language Learners”

**Patricia Chaput**, Harvard University, “Tacit Assumptions: Walls That Separate the Imagined Communities of Languages and Literacy Studies”

**Joseph Lo Bianco**, Australian National University at Canberra, “Planning Peace and Human Capital: Sri Lankan Language Policy”

### **Workshop: “Language Socialization and Acquisition: An Ecological Perspective”**

**Ann Bannick**, University of Amsterdam, “Negotiating the Paradox of ‘Fresh Talk’ in Advanced L2 Classrooms”

## The Berkeley Language Center - An Overview

**Christopher Candlin**, City University of Hong Kong, "The Classroom and the Housing Estate: Researching Identities, Discourses and Membership Among Teenage Youth in Hong Kong"

**James Lantolf**, Penn State University, "An Activity Theoretical Perspective on Classroom Motivation"

**Diane Larsen-Freeman**, School of International Training, Vermont, "The Interconnection Between the Individual and the Social from a Chaos/Complexity Theory Perspective"

**Jonathan Leather**, University of Amsterdam, "Modeling the Acquisition of Speech in a 'Multilingual' Society: An Ecological Approach"

**Jay Lemke**, City University of New York, "Learning Academic Language Identities: Multiple Timescales in the Social Ecology of Scientific Education"

**Elinor Ochs**, UC Los Angeles, "Becoming a Speaker of Culture"

**Ben Rampton**, Thames Valley University, "Instructed Foreign Language Rituals In and Out of Class"

**Srikant Sarangi**, Cardiff University, "Discourse (Mis)alignments in Professional Gatekeeping Encounters"

**Ron Scollon**, Georgetown University, "Cross-cultural Learning and Other Catastrophes: Ruptures as Windows on the Social World"

**Jet Van Dam**, University of Amsterdam, "The Case of Face: An Ecological Approach to Social Normativity in the Language Classroom"

**Leo Van Lier**, Monterey Institute for International Studies, "An Ecological-semiotic Perspective on Language and Linguistics"

**Sue Gass**, Michigan State University, "Second Language Learners' Perception of Feedback: Is All Feedback Created Equal?"

### **BLC Fellows Presentations:**

**Sakae Fujita**, GSR, GSE, "Mushfaking Theater: Teaching Foreign Language and Culture Through Improvisational Techniques"

**Kathryn Klar**, Lecturer, Celtic Studies, "Using Online Resources in the Welsh Language Classroom"

**Sirpa Tuomainen**, Lecturer, Scandinavian, "Sinulle On Postia! Using Global E-mailing to Enhance Students"

**Juliette Wade**, GSR, GSE, "Kinjo: Exploring the Potential of a Relationally Organized Simulation Environment for Japanese Language Instruction"

### **2000 - 2001**

**Judith Liskin-Gasparro**, University of Iowa, "Testing for Performance, Skill, and Knowledge in a Foreign Language: Finding the Balance"

**Lothar Brodella**, Justus-Liebig Universitat, Giessen, Germany, "Literary Texts in the Foreign Language Classroom"

## The Berkeley Language Center - An Overview

**Merrill Swain**, University of Toronto, Canada, “Collaborative Dialogue and Second Language Learning”

**Stephen Krashen**, University of Southern California, “Comprehensible Input: Still a Good Idea”

### **BLC Fellows Presentations:**

**Robert McFarland**, GSR, German, “‘My Deutsche is Getting Deutsche-er All the Time’- Blurring the Borders of Input and Output in the Intermediate German Classroom”

**Tiffani Skogmo**, GSR, German, “Preparing for German III in German II”

**Kevin Wiliarty**, GSR, German, “Collective Category Negotiations and the Acquisition of German Directional Prepositions”

**Alastair Pennycook**, University of Technology, Sydney, “Critical Applied Linguistics as Problematizing Practice”

**Martha C. Pennington**, University of Luton, England, “Changing Relationships Between Context and Communication from Pre-Language to Post-Language”

**Catherine Doughty**, University of Hawaii at Manoa, “Effects of Instruction in Second Language Acquisition”

### **BLC Fellows Presentations:**

**Lisa Little**, Lecturer, Slavic, “Performance & Placement: Designing a Plan for Testing in the Undergraduate Russian Program”

**Beth Samuelson**, GSR, GSE, “Doing the Work an Academic Writer: Evaluating Writing in College-Prep English”

**Kevin Wiliarty**, GSR, German, “The Role of Idiomaticity in the Acquisition of German Directional Prepositions”

**Boris Wolfson**, GSR, Slavic, “Formative Computer-based Testing in First-semester Russian: An Error Analysis”

**Nelleke Van Duesen**, Lecturer, Dutch Studies, “UC Survey of Heritage Languages”

## 2001-2002

**Mark Turner**, University of Maryland, “Literacy and Cognition”

**Gabriele Kasper**, University of Hawaii at Manoa, “Other-Repair in Oral Proficiency Interview: A Conversation-Analytic Perspective”

### **BLC Fellows Presentations:**

**Sarah Roberts**, GSR, French, “Using Drama to Enhance Language Learning in Second-Year French”

**Karina Sliwinski**, GSR, German, “Researching the Role of Performance in the Teaching of Durrenmatt's 'Der Besuch derr alten Dame' in German 3”



## The Berkeley Language Center - An Overview

**Amelia Barili**, Lecturer, Spanish, "Teaching Grammar and Composition to Advance Spanish Students: A Method that Works"

**Josephine Kelso**, GSR, GSE, "Navigating Academic Discourse: Developing Interpretations of Texts"

**Lynne Frame**, Lecturer, German, "Writing Business German for Culture and Communication"

**Norman Fairclough**, Lancaster University, United Kingdom, "Critical Discourse Analysis in Social Research"

### Colloquium "Reexamining the Oral Proficiency Interview"

**Ray Clifford**, Defense Language Institute, Monterey, "Proficiency/ Performance/ Achievement Testing"

**June Phillips**, Weber State University, Utah, "OPI and the Foreign Language Standards"

**Ben Rifkin**, University of Wisconsin, "The ACTFL OPI and Oral Proficiency Guidelines as a Framework for Curricular Planning: The Lesson; the Instructional Unit; the Semester; the Program"

**Rafael Salaberry**, Rice University, Houston, "The Validation Process of the OPI: Ethical and Legal Considerations"

**Chantal Thompson**, Brigham Young University, Utah, "Introduction to the Oral Proficiency Interview"

**Leo van Lier**, Monterey Institute of International Studies, "The OPI and Conversation: Where Are We Now?"

**Peter Patrikis**, Yale University, "From One Consortium to Another"

**Carl Blyth**, University of Texas, Austin, "Representing Language Use for Foreign Language Learners: Contributions of the Native, the Near-native, and the Non-native"

### BLC Fellows Presentations:

**David Petterson**, GSR, French, "Expanding Extensive Reading in the French 2 Curriculum"

**David Wacks**, GSR, Spanish, "L2 Production and Immersion Simulation Software: The Next (Proficiency-Based) Generation"

**Chantelle Warner**, GSR, German, "The Design and Implementation of Networked-Based Activities in the German 2 Classroom: A Pilot Project"

### 2002-2003

**Guadalupe Valdes**, Stanford University, "Teaching the Commonly Taught Languages as Heritage Languages: Questions and Continuing Dilemmas"

**Gilberte Furstenberg**, Massachusetts Institute of Technology, "Redefining the Teaching of Culture: the Pedagogy of Electronic Media"

**Theo Van Leeuwen**, Cardiff University, “Image Banks and the Semantics of Contemporary Visual Communication”

**BLC Fellows Presentations:**

**Paige Daniel**, GSR, GSE, “Interactional Patterns in Web-based Writing of Foreign Language Students”

**Agnes Dimitriou**, Lecturer, Spanish, “Evaluation of Student Foreign Language Performance Before and After Participating in the University’s Study Abroad Program”

