Language Focus

- Providing services for enhancing language teaching and learning
- Facilitating professional development of language educators
- Supporting intellectual endeavors in language teaching and learning
- Promoting language awareness and language education on campus.

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A Message from the Director

In recognizing the fast developments and evolving needs as well as challenges of language teaching in the globalized 21st century, we have reconsidered the role of the Language Learning Center at UC Davis as a research university. In supporting the education of future world leaders with a global perspective and competence, we believe that language research, teaching, and learning are crucial to UC Davis’ internationalization efforts. In addition, the Center shall better unite language educators and learners across diverse languages on campus with shared interests or professional endeavors.

With wide consultation on campus and with leading scholars in the field, the Advisory Committee has approved an expanded mission statement of the Center, and accordingly, the change of its name to the UC Davis Language Center (with Davis Language Center (DLC) as its working name). Both decisions also received Dean Owens’ support.

Beyond offering technology-based learning services, the updated mission of the Davis Language Center includes the following four aspects:

(1) Providing both technology-based and general services for enhancing language teaching and learning

(2) Facilitating professional development of language educators

(3) Supporting intellectual endeavors in language teaching and learning

(4) Promoting language awareness and language education on campus

For the near future, we have the following specific considerations:

First, the DLC provides both technology-based and general services to support cutting-edge language teaching and successful learning, and administers language placement exams. It maintains specialized, media-equipped classrooms and computer laboratories available for instructors and students. It also offers students modern tools to enhance language learning and a library of learning materials for checkout. One such project is the Language Exchange Program (LEP) that we have developed in recent months and just launched online last quarter. As a web application, the LEP connects UCD learners of different language backgrounds for language and cultural exchanges. It has experienced more than 100 registrations in the few days since its release.

(Continued on following page)
Second, the DLC serves as a center of professionalization for pre-service and in-service language educators. The Center holds workshops to aid instructors in developing their skills in areas such as pedagogy, technology, assessment, and course material design. These workshops are presented by knowledgeable staff of the DLC, outside speakers, and UCD instructors, allowing language educators to share diverse skills with their colleagues and stay on top of current trends in the field. The DLC also works directly with language instructors to help develop resources, course content, templates, and tools for classroom and online learning. The DLC publishes the quarterly newsletter Language Focus and maintains active mailing lists to keep the community informed of current DLC news and resources, relevant events on campus, and updates from affiliated departments and programs, professors, lecturers, graduate students, and student groups.

In hand with professionalization efforts, the DLC is both a forum for disseminating language research on campus and a space in which to conduct research with modern facilities. Mini-symposia, conferences, and other intellectual talks are hosted or sponsored by the DLC, uniting language researchers across a number of programs and departments on campus and encouraging interdepartmental collaboration and innovation. Leading scholars in the field are routinely invited to speak at events held by the DLC, connecting UC Davis scholars with the greater language research community nationally and internationally.

Finally, through a variety of efforts, the DLC strives to promote language awareness and language education at UC Davis through campus-wide outreach, including public lectures and events. The goal is to foster a vibrant language community on campus and to bolster the relevancy of and support for language education.

As the Interim Director of the Center, I am thankful for the opportunity to serve with the DLC staff and Advisory Committee at this transitional period. Moreover, I am excited for the changes to come. I encourage you to explore the new opportunities that the UC Davis Language Center offers. The following pages of the newsletter report certain developments of the Center in the past months. Please take a moment to visit the updated DLC website (ucdlc.ucdavis.edu) and you will see many more resources, information, and tools. It is our hope to help strengthen the already vibrant UC Davis language community by being a meeting place and support system for language learners, educators, and researchers alike.

Chengzhi Chu
Interim Director
DLC Website Launches

LANGUAGE EXCHANGE PROGRAM (LEP)

New to the DLC website is a program that helps pair language partners across the UC Davis campus for language exchanges. Users can create a profile where they share what languages(s) they speak and what language(s) they are learning. The search tool allows the user to easily find language partners that complement his or her language goals, and an available language guide offers advice on how to have a successful language exchange experience.

The site is simple to use—just sign in with your UCD CAS/Kerberos credentials, fill out a bit of information about yourself, and then start searching! If you are a native speaker of English who is learning Spanish, you are sure to find a native Spanish speaker working on his or her English. Simply contact your partner through the website and set up a meeting to practice together. The same goes for the other languages taught at UC Davis.

We hope that this system will provide a central location for language exchange postings that is reliable, secure, and convenient, and that the availability of such a tool will encourage more language learners to connect on campus, elevating UC Davis’ commitment to language education and helping to build upon our already vibrant language learning community.