**William Short**, GSR, Classics, “A New Latin Methodology”

**Kristen Templeman**, GSR, French, “Conversational French Theater Workshop”

**Michael Chad Wellmon**, GSR, German, “Being in the World of Language: Rethinking Language through the Bildungstradition”

**Fred Genesee**, McGill University, “Portrait of the Bilingual Child”

**Aneta Pavlenko**, Temple University, “Bilingualism, Emotions and Cognition”

**Dan I. Slobin**, UC Berkeley, “How People Talk About Motion Events: Some Cognitive and Communicative Consequences of Linguistic Typology”

**Colloquium: “Language, Identity and Change in the Modern Arab World: Implications for the Study of Language and Culture”**

**Clive Holes**, Oxford University, ‘Social History, Political History, and Dialect Prestige in the Arab World: The Cases of Bahrain, Jordan and Iraq”

**Ibrahim Muhawi**, Edinburgh University, “Negotiating Diaspora: Translation and the Language of Exile”

**Mahmoud Al-Batal**, Emory University, “Identity and Language Tension in Lebanon: The Arabic of Local News at LBC Television”

**Loukia Sarraoub**, University of Nebraska, “The Literacy Practices of Yemeni and Iraqi Youth: Life In and Out of School in Dearborn, MI and Lincoln, NE”

**Mushira Eid**, University of Nebraska, “Language, and Gender and Egyptian Cinema”

**John Hayes**, UC Berkeley, “Arabic and Evolving National Identities in the Middle East”

**Sonia S’hiri**, UC Berkeley, “Tunisian Arabi Speakers in the Periphery of Arab Identity? Native Speakers and Learners’ Linguistic Attitudes”

**Keith Walters**, University of Texas at Austin, “Ender Nationalism, and Language Ideology: The Tunisian Case”

**Michael Cooperson**, UC Los Angeles, “Canon-bashing in Early Modern Rhetoric”

**Tim McNamara**, University of Melbourne, Australia, “Tearing US Apart Again: the Paradigm Wars and the Search for Validity”

**BLC Fellows Presentations:**

## The Berkeley Language Center - An Overview

**Martin Lowry**, GSR, French, “A Spoonful of Films Makes the Literature Go Down: Supplementing French 3 Curriculum with Filmic Texts”

**Luh Hsyng Nelson**, Lecturer, EALC, “Chinese OPI Certification”

**Michael Chad Wellmon**, GSR, German, “Reclaiming a Metaphor: The Hermeneutics of Negotiation”

### 2003-2004

**Shirley Brice Heath**, Stanford University, “What is Language as Knowledge?”

**Leanne Hinton**, UC Berkeley, “Teaching Endangered Languages”

**Kirk Belnap**, Brigham Young University and **Guadalupe Valdez**, Stanford University, “Heritage Language Teaching, Foreign Language Teaching: What Each Can Learn from the Other”

### **BLC Fellows Presentations:**

**Polina Barskova**, GSR, Slavic, “Creative writing and reading in Russian: Poetry in Focus”

**Sargam Shah**, Lecturer, GSI Teaching and Resources Center, “Realistic Language Training for Prospective GSIs: Improving Chances for Success”

**Rakhel Villamil-Acera**, GSR, Spanish, “Teaching Literary Texts: From Spanish 4 to Spanish 25”

**Clare You**, Lecturer, EALC, “Introduction to Korean Short Stories – Fourth-Year Korean”

### **Panel: “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**, Near Eastern Studies, “Issues in Folkloristic Translation”

**Kay Richards**, EALC, “Translation: Transliteration to Bilingualism”

**Bac Tran**, SSEAS, “Enhancement of Sensitivity to Language through Translation: Something Gained”

Moderator: **Winfried Kudszus**, German

**Claire Kramsch**, UC Berkeley, “A Talk on Second Language Acquisition: What is less common about the less commonly taught languages?”

**Lourdes Ortega**, Northern Arizona University, “The Ethical as Transformative Lens in Instructed SLA Research”

**Mary Pratt**, New York University, “Towards an Ecology of Language”

**Gunther Kress**, University of London, “Designing and Reading Multimodal Texts: Modes, Media, Knowledge and Meaning”

### **BLC Fellows' Presentation**

## The Berkeley Language Center - An Overview

**Sarah Bailey**, GSR, German, “Yiddish Language Heritage and Teaching in the 21<sup>st</sup> Century”

**David Gramling**, GSR, German, “Translingual Practice: Teaching the Tropical Germany?”

**Stephanie Hom-Cary**, GSR, Italian Studies, “A Language Flows through It(aly): Learning Italian, Multilingualism, and the Pursuit of Happiness”

### 2004-2005

**Leslie Moore**, UC Santa Cruz, “Insights into SLA from Less Familiar Settings”

**Patricia A. Duff**, University of British Columbia, “Heteroglossia in Foreign Language Classrooms: Research, Debates and Issues”

#### **Panel: “Gesture in Language Learning”**

**Eve Sweetser**, UC Berkeley, “Gesture and Language: Reassessing Traditional Boundaries”

**Irene Mittelberg**, Cornell University, “Gesture as Meditational Practice: Embodied Cognition and Semiotic Acts in Language Teaching”

Moderator: **Claire Kramsch**

#### **BLC Fellows Presentations:**

**Ellen Rosefield**, Lecturer, GSI Teaching and Resource Center, “University Classroom Language for IGSI’s”

**Lihua Zhang**, Lecturer, EALC, “Teaching Mandarin Chinese as a Second Dialect”

**Mark Nelson**, GSR, GSE, “Lost (and Found) in Transformation (and Transduction): Synaesthesia and Multimodal Text Creation”

**Victoria Somoff**, GSR, Slavic, “Under the Textual Mask: Toward Alternative Strategies in Teaching Writing to Heritage Speakers”

**Renee Perelmutter**, GSR, Slavic, “Web Logging to Enhance the Second Language Classroom”

#### **Colloquium: “Teaching Foreign Languages in Multicultural Settings”**

##### **Section I-Language and Language Learning in a Multilingual Perspective**

**Monica Heller**, University of Toronto, “Who gets to define what counts as language? Ideology and interest in language teaching”

**Robert Train**, Sonoma State University, “Ideologies and realities of language and foreign language education in the U.S.: A critical perspective on native Standard Language”

**Daniel Veronique**, Universite Paris III, “Transferability, transfer and the transferable: Aspects of the teaching and learning of foreign languages and cultures”

**Leo Van Lier**, Monterey Institute of International Studies, “Self and identity in multilingual settings: An ecological-semiotic point of view”

##### **Section II-Multilingual Learning Environments**

**Dominique Charbonneau**, Universite de Fribourg, “Studying and teaching French literature in France and the US”

**Patchareerat Yanaprasart**, Universite de Freeburg, “Professional mobility and the intercultural speaker”

**Gudrun Ziegler**, Universite Paris III, “Categorization and category formation: A basic need in language learning environments?”