Visit the site at lep.ucdavis.edu to create a profile!
New Tools

Anki Vocabulary Project

Anki vocabulary software is a free and powerful flashcard tool based on the principle of spaced repetition practice, aiding learners to recall vocabulary with greater ease. The LLC is currently developing sets of customized vocabulary flashcards across a number of languages, with cards currently available for Chinese, French, Japanese, Russian, and Spanish. These multimedia cards are available for download by instructors and students, with plans to include flashcards for additional languages and courses in the future. The Anki flashcard sets correspond with textbooks in use at UC Davis, and materials available for download are updated periodically.

Download ANKI and LLC flashcards: http://ucdlc.ucdavis.edu/course-materials

UC Davis Language Center <BLOG>

The revamped DLC website has introduced a new blog feature. This community blog will feature language learning, teaching and researching, and will feature guest bloggers from the UCD community. This forum is meant to showcase and share language activities on campus, with the hope of encouraging dialogue among language colleagues.

If you are interested in guest blogging for the DLC, please contact the DLC at ucdlc@ucdavis.edu. In your email, please list “Blog” in the subject line, and provide a brief summary (max 250 words) of the topic you would like to cover the body, as well as your program/department and title. Submissions may be on a range of topics, and include a variety of media. All members of the student body (graduate and undergraduate), staff, and faculty are encouraged to submit.
New Resources

Textbooks for Check Out: DLC Library

New to the DLC is a library of reserve language textbooks and materials for check out. The textbooks and workbooks for a number of first year and second year language courses are available, with plans to expand the library over time to include titles for all language courses offered at Davis. All language students at UC Davis are encouraged to use the resource, and instructors are encouraged to announce the resource to their classes if their textbook is available for check out.

The library of reference textbooks and materials is found in Olson 53, where students can check out materials for two hours at a time from the front desk. Languages currently supported include Arabic, Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. Please visit the following link to see all available titles by language: http://ucdlc.ucdavis.edu/resources-students#REF.

LIBRARY OF FOREIGN LANGUAGE FILM CLIPS

The Library of Foreign Language Film Clips (LFLFC) is a resource available to all UC language instructors, developed by Dr. Mark Kaiser and the Berkeley Language Center (BLC). It is an online, searchable and annotated database of films that allows instructors to search for film clips by target language, language forms and vocabulary, cultural notions, and discourse functions. It features subtitles options and slow playback, offering comprehension aids to the learner.

Available is a DLC handout that addresses how to create a LFLFC account and how to search for and order film clips: http://ucdlc.ucdavis.edu/users-guide-faculty-and-instructors

For more information about how to use the BLC site or to see example lesson plans using the LFLFC, consider viewing Mark Kaiser’s presentation at http://ucdlc.ucdavis.edu/developing-student-competencies-through-film-clips

Please note: per copyright agreement, URLs (links) to the film clips themselves cannot be passed to students through e-mail, announcements, etc. If students are viewing the videos outside of the classroom, the clips should be embedded into Smartsite using Site Editor > Edit Tools > Web Content.
The UCD film collection on the LFLFC is currently being updated and expanded. Currently, only films owned by UCD are available to UCD users on the LFLFC. If you find that a film is available at the UCD Library or in your department library but is not available on the LFLFC, please pass along this information to your language coordinator so that the DLC can have these films added. If you have suggestions for new titles, first approach the UCD Library about purchasing said materials; if this is not possible, the DLC has a determined budget to purchase a select number of films to add to the UCD collection.

Future DLC events surrounding the LFLFC include a panel of UCD instructors who will lead a demonstration of how they have successfully used the LFLFC in their language teaching. Further details to be announced.

Videos and Presentations on the DLC Website

Tutorial videos and videos of past presentations and symposia are available on the DLC website, with media resources being updated periodically.

These resources include video tutorials and handouts for the vocabulary resource Anki, a user’s guide for the BLC’s LFLFC and audio and tools for textbooks and workbooks used at UCD. Find these materials at: http://ucdlc.ucdavis.edu/resources-instructors

Videos of past DLC events are available for viewing, such as talks given by affiliates of the Berkeley Language Center in Fall Quarter, Drs. Rick Kern, Claire Kramsch, and Mark Kaiser, as well as UCD Professor John Hawkins, who presented in Winter Quarter this year. Find these videos here: http://ucdlc.ucdavis.edu/events
Placement Test Updates

Current Status and Statistics

Language Placement Exams for UCD students are administered through the DLC, which includes exams offered for French, German, Spanish, Russian, Italian, Japanese, and Chinese among others. Students are encouraged to call the DLC at 752-1508 to schedule an appointment for the exam, as walk-ins cannot always be accommodated. Depending on the language, current exam offerings may be web-based, written, or oral.