**Anna Livia Brawn**, UC Berkeley, “The return of translation”

### **Section III: Acquisition of Multiliteracies**

**Daniele Moore**, Simon Fraser University, “Pluriliterate practices and literacy development at home and at school”

**Richard Kern**, UC Berkeley, “Multiliteracies and foreign language learning”

**Guillaume Gentil**, Carleton University, “If only teachers of English and French talked to each other: Bilingual students’ challenges in developing academic and profession biliteracy at the university”

**Edith Cognini**, Universita degli Studi di Macerata, “Co-constructed language biographies: English as a ‘resource language’ in the learning of Italian as a L2”

**Nazamo Pierdominici**, Universita degli Studi di Macerata, “Self representation and sense of belonging in Italy today”

### **Section IV- Teacher Development in Plurilingual Settings**

**Genevieve Zarate**, INALCO, “From ‘one’ to many: New developments in the training of teachers of French as a foreign language within a European framework”

**Aline Gohard-Radenkovic**, Universite de Fribourg, “The different levels of plurilingualism and principles for the construction of a plurilingual didactics at the university level”

**Francisco Alarcon**, UC Davis, “Teaching the multilingual, multicultural student in California schools”

**Thao Tran-Minh**, Universite Paris III, “The notion of syncretism: Identity and language”

**Alastair Pennycook**, University of Technology Sydney, “Teaching with the flow: Plurilingualism and permeable classrooms”

**Alastair Pennycook**, University of Technology, Sydney, “Language Policy and the Ecological Turn”

**Richard Schmidt**, University of Hawai’i-Manoa, “Fifty Probably True and Useful Findings from SLA”

**Richard Kern**, UC Berkeley, “Linguistic and Cultural Identity in Study Abroad”

**Nick Ellis**, University of Michigan, “At the Interface: Dynamic Interactions of Explicit and Implicit Language Knowledge”

### **BLC Fellows Presentations:**

**Anna Livia**, Lecturer, French, “How Do You Teach Translation?”

**Jeremy Ecke**, GSR, English, “Grammatical Estrangement”

**Robert Schechtman**, GSR, German, “Whither ‘Communities’? An Appraisal of Foreign Language Education in Light of the National Standards”

## The Berkeley Language Center - An Overview

**Natasha Azarian**, GSR, GSE, "A case Study of a Multigenerational Ethnic Community: Implications for the Teaching of Less Commonly Taught Languages"

### 2005-2006

**Michael Geisler**, Middlebury College, Vermont "Metaphors to Die For: Towards a Rhetoric of National Symbols"

**Ingrid Piller**, Basel University, Switzerland "Ladies from the Philippines are more compatible with American gentlemen than American women: The Linguistic Construction of Identities on Mail order-bride- Websites"

#### **Panel: "Grammar and Politics in the Language Classroom"**

**Sonia S'hiri**, Lecturer, Near Eastern Studies: Arabic moderator

**Sarah Roberts**, Lecturer, French (French)

**Hatem Bazian**, Lecturer, Near Eastern Studies (Arabic, Jaleh Pirnazar- Persian)

**Sam Mchombo**, Lecturer, Center of African Studies (African Languages)

**Yoko Hasegawa**, Lecturer, EALC (Japanese)

#### **BLC Fellows Presentations:**

**Nikolaus Euba**, Lecturer, German, "Why Teach and Learn German in 2005? Articulating the German Language Program at UC Berkeley"

**Olya Gurevich**, GSR, Linguistics "Interactive web-based tools for learning Georgian"

**David Malinowski**, GSR, GSE, "Interpreting the Korean English Linguistic Landscape"

**Sarah Roberts**, Lecturer, French, "Flaneur de Paris: An Interactive Learning Environment for French Conversation"

**Julie Belz**, Pennsylvania State University, Pennsylvania, "At the Intersection of Internet-mediated Foreign Language Education and Learner Corpus Analysis"

**Tove Skutnabb-Kangas**, Abo Akademi University, Vasa, Finland "Linguistic Human Rights – Some Recent Debates: Intellectual Games Versus Respect"

**Elizabeth Bernhardt**, Stanford University

Workshop: "What Do We Know About (Literature) Reading Proficiency in a Second Language?"

Lecture: "Foreign Languages Surviving and Thriving in Conventional University Settings"

**Steven Thorne & Scott Payne**, Pennsylvania State University, Pennsylvania

Workshop: "Data-driven Approaches to Second Language Assessment, Pedagogy, and Research"

Lecture: "Corpus Linguistics and Language Development: Research, Assessment and Pedagogical Innovation"

## The Berkeley Language Center - An Overview

**Madeline Spring**, UO Chinese Flagship K-16 Academic Director Center for Applied Second Language Studies University of Oregon, Eugene OR, “The K-16 Chinese Flagship Program: A Model for the Future”

### **BLC Fellows Presentations:**

**Wakae Kambara**, Lecturer, EALC, “A Supplementary Reading Course in Japanese”

**Eugenia Teytelman**, GSR, Slavic, “Unveiling the Magic of Fairytales”

**David Divita**, GSR, French, “Toward Practice of Reflexivity: Accounting for the Self in Foreign Language Learning”

**Katra Anne Byram**, GSR, German, “History, Perspective and Focus on Form: Strengthening Learner Literacy in Berkeley’s German 3 Program”

**Pablo Baler**, GSR, Spanish, “Un Dia en la Vida: A Documentary Production Activity as a Form of Language and Culture Acquisition”

### **2006 – 2007**

**Daniel Shanahan**, Charles University in Prague “Language, Feeling and the Brain: A Pribram-Based Model”

**Janet Swaffer**, University of Texas at Austin, “Some Thoughts on the Cultural Permutations of Literacy in Language Teaching”

**William Hanks**, UC Berkeley, “Joint Commitment and Common Ground in a Maya Ritual Event”

**UCB Lecturers Panel** “Claire Kramsch and the BLC: Her Legacy to Berkeley Language Lecturers”  
Panel: **Lisa Little**, moderator, Slavic; **Karen Moller**, Scandinavian; **Nikolaus Euba**, German; **Rutie Adler**, Near Eastern Studies; **Lihua Zhang**, EALC; **Seda Chavdarian**, French

### **BLC Fellows Presentations:**

**Agnes Mazur**, GSR, GSE, “The High stakes of creativity: multilingual students and the modeling of academic writing in California high schools”

**Stilian Milkova**, GSR, Comparative Literature, “Creative and Communicative Materials for Bulgarian Instruction”

**Elena Morabito**, GSR, Slavic, “Uncertain Linguistic Borders: the Pedagogy of Bosnia in the Post-Yugoslav World”

**Li Liu**, Lecturer, EALC, “Grammar and authenticity: Teaching Grammar in context to the First year Mandarin Heritage Students”

**Mark Warschauer**, UC Irvine, “Learning, Change, and Power: Competing Frames of Technology and Literacy”

**Sally Magnan**, University of Wisconsin, Madison, “From National Educational Standards to Language Use”

## The Berkeley Language Center - An Overview

**Joe LoBianco**, University of Melbourne, Australia, "Too Much and Not Enough Identity: Constituting English in Asian Language Policy Circles"

**Masako Hiraga**, UC Berkeley, "Iconic Creativity in Haiku: A Linguistic Analysis of Basho's Revisions"

**Elana Shohamy**, Tel Aviv University, "Language Policy in Multilingual Israel: Ideologies, Conflicts, Rights and Research"

### **BLC Fellows Presentations:**

**Noriko K. Wallace**, Lecturer, EALC, "Culture course for advanced modern Japanese"

**Lihua Zhang**, Lecturer, EALC, "Research on integrating Chinese culture in Chinese Language teaching"

**Anne E. Dwyer**, GSR, Comparative Literature, "Narrowing the gap between UCB and EAP: Bringing Lectures from Moscow into the Berkeley Intermediate Russian Classroom"

**Laura Mieka Erley**, GSR, Slavic, "Petersburg Online"

**Michael Huffmaster**, GSR, German, "The Uses of Poetry in Second-Year German"

### **2007 – 2008**

**Claire Kramsch**, UC Berkeley, "Language Ecology in Practice, Implications for Foreign Language Education"

**John Norris**, University of Hawaii at Manoa, "Using Assessment for Understanding and Improving Language Education"

### **UCB Lecturers Panel, "On Assessment"**

**Nikolaus Euba**, German, "Assessment and Articulation through Language Portfolios"

**Sirpa Tuomainen**, Scandinavian, "Authentic Assessment – an Alternative or an Addition?"

**Sarah Roberts**, French, "An Alternative to Traditional Peer Editing"

**Marilyn Seid-Rabinow**, GSI Teaching and Resource Center, "Insights Gained from Oral English Proficiency Testing"

**Mark Kaiser**, BLC and **Lisa Little**, Slavic, "Computer-based Chapter Tests: A Formative Approach"

### **BLC Fellows Presentations:**

**Clelia Donovan**, Lecturer, Spanish, "Reevaluating and Restructuring the Portuguese Language Curriculum"

**Mirando Kentfield**, GSR, French, "Responding to Characters: A Study of French Learners' Interpretive Skills and Affective Responses to Literature"

**Robert Adler-Peckerar**, GSR, German, "Cultural and Communicative Competence in Yiddish: Strategies for Teaching a Non-territorial Language"



## The Berkeley Language Center - An Overview

**Lyn Scott, Education**, GSR, GSE, “Designing Instruction for English Learners from an Ecological Perspective of Language Learning”

**Richard Kern**, UC Berkeley, “Pedagogical Workshop on Literacy-based Language Teaching”

**Jay Lemke**, University of Michigan, “Meaning and Feeling: The semantics and Pragmatics of Affect”

**Deborah Anderson**, UC Berkeley, Linguistics “The script encoding initiative and language teaching and scholarship for minority and historic languages on the web”

**Patricia Baquedano-Lopez**, UC Berkeley, “The question of competences in language socialization research: an analysis of rehearsals in children’s religious and ritual practice”

### **BLC Fellows Presentations:**

**Amelia Barili**, Lecturer, Spanish, “Learning to learn: neurobiology and cognitive science as a basis of autonomous learning principles and applications”,

**Jennifer Gipson**, GSR, French, “Innovating Tradition: Folklore, Literature, and Translingual and Transcultural Competence”

**Julia McAnallen**, GSR, Slavic, “Reconciling with the Unavoidable: Assessing the Impact of Advertising on the Russian Language”

### **2008 – 2009**

**Mark Kaiser**, UC Berkeley, “Introducing the BLC’s Library of Foreign Language Film Clips: Modeling Language and Culture in the Foreign Language Classroom”

**Peter Patrikis**, Winston Churchill Foundation, “A Brief History of the Universe of Foreign Language Education: or, Dirty Little Secrets”

**Celeste Kinginger**, The Pennsylvania State University, “American Students Abroad: Negotiation of Difference?”

### **Panel: “Digital Storytelling”**

**Joe Lambert**, Center for Digital Storytelling

**Mark Evan Nelson**, National Inst of Education, Singapore

**Heather Pleasants**, University of Alabama

### **BLC Fellows Presentations:**

**Desiree Pries**, Lecturer, French, “Translingual/Transcultural Competence: an Operational Approach to the MLA report”

**Jillian Porter**, GSR, Slavic, “Filmmaking and Foreign Language Instruction”

**Jason Vivrette**, GSR, Comparative Literature, “Crossing the Bridge: Shifting Perspectives on and in First-Year Turkish through Film”

## The Berkeley Language Center - An Overview

**Alice Gaby**, UC Berkeley, “When is West? Talking and Thinking about Time and Space”

**Jose del Valle**, City University of New York, “Everybody’s Usage: The Politics of Grammar in the Hispanofonia”

**James Coleman**, The Open University, UK, “New Perspectives on Study Abroad Research: Goals, Variables, and Methods”

**Stanton Wortham**, University of Pennsylvania, “Hillbilly Spanish and Tarzan English: Ideologies of Mexican Immigrant Language”

### **BLC Fellows Presentations:**

**Kristin Dickinson**, GSR, Comparative Literature, “Literacy in First-Year Turkish: a Multi-Voiced Approach”

**Adam Mendelson**, GSR, Spanish, “Online Communication in Beginning Spanish Instruction”

**Junghee Park**, Lecturer, EALC, “‘Reading’ TV: Graphic Overtitles in Korean TV Shows”

### **Workshop: “Teaching Language and Culture with Film”**

**Marilyn Fabe**, “The Language of Film”

**Mark Kaiser**, “Teaching with Film Clips”

**Anne-Christine Rice**, “Implementing a Curriculum Built Around Film”

**Sabine Levet**, “Cross-Cultural Comparison through Film”

**Rick Kern**, “Making Connections between Film and Literacy”

**Thomas J. Garza**, “Film as (Con)Text: Using Visual Media in Russian Language and Culture Classes”

### **2009 – 2010**

**Mark Kaiser**, UC Berkeley, “Introducing the BLC’s Library of Foreign Language Film Clips: Modeling Language and Culture in the Foreign Language Classroom”

### **Panel: “Tricky Points – Creative Solutions”**

**Santoukht Mikaelian**, Slavic

**Malgosia Szudelski**, Slavic

**Karma Ngodup**, EALC

**David Crystal**, University of Wales, Bangor, “From Texting to Tweeting: The Brave New World of Internet Linguistics”

**Crispin Thurlow**, University of Washington, “Language, Tourism and Banal Globalization”

### **BLC Fellows Presentations:**

## The Berkeley Language Center - An Overview

**Galen Sibanda**, Lecturer, Linguistics “Teaching Language and Culture through Film”

**Jessica Rasheeda Williams**, GSR, Italian Studies, “Facebook and Creating Community for Beginning to Intermediate Italian Language Learners”

**Heather McMichael**, GSR, Spanish, “Laboratorio en Movimiento”

**Andrew Cohen**, University of Minnesota, “Communicating Grammatically: Evaluating a Learner Strategies Website for Spanish Grammar”

**Jerrold Cooper**, John Hopkins University, “The Representation of Language in the Earliest Writing Systems”

**Lera Boroditsky**, Stanford University, “How the Languages We Speak Shape the Ways We Think”

### **BLC Fellows Presentations:**

**Anna Maria Bellezza**, Lecturer, Italian Studies, “Teaching Italian through Theatre: A performative approach”

**Minsook Kim**, Lecturer, EALC, “Developing a curriculum for Korean heritage language learners through individualized, learner-oriented multimedia projects”

**Usree Bhattacharya**, GSR, GSE, “New Direction: Blogging in SL/FL Classrooms”

**Jason Vivrette**, GSR, Comparative Literature, “Cultivating Awareness: Register and Context in First-Year Arabic”

### **Workshop: “Clipping the Curriculum: Integrating Clips into the Foreign Language Classroom”**

**Mark Kaiser**, UC Berkeley, “Language Learning & Teaching”

### **2010 – 2011**

**Deborah Brooks**, Peralta Colleges, “Teaching without Books or Photocopies”

**David Dollenmayer**, Worcester Polytechnic Institute, “Pesky Pronouns and Pusillanimous Publishers: Some Reflections on the Practice and Business of Literary Translation”

**Glenn Levine**, UC Irvine, “The Ecology of the Foreign-Language Literature Classroom: Complexity theory as a Model for Pedagogy”

### **BLC Fellows Presentations:**

**Hephzibah Sunkari**, Lecturer, SSEAS, “Curriculum Model Development for 1st Year Telugu”

**William Allen Heidenfeld**, GSR, French, “A Genre-Based Approach to the Writing Process”

**Traci Speed Lindsey**, GSR, Slavic, “Utilization Bulgarian Audio and Video Media in the 1st Year Classroom”

## The Berkeley Language Center - An Overview

**Carol Pfaff**, John F. Kennedy Institute, Berlin, "Language Development in an Urban Migrant Community: Turkish/German/English of Children and Adolescents in Berlin"