<table>
<thead>
<tr>
<th>Placement Exams</th>
<th>June 2013-March 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>236</td>
</tr>
<tr>
<td>French</td>
<td>171</td>
</tr>
<tr>
<td>German</td>
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<tr>
<td>Japanese</td>
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<td>Spanish</td>
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<td>Vietnamese</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>1249</td>
</tr>
</tbody>
</table>

Ongoing Project of the

Language Placement Testing Template

UC Davis and UC Berkeley are currently in collaboration in an effort to develop a new placement test template for use at both institutions. This new system will include adaptive, web-based platforms for all supported languages. One of the goals for this project is to create a collaborative online environment where data can be shared across campuses. Achieving this goal would provide data access to researchers of language learning, while an adaptive exam would save both student and grader time and could potentially provide more accurate and reliable results.
Request DLC Services

Lab Reservations

• Computer lab reservations are available to language instructors at UC Davis, with no restrictions as to how many reservations can be made each quarter, schedule permitting. The labs maintained by the DLC provide a number of tools and resources not available in the traditional language classroom.

• The computer labs available include Olson 18A (25 Mac computers), and Olson 57 (27 PCs). Olson 53A is a media viewing and lecture space with both a Mac and PC laptop as well as a digital projection system, a region-free Blu-ray DVD player, and a multi-standard VCR player. This Room can accommodate up to 45 persons. All these rooms are outfitted with complete media capabilities. Olson 57 includes the X-Class digital listening lab. X-Class allows instructors to pair or group students to go oral conversations in addition to text chat. The audio files can be saved on the local computers and transferred for assessment and research purposes.

• To make a reservation, instructors should go to the following link and fill out the reservation form: http://llc.ucdavis.edu/computer-classroom-reservations. The labs can be reserved for foreign language instruction, cultural activities, testing, research studies, student performances, videotaping, etc.

• Please call 752-0487 with questions concerning the facilities or calendar schedule.

Tech Support

• The DLC offers tech support for the computer lab facilities, as well as technology training for course projects. The Center also supports course material development by providing faculty and instructors with multimedia application in Olson 63.
Upcoming Local Events

Simple Video Editing
DLC Workshop with Fuqiang Zhuo
May 14, 11-12pm
18A Olson Hall

Learning Management System Showcase
May 23
Memorial Union
9am-3pm
Meet with vendors, ask questions, and provide feedback as UC Davis considers adopting a new LMS. Meet and Greet begins at noon.

3rd Annual UC Comparative Iberian Studies Symposium
May 16
53A Olson Hall
9am-6:10pm
Language Community

New Faces

Dr. Nobuko Koyama is a Japanese linguist and a pedagogy specialist with extensive teaching experience in JSL & JFL. Prior to her appointment at UCD, she designed and established a Japanese language major at Temple University Japan Campus (TUJ) in 2010. At TUJ, she was also actively involved in teacher training through the International Baccalaureate workshops where she introduced and discussed a linguistic approach to L1 and L2 literature. Education: Ph. D in Linguistics, University of Hawaii at Manoa.

Jiao Li is a Chinese lecturer in the department of East Asian Languages and Cultures. Prior to coming to UC Davis, she taught Chinese courses for Princeton at Beijing, the International School of Beijing, and Beijing Normal University. She received her M.A. in Teaching Chinese as a Foreign Language from Beijing Normal University. The title of Master’s thesis is A Language Variation Study on Native English Speakers’ Acquisition of Mandarin Second Tone.

Dr. John Slater joins UC Davis after 8 years at the University of Colorado. His teaching generally focuses on the dramatic genres of early modern Spanish literature, from plays to sermons. His research examines representations of human beings’ experience of the natural world in seventeenth-century Hispanic letters. He encourages anyone who wants to talk about early modern natural history or medicine to stop by his office in Sproul 607!

Rachel Taylor replaces Mary Carrillo as the Financial Assistant for Languages and Literatures. She has her Doctorate in Musical Arts (Flute Performance) from the University of Minnesota, and a Master of Music from San Francisco State University. Her first day was Monday, February 3.

Jie Yuan is a Chinese lecturer in the department of East Asian Languages and Cultures. She teaches both elementary and advanced levels of the language. Prior to coming to UC Davis, she taught Chinese courses for Middlebury College, University of Virginia, and NYU Shanghai. She received her M.A. in Teaching Chinese as a Second Language from East China Normal University. She enjoys using multimedia resources in the classroom.
New Courses

- **Catalan Class Offered.** In Fall 2013 the Spanish and Portuguese Department offered for the first time a course titled Catalan Language and Culture, taught by Professor Marta Alisent.

- **Hybrid: Intermediate Spanish.** Through the efforts of Profs. Robert Blake and Travis Bradley, along with Graduate Student Gabriel Guillén, two new hybrid courses, Intermediate Spanish 21 and 22, are now being offered by the Spanish and Portuguese Department. These courses combine interactive online technologies and conventional face-to-face class meetings.