**Andrew Cohen**, University of Minnesota, "Teaching Pragmatics in the L2 Classroom"

**Robert Blake**, UC Davis, "What Makes an Ideal Hybrid Language Learner"

**Roger Allen**, University of Pennsylvania, "Arabic: A More Commonly Taught Less Commonly"

**Eva Lam**, Northwestern University, "New Media and Literacy in Transnational Environments"

### **BLC Fellows Presentations:**

**Mara Mauri Jacobsen**, Lecturer, Italian Studies, "Language and Culture in Documentaries by Italian Women Filmmakers"

**Lucas Straton**, GSR, Slavic "Russian Phonetics: Sound and Meaning in Russian Avant-Garde Poetry"

**Wakae Kambara**, Lecturer, EALC, "Teaching Japanese Pragmatic Competence using Film Clips"

### **2011-2012**

#### **Colloquium: "History and Memory in Foreign Language Study"**

**James Wertsch**, Washington University, "Texts of Memory and Texts of History"

**Williams Hanks**, UC Berkeley, "Linguistic Conversion and the Making of Colonial Yucatec Maya"

**Yuri Slezkine**, UC Berkeley, "The Joys and Challenges of Teaching "One's Own" History"

**Ryuko Kubota**, University of British Columbia, "Memories of War: Critical Content-based Instruction (CBI) in Japanese via Exploring Victim-Offender Perspectives"

**Glenn Levine**, UC Irvine, "The Study of Second Language Literary Texts at the Nexus of Multiple Histories"

RESPONDENTS: **Lihua Zhang, Jaleh Pirnazar, Niko Euba**

**Barbara Johnstone**, Carnegie Mellon University, "Identifying with Language"

#### **Symposium: "Moving Between Languages: Research Perspectives"**

**Claire Kramsch**, UC Berkeley,, Opening remarks

**Elizabeth Boner**, SF State University, "Negotiating relationship through translation: How America development practitioners and Tanzanian beneficiaries exploit the gap between languages"

**Tim Wolcott**, SF State University, "American in Paris: Myth, desire, and subjectivity in student accounts of study abroad in France"

**David Malinowski**, UC Berkeley, "How do you move between languages when you've got nobody? Lessons from online French lessons at Berkeley"

## The Berkeley Language Center - An Overview

**Douglas Kibbee**, University of Illinois at Urbana-Champaign, “Rethinking Prescriptivism”

**Laura Welcher**, The Rosetta Project, “Building a 10,000 Year Archive of All Human Languages.”

### **BLC Fellows Presentations:**

**Sirpa Tuomainen**, Lecturer, Scandinavian, “Ethnographers in Training – Searching for Finnishness among Berkeley Finns”

**Rosaria Carbotti**, GSR, Italian Studies, “Teaching Italian History through Film Clips in the Language Classroom”

**Maya Smith**, GSR, French “Online Music Database and Lesson Plans for Language Instructors: a Intertextuality Perspective”

**Mark Kaiser**, UC Berkeley, and **Rosella Carbotti**, Italian Studies, “Language in Film and the Language of Film: Two Semiotic Systems Engaged”

**Mairi McLaughlin**, UC Berkeley, “The Place of Translation in Higher Education”

**H. Douglas Brown**, SF State University, “Teaching as a Subversive Activity—Revisited”

### **BLC Fellows Presentations:**

**Letizia Allais**, GSR, GSE, “Thirdness in the Foreign Language Classroom”

**Daniel Aaron Brooks**, GSR, Slavic, “Learning Russian through Silent Film”

**Jonatan Haddad**, GSR, French, “Exploring Multilingual Contexts for Language Pedagogy: A pilot study using French and Arabic texts to foster intercultural competence”

**Jennifer Johnson**, GSR, GSE, “What Educators can learn from embodied intercultural communication: Exploring embodied modes of meaning making in a family language class”

## **2012-2013**

**David Malinowski**, UC Berkeley, “Where is the Language Classroom Today?: Reconsidering the place/s of language learning with technology”

**Marnie Holborow**, Dublin City University, “Enhancing Human Capital? Language and the Neoliberal University”

### **Panel: “Exploring Service Learning in Foreign Language Teaching”**

**Victoria Robinson**, Suzan Akin, Cal Corps – Intro

**Josef Hellebrandt**, Santa Clara University, “Service-Learning in German: A win-win for students and community participants”

**Amelia Barili**, UC Berkeley, “Building Nurturing Communities: Service Learning in Spanish Language and Culture Courses”

## The Berkeley Language Center - An Overview

**Suwako Watanabe**, Portland St University, “Japanese/Chinese community-based learning course at PSU”

**Lourdes Ortega**, Georgetown University, “Language Teaching and SLA: Understanding the Limits and Possibilities of the Research-teaching Interface”

### **BLC Fellows Presentations:**

**Ellen Langer**, Lecturer, Slavic, “Teaching Czech Language through Cultural Media: Creating a Course Curriculum”

**Juan Caballero**, GSR, Comparative Literatures “Integrating Film as Language, as Culture, as a Medium, and as Discourse Genre across a Foreign-Language Writing Curriculum”

**Marco Purpura**, GSR, Italian Studies “The World in an Ad: Learning Italian through TV Commercials”

**Marnie Holborow**, Dublin City University, Ireland, “The Language of Neoliberalism: Metaphors and Ideology”

**Steve Thorne**, Portland State University, “Languaging and Linguistic Exostructures: Aligning cultural-historical, ecological, and distributed approaches to L2 development”

### **BLC Fellows Presentations:**

**Corey Bynes**, GSR, EALC “Putting the Literary back in Literary Chinese: Incorporating Analysis and Interpretation into Literary Chinese Pedagogy”

**Erin Coyne**, GSR, Slavic, “Ethnic Minorities of the Russian Federation: How Diversity has shaped Russophone Culture”

**Jaran Shin**, GSR, GSE, “History and Memory: Teaching History in the English Language Development Classroom”

**Maria Vendetti**, GSR, French, “Non-Hexagonal Francophone Culture: Rethinking Transcultural Competencies in the French Language Classroom”

## **2013-2014**

**Agnes He**, Stony Brook University, “Voices and Agencies: Discursive Foundations for Socialization in Heritage Language Speaking Households”

**Paige Ware**, Southern Methodist University, “Piecemeal but Promising: Technology Integration in Secondary Language Classrooms”

**Michael Erard**, The Frameworks Institute, “Hyperpolyglottery as an Emerging Multilingualism”

### **BLC Fellows Presentations:**

**Katya Balter**, GSR, Slavic, “Have you heard that one about...?: Russian Language and Culture through the Anekdot”

## The Berkeley Language Center - An Overview

**Cammeron Girvin**, GSR, Slavic, “Uniting the BCS Classroom with Folkloric Language”

**Marco Prina**, GSR, Italian Studies, “Interweaving Italian Language and Culture through Historically Distant Memories”

**Chen-hui Tsai**, Lecturer, EALC, “UCB Online Chinese Placement Test: Improvements, Implementations and Impediments”

**Clorinda Donato**, CA State Long Beach, “Teaching Romance Languages Through Intercomprehension: Networking hearts and minds in the language Classroom”

### **Symposium: “The Legitimacy Gap”**

**Claire Kramch**, German, “The Legitimacy Gap: Native language teachers in an era of globalization”

**Camilla Zamboni**, Italian, UCLA “The Importance of Bridging”

**Inez Hollander**, Dutch, “In the Dutch Mountains: Pedagogical ironies when teaching Dutch on an American University campus”

**Byron Barahona**, Spanish, UCSC “Self-censorship in Teaching Languages”

**Santoukht Mikaelin**, Armenian, “A Biographical Testimony on my Experience Teaching my Native Language and Culture at an American University”

**Shulian Hsu**, Chinese, “Teaching Culture in my Chinese Language Class”

**Edwin Okong’o**, Swahili, “Challenges of Teaching African Languages in the United States”

**Florence Miquel**, French, UCSD “Culture and Morals: The issue of self-censorship in a French language course”

**Janh Tran**, SSEAS, “The Language of Silent Objects: From antique collection to language teaching”

**Elana Shohamy**, Tel Aviv University, “Linguistic Landscape: A tool for documenting, analyzing and contesting societies and their complexities”

**Katharina Brizic**, UC Berkeley, “Multiannual Inequality: What narratives reveal about social segmentation and academic success in two European crossroads of migration”

### **BLC Fellows Presentations:**

**Kimberly Vinall**, GSR, GSE “Got Llorona?: Reflections on the potential to develop learners’ symbolic competence in the language and culture classroom”

**Erik Born**, GSR, German “Digital Textbooks: Emerging trends and practices”

**Yasuko Konno Baker, Noriko Komatsu Wallace**, Lecturers, EALC “Developing an Online Placement Test for the UCB Japanese Program”

### **2014-2015**

**Carl Blyth**, University of Texas at Austin, “Digital Social Reading: Textual Interpretation as Collaborative Activity”

**Andrew Garrett**, UC Berkeley, “Linguistic Contributions to Native California Language Teaching”

**Don Doehla & Nancy Salsig**, UC Berkeley, “Teaching World Languages in the High School Context: Realities, Challenges and Aspirations”

**BLC Fellows Presentations:**

**Donna Southard**, Lecturer, Spanish, “Memoria Historica: A Film Module for Intermediate Spanish”

**Sherry Hicks**, Lecturer, Linguistics, “ASL Pedagogy: A Further Exploration of Deaf Culture Within the ASL Curriculum”

**Marina Romani**, GSR, Italian Studies, “Italian in Performance: Opera as a Holistic Framework for Language Pedagogy”

**Sophie Marnette**, University of Oxford, “Speech and Thought Presentation in French”

**Colloquium: “Principles and Practices of Translation and Interpretation in the Multilingual European Union”**

**Javier Hernandez Saseta**, EU interpreter, “The Interpretation Service: Mission and working methods. The work of the interpreters”

**Dirk Stockmans**, EU interpreter, “The Translation Service: Mission and working methods. The work of translators”

**Javier Hernandez Saseta & Alexander Drechsel**, EU interpreters, “Overview of multilingual support tools for Interpreters”

**Dirk Stockmans**, “Overview of multilingual support tools for Interpreters”

**Nathalie Auger**, University of Montpellier, France, “The Multilingual/Multicultural Challenge in Language Education”

**Colloquium: “ClaireFest! A Tribute to the Scholarship, Teaching, and Mentorship of Professor Claire Kramersch”**

**Dorothy Chun**, UC Santa Barbara, Developing Language Teachers’ Symbolic Competence

**Chantelle Warner**, University of Arizona, “Whose game are we playing? Foreign Language Literacy”

**Steve Thorne**, Portland State University, “The Ecology of L2 development in quotidian mobile technology contexts”

**Michelle Baptiste**, UC Berkeley, “What it means to (be)come American: An analysis of English writing test for naturalization applicants”

**Glenn Levine**, UC Irvine, and **Alison Phipps**, University of Glasgow, “Communicative Language teaching and language under duress: Global contexts for Language Pedagogy”

**Jennifer Johnson**, UC Berkeley, “The Multilingual as Multimodal”

**Robert Train**, Sonoma State University, “Leave behind the naive paradise: Multilingual historical bodies of the non-native speaker”

**Meg Gebhard**, University of Massachusetts Amherst, “Language, power, and the development of disciplinary textual practices”



## The Berkeley Language Center - An Overview

**Nelleke Van Deusen**, Yale University, "Heritage learning in a distance environment: Creating a Community of Practice"

### **BLC Fellows Presentations:**

**Yasuko Baker & Noriko Wallace**, Lecturers, EALC, "Developing an Online Placement Test (OPT) for the Japanese"

**Karen Moller**, Lecturer, Scandinavian Studies, "Teaching Cultural Literacy Through Visual Art"

**Chloe Kitzinger**, GSR, Slavic, "Intermediate Russian Through History and Literature"

**Margot Szark**, GSR, French, "Thinking-Writing"

### **2015-2016**

#### **Panel: "Forming Global Citizens: Volunteering Locally and Abroad"**

**Richard Feldman**, Cornell

**Maria Luisa Parra**, Harvard

**Amelia Barili**, UCB

#### **Panel: "Why Less-Commonly-Taught Languages Are So Important"**

**Mary Steiner**, United Nations Association of SF

**Joi Barrios**, UC Berkeley

**Kathryn Klar**, UC Berkeley

**Upkar Ubhi**, UC Berkeley

#### **Workshop: "Symbolic Competence: Exploring Ways of Putting the Concept into Practice"**

**Claire Kramsch**, UC Berkeley

**Anne Whiteside**, City College of SF

### **BLC Fellows Presentations:**

**Linda Louie**, GSR, French, "Beyond Grammar: Revisiting Translation in the Foreign Language Classroom"

**Emily Hellmich**, GSR, GSE, "Surveys in Language Teaching and Research: A Personal and Professional Journey"

**Irina Kogel**, GSR, Slavic, "Teaching Russian Cultural Competence and Listening Comprehension through video interviews"

#### **Workshop: "Performative Competence in Language Teaching: A Practical Workshop"**

**Nikolaus Euba**, Lecturer, German

**Anna Maria Bellezza**, Lecturer, Italian Studies

**Erin Kearney**, University of Buffalo, "Developing Symbolic Competence in Modern Language Classrooms: Expanding Meaning-Making Potentials"

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**Richard Kern**, French, “Technologies and Literacies in Language Education: Looking Beyond Communicative Competence”

### **BLC Fellows Presentations:**

**Keith Budner**, GSR, Comparative Literature, “Graphic novels in Foreign Language Learning”

**Lily Scott**, GSR, Slavic, “Learning through Art and Visual culture”

**Jennifer Mackenzie**, GSR, Italian Studies, “Italian by design: A bridge course”

### **2016-2017**

**Erika Piazzoli**, Trinity College, Dublin, “The Aesthetic Experience in Process Drama in Second Language Learning: Voice, Identity and Intercultural Awareness”

**Dennis Looney**, Modern Language Association, “Trends in Language Enrollment/Trendy Languages”

**Stephen Krashen**, University of Southern California, “Compelling Reading and Problem-Solving: The easy way (and the only way) to high levels of language, literacy and life competence”

**Elana Shohamy**, Tel Aviv University “Linguistic Landscape: A tool for critical interpretations of societies is moving to the classroom”

### **BLC Fellows Presentations:**

**Giuliana Perco** Lecturer, Italian Studies “Blended Learning, anyone? A path to designing a hybrid language course”

**Aubrey Gabel**, GSR, French, “FrancoForniens: Bringing Oral History into the French-Language Classroom”

**Matthew Kendall**, GSR, Slavic, “Teaching Verbs of Motion through Film in the intermediate Russian Classroom”

**David Gramling**, University of Arizona, “On Dwelling in the Linguacene: from Hypomnesic Monolingualism to Reactionary Multilingualism”

**Brigitta Busch**, University of Vienna, “Displacement and the Lived Experience of Language, Testimonies from children with migration backgrounds in an Austrian School”

**Juliane House**, Hellenic American University, “Translation as communication across Languages and Cultures”

### **BLC Fellows Presentations:**

**Ellen Langer**, Lecturer, Slavic, “Harnessing the Power of Electronic Media: Incorporating Film in the Introductory Czech Curriculum”

## The Berkeley Language Center - An Overview

**Jann Ronis**, Lecturer, EALC, “Adding a Robust Cultural Component in Elementary Tibetan”

**Kathryn Levine**, GSR, French, “Medieval French in the Modern French Classroom”

**Christina Schwartz**, GSR, Slavic, “Developing Cultural Literacy through Social Media in the Russian Language Classroom”

### **2017-2018**

**Susanne Even**, Indiana University-Bloomington, “Learning Spaces: An Introduction to performative pedagogy”

**Chantelle Warner**, University of Arizona, “Foreign Language Literacy: Affect, Aesthetics and Ethics”

**Elinor Ochs**, UC Los Angeles, “Post-Industrial Language Socialization”

#### **BLC Fellows Presentations:**

**Antje Postema**, Lecturer, Slavic, “Cultural Memory in Focus: Designing a Travel? Study Program for the Former Yugoslavia”

**Elyse Ritchey**, GSR, French, “Teaching French Listening Comprehension and Cultural Awareness through Regional Variation”

**Peng Yin**, GSR, GSE, “From Communities of Practice to the Emergence of Thirdness: Voices, Identities, and Subject Positions of Chinese International Students in the US”

#### **Panel: “Innovative Uses of Media in Language Teaching”**

**David Kyeu**, Lecturer, African American Studies, “Media in Swahili Teaching: Hegemonic Tendencies of the Internet”

**Margot Szarke**, Lecturer, French, “Critical Thinking, Comprehension, and Creativity: Multimedia in the L2 Classroom”

**Lihua Zhang**, Lecturer, EALC, “Incorporating Online Videos in the Chinese Curriculum”

**Greta Vollmer**, Sonoma State University, “Genre Awareness and Analysis: A strategic tool for language learning”

**Mark Pegrum**, University of Western Australia, “Mobile Lenses on Learning”

#### **BLC Fellows Presentations:**

**Denis Ekici**, Lecturer, Near Eastern Studies, “Developing Curricular Materials for Kurdish Language Instruction”

**Eva Szorke**, Lecturer, Slavic, “Highly Varied Proficiency Levels in the Same Classroom — Differentiated Instruction as a Means of Effective Language Teaching”

**Erica Weems**, Lecturer, French, “Developing Interpretive Insight through Reframing Texts”

## The Berkeley Language Center - An Overview

### 2018-2019

**Mark Kaiser**, UC Berkeley, "Film in the Language Classroom: A multiliteracies approach, and beyond"

**Mary Quinn**, University of New Mexico, "Teaching a Spanish Literature Course Online: A skeptic's experience"

**Amanda Godley**, University of Pittsburgh, "Critical Language Pedagogy: Teaching about dialect variation, identity and power"

#### **BLC Fellows Presentations:**

**Minsook Kim**, Lecturer, EALC, "From a Face-to-Face to Hybrid Intermediate Korean Course"

**Julia Nee**, GSR, Linguistics, "Zapotec Language Revitalization: What can be accomplished with a two-week Summer School?"

**Vesna Rodic**, Lecturer, French, "Towards the Greening of the L2 Classroom: An example from French"

**Robert Train**, Sonoma State University, "Experiencing Language, Language Education and Social Justice in Times of Violence and Resistance"

**Kate Paesani**, University of Minnesota, "The Multiliteracies Framework and Interpretive Communication: Curricular and Instructional Perspectives"

**Claire Kramsch**, UC Berkeley, "Language as Symbolic Power: What's in it for foreign language teachers"

#### **BLC Fellows Presentations:**

**Amelia Barili**, Lecturer, Spanish, "Building Bridges Across Cultures: Intercultural Service Learning"

**Junghee Park**, Lecturer, EALC, "Developing a Hybrid Intermediate Korean Language Course: Goals, Models, Results"

**Claire Tourmen**, Lecturer, French, "Representing a Foreign Culture: Culture Learning During Study Abroad"

**Kijoo Ko**, Lecturer, EALC, "Developing the Online Korean Placement (Phase II): Norming Test, Analysis, Revision and Addition of Test Items"

### 2019-2020

## The Berkeley Language Center - An Overview

**Charles Limb**, UC San Francisco, “Music: The Universal Language?”

**Rosemary Feal**, SUNY - Buffalo, “How Language Centers Thrive: Notes from the field”

**Barbara Schmenk**, University of Waterloo, “Slogonization in Language Education Discourse: Conceptual Thinking in the Age of Academic Marketization”

### **BLC Fellows Presentations:**

**Weisi Cai**, Lecturer, EALC, “Understanding China through the Media: Teaching Advanced Chinese with Multimedia Materials”

**Dmetri Hayes**, GSR, Linguistics, “Teaching Karuk and Yurok Online: A Story of Pain and Healing”

**Dominick Lawton**, GSR, Slavic, “From Poetry to Memes: Poetic Citation in Russian Language and Culture”

**Kathryn Pribble**, GSR, Slavic, “‘Zhili-Byli...’: Russian Folklore in the Intermediate Language Classroom”

**Kimberly Vinall and Emily Hellmich**, De Anza College and University of Arizona, “Machine translation is a lot like booze”: Language Instructors’ Beliefs about Machine Translation”

**Julie Kerekes**, University of Toronto, Ontario Institute for Studies in Education, “Crossing institutional borders: A collaborative study in pragmatics between university students and a settlement organization”

**Glenn Levine**, UC Irvine, “On Butterflies, Onions, and Surfers: How Language Teaching Can Save the World”

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### **BLC Fellows Presentations:**

**Jhonni Carr**, Lecturer, Spanish, “TBD”

**Jason Vivrette**, Lecturer, Near Eastern Studies, “TBD”

**Emily Linares**, GSR, French, “TBD”

## **Appendix B: 2002 Reclassification of the Associate Director**

Name : Mark Kaiser

Title/Code: Director, Language Media Center and Associate Director, Berkeley Language Center / Principal Administrative Analyst I, Grade 5 (TC 7241)

Department: Berkeley Language Center

Supervisor's Name: Claire Kramsch

Supervisor's Title: Professor of German and Foreign Language Education and Director of the Berkeley Language Center

### ACCOUNTABILITY

The Associate Director manages the Berkeley Language Center (with a total of 9.45 career FTE and approximately 5.0 student FTE), provides leadership, vision, coordination, and planning in the use of analog and digital technology for teaching and learning foreign languages, for research on language study, and for public service in foreign language instruction. The Berkeley Language Center comprises:

- 1) The Language Media Center, which includes academic/administrative services (three student computer labs, two high- tech foreign language classrooms, two facilities for listening to audio cassettes and viewing video cassettes, circulating media collections), and technical services (materials and courseware development, tape duplication, computer support, repair shop, and recording studio), serving foreign language departments, the campus community, and the public;
- 2) Teacher Training Services, which include a graduate student research fellowship program, resource library, newsletter, and lecture/workshop series.

The Associate Director is also responsible for managing and administering the new Dwinelle Computer Research Facility for Humanities faculty (.85 career FTE). This includes assessing faculty needs, participating in the setting of policy, overseeing the implementation of policy, creating a budget for the facility, and managing the budget, equipment and associated personnel.

The Associate Director works with other units on campus, including foreign language departments, UC Extension, and other technology service units such as the Berkeley Multimedia Research Center and the Office of Media Services to forge joint projects for funding and/or service to the university. For example, the Associate Director is currently serving as coordinator for the Spanish Speakers Family History Project, part of the Interactive University Project, a combined UC Berkeley, Oakland and San Francisco Unified School Districts, Department of Education and private sector collaboration to investigate the application of technology in K- 12 education.

Programmatic Responsibilities:

## The Berkeley Language Center - An Overview

The Associate Director plays a crucial role by providing leadership and direction to other instructional technology units on campus in promoting a pedagogically sound and intellectually principled integration of technology in the practice and research of language study. This requires keeping abreast of pedagogic advances in second language acquisition as well as new developments in instructional technology research; playing a leading role in coordinating existing resources to support the development of innovative language learning technology; preparing and training faculty, students and staff to use the new audio, video and multimedia language learning technologies and to explore their potential to improve language study on campus; participating in campus-wide debates on the epistemological, ethical, and social implications of the use of technology in language study.

In addition, the Associate Director works closely with the BLC graduate student fellows, together and on a one-to-one basis, to develop innovative software for teaching their respective languages and teaches a graduate seminar once a year through the School of Education (EDUC 256a) "Research on Technology, Language and Literacy".

Key responsibilities for the position include:

### Program Planning, Management, and Evaluation

Provides leadership and vision for the full range of services and activities offered by the Berkeley Language Center. Reviews, analyzes, and evaluates the effectiveness of equipment and personnel in the Language Media Center. Develops templates or models for the development of creative, innovative software for the teaching of foreign languages. Works with faculty developing multimedia materials for language courses, i.e., trains faculty on the capabilities and limitations of the technology, integrates sound pedagogical principles into the product, manages graduate student and staff contributions. Makes presentations at local and national conferences and publishes in professional journals or with reputable publishing houses.

### Links with Campus Units. Academic Departments. and Systemwide

Develops new strategies for increasing the collaboration between the Humanities. the School of Education. the Instructional Technology Program, the Office of Media Services, the Berkeley Multimedia Research Center, the GS! Teaching and Resource Center, Berkeley Extension , etc. Serves as liaison to instructional technology programs at other institutions of higher education (!ALL). Directs strategic planning efforts to coordinate outreach to other Language Centers and other second language acquisition programs in the Bay Area. In collaboration with other service units, devises strategies to support new ways of delivering language instruction based on emerging technologies. Supervises a comparative study of language learning facilities at various neighboring institutions. Serves on key campus and system-wide committees to plan and set priorities and policies relating to the use of Teaching and Learning Technologies, such as the

## The Berkeley Language Center - An Overview

Campus Computing and Communications Policy Board for Instructional Technology (CCCPB/IT), and the Steering Committee for the All-University Conference on Teaching and Learning Technologies and the Present and Future of the University, and the Classroom Technology Advisory Committee (CTAC).

### Revenue Generation

Keeps abreast of funding opportunities for instructional research, materials development, and pedagogic and curricular improvement in foreign language teaching. Identifies strategies for revenue generation opportunities to enhance both the research and the development of multimedia materials for the teaching of any of the 101 different foreign languages taught on the Berkeley campus. Generates research projects, writes grant proposals and garners faculty support and participation in various language departments. Oversees faculty and departmental outreach to prospective donors for specific constituencies. Cultivates and maintains positive relations with the business community with a view to fundraising for the purchase of hardware or software for instructional purposes.

### Administrative Oversight

The Berkeley Language Center serves the needs of 55 language teaching lecturers on campus, dozens more Graduate Student Instructors, and language teaching faculty, as well as the language instructors from UC Extension, and language teachers from neighboring institutions (e.g., Stanford, MIIS, SFSU, Mills College, UC Davis, St. Mary's College).

The Associate Director is responsible for establishing performance goals and evaluation procedures for BLC staff to provide greater levels of service and resource management within the BLC.

a) *Budget.* Oversees the development of the BLC's operating budget of \$500,000, including recharge activities, Title VI monies, and BLC fellowships. Assesses ways to maximize services to faculty, lecturers and graduate students within a relatively modest budget. Oversees the budget of the new Dwinelle Computer Research Facility (\$56,000) and of the Interactive University Pilot Project (\$22,500).

b) *Personnel.* Responsible for 15.65 total FTE (details under Resource Management below). Responsibilities include staff selection, development, and review. Given the rapid changes in technology and its application in foreign language pedagogies, the Associate Director must provide leadership and opportunities for staff retraining and development.

c) *Technology.* Manages the use of technology in the Language Media Center to archive the BLC's large collection of linguistic, language, and speech recordings. Oversees the development of computer access to the BLC collections through the Museum Informatics Project. Works with the faculty curator of the Native American Language Archive to provide access to scholars and the native American community. Oversees the creation of high quality audio, video and digital materials for instructional purposes. Establishes training for foreign



## The Berkeley Language Center - An Overview

language faculty in appropriate technologies. Manages the purchase of new equipment and supervises the maintenance, troubleshooting and repair of existing equipment.

d) *Facilities.* Manages 10,000 square feet in audiovisual equipped learning and teaching spaces, offices, studios, and \$565,000 of inventoried equipment. Instrumental in designing, developing, and managing technology-enhanced classrooms. This includes serving on the Classroom Technology Advisory Committee. Advises other campus committees concerning the inclusion of audio, video, and digital technology in designing classroom and laboratory facilities.

### KNOWLEDGE

**Programmatic.** Because the position requires someone who can develop software for foreign language instruction, help faculty develop instructional materials, who can train graduate students in the development and use of language learning technologies, the Associate Director must have both advanced specialized knowledge of foreign language pedagogy and state-of-the-art knowledge of technology. He/she must also have a sophisticated understanding of the potential benefits and risks of technology for the pursuit of knowledge in an academic setting. Because the position requires active participation on committees setting instructional technology policy on the UCB campus, the Associate Director must have an understanding of faculty and language teachers needs at a major research university, as well as the ability to maintain and strengthen relationships with a variety of academic and professional services on campus.

**Management.** The position requires knowledge of budget and personnel administration. The Associate Director must demonstrate successful program planning, evaluation, and development; budget planning and development; personnel management and supervision techniques for staff, including delegation of authority. The Associate Director must also be able to help employees manage change given the fluctuating conditions within the university and within higher education. The Associate Director must be familiar with campus policies and procedures, including the Berkeley Administrative Initiatives, i.e., the Berkeley Financial System and the Human Resources Management System.

### COMPLEXITY

The complexity of the BLC Associate Director's position stems from three major factors.

First, new advances in computer technology are putting demands on language media centers to continue providing support for traditional media, as well as provide new resources for the development of new materials. The Associate Director of the Berkeley Language Center must assist his/her staff in retraining for new technologies. He/she must continue to support faculty using traditional media and methods, while at the same time facilitating the transition to new technologies and methods. He/she must reallocate resources to meet the needs of faculty

## The Berkeley Language Center - An Overview

experimenting on the cutting edge of technology, as well as provide leadership in the application of new technologies to the development of new materials.

In addition to excellent managerial skills and technological know-how, this position requires an in-depth understanding of the epistemological, educational and cultural aspects of technology and of second language acquisition research in general. Such an understanding is usually associated with a faculty position. The Associate Director must be able to discern which aspect of the educational enterprise would be better served by technology, which would not, and to make enlightened choices based on a thorough knowledge of the latest developments of research in the cognitive, social and cultural aspects of language learning.

While the Language Media Center primarily serves the needs of foreign language teachers and students on campus, it is often solicited to serve other users who are not engaged in language teaching and learning. Moreover, other technology-related units on campus also provide technological services, albeit of a more general nature. The Associate Director must be able to manage delicate diplomatic relationships between the Berkeley Language Center and the other related units on campus. The relationship to other instructional technology units on campus is complex and requires political savvy and diplomatic tact.

### ORIGINALITY

The Associate Director is expected to find original approaches and solutions to the highly complex issues linked to the rapid advances made in the field of technology-assisted language learning. For example, over the past 18 months more than half of the career staff has been trained in new technologies, resulting in two job reclassifications. The Associate Director must also show evidence of creative thinking and innovation in bringing more funds to the Berkeley Language Center through outreach projects, private donations, and networking with other units on campus.

### RESOURCE MANAGEMENT

The Berkeley Language Center oversees functions on four floors in Dwinelle Hall: the central office, listening/viewing rooms, speech and language archives, recording studio, tape loan and duplication services, and a computer lab on B-level; Teaching Resource Library, Director's office and classrooms on C-level; two foreign language computer labs on D-level, and the Dwinelle Computer Research Facility on F-level.

The Associate Director manages the following resources:

The Berkeley Language Center (Language Media Center and Teacher Training Services), with an operating budget of \$500,000 and the Humanities Computer Research Facility with an operating budget of \$56,000.

## The Berkeley Language Center - An Overview

The Language Media Center has 8.60 career FTE (10 individuals) and 5.0 student FTE (20 individuals). BLC Teaching Services has 0.66 TAS FTE (3 individuals) and 1.50 GSR FTE (6 individuals). The Humanities Computer Research Facility has 0.85 career FTE (2 individuals).