Professional Service

- Congratulations to Professor Margaret Ferguson of the Department of English on her election as 2014 President of the Modern Language Association (MLA).

- Congratulations to Professor Robert Blake of the Department of Spanish and Portuguese on his election as 2014 President of the Computer Assisted Language Instruction Consortium (CALICO).

Publications

- Professor Julia Menard-Warwick, of Linguistics, published a monograph in December 2013 about English teaching in California and Chile, entitled *English Language Teachers on the Discursive Faultlines: Identities, Ideologies, and Pedagogies* (multilingual Matters).

- A new volume edited by Professor Vaidehi Ramanathan, of Linguistics, was published by Multilingual Matters in September 2013, entitled *Language Policies and (Dis)Citizenship: Rights, Access, Pedagogies*.

- In October 2013, Professor Dana Ferris and Graduate Student Grant Eckstein, of Linguistics, announced their collaboration on a new, peer-reviewed academic journal, the Journal of Response to Writing. The first issue will be published online, open-access, in January 2015 at [journalrw.org](http://journalrw.org), and addresses writing theory and research across Second and Foreign Language Instruction, Applied Linguistics, and Composition Studies.
In February 2014, Professor Travis Bradley, of Spanish and Portuguese, published an article in Language and Linguistics Compass entitled “Optimality Theory and Spanish Phonology”, which gives an accessible overview of the past 20 years’ worth of research in Spanish phonology from the perspective of Optimality Theory.

Graduate Student Focus

Graduate Student Gabriel Guillén and Professor Robert Blake, of Spanish and Portuguese, presented at the International Conference on e-Learning and Innovative Pedagogy in Madrid, Spain on November 15th, 2013. The title of their presentation was “The Role of Tandem Learning in Online Language Courses”, addressing how the University of California system conceptualizes online learning, particularly the use of tandems as an essential curricular component.

Graduate Student Miguel Zepeda Torres, of Spanish and Portuguese, presented at the International Conference on e-Learning and Innovative Pedagogy in Madrid, Spain on November 15th, 2013. The title of his presentation was “Oral Skills on Focus through Synchronous and Asynchronous Video Activities”, which focused on the implementation synchronous (Hangouts+) and asynchronous CMC tools (Eyejot) in at-home oral assignments.

A graduate student research group, Research Cluster in Applied Linguistics was formed by graduate students across Languages and Literatures, the School of Education, and Linguistics in Spring Quarter 2013. This interdisciplinary cluster, co-chaired by Annalisa Corioso and David Beard of Spanish and Portuguese, supports research, exploration, and collaboration in the field of Applied Linguistics. Website: http://spanish.ucdavis.edu/en/research-clusters/research-cluster-applied-linguistics.

Call for Submissions

Faculty, staff, and graduate students are encouraged to submit academic news (publications, conference presentations, awards, and professional service, etc.) for inclusion in future DLC newsletters. Please direct all submissions to the DLC at ucdlc@ucdavis.edu.
Language Club Profile: Portuguese

The Portuguese Club is an active group on campus that unites both domestic students learning Portuguese and international students, primarily from Brazil. The mission statement on their Facebook page states that it is an organization that promotes the diverse cultures of all Lusophone countries, with all members of the community invited to participate. Involvement in the club extends beyond UC Davis, to include Brazilians and Portuguese-learners in the greater Sacramento area.

The core event of the group, according to President Evan Rush, is the bate papo, or conversation hour, that happens every week. It serves as a language exchange for English- and Spanish-speakers learning Portuguese and Portuguese-speakers learning English. In the past, the Portuguese Club held a “Churrascado” with the Spanish Club (an amalgam of the words for BBQ in Portuguese, *churrasco*, and in Spanish, *asado*). Other past events include movie nights. Event Coordinator, Jafia Câmara, and Vice-President, Branko Popovic, share that future events include dance nights and weekend BBQs, where club members will enjoy Brazilian food together. The graduate advisor for the Portuguese Club is Theresa Bachmann, instructor of Intermediate Portuguese.

Event Report

1) “The Language Center of Research Universities in the 21st Century”, Drs. Kramsch and Kem (UC Berkeley)
2) “Developing Student Competencies through Film”, Dr. Kaiser (UC Berkeley)
3) “Critical Features and the CASP Model of Second Language Acquisition”, Dr. John Hawkins (UC Davis)
Language Centers of the Future

On October 14th, 2013 two distinguished guests from UC Berkeley discussed Research University Language Centers of the Future.

A mini-symposium was held at the DLC that examined the role of language learning centers of the future. Dr. Kramsch first presented a theoretical approach to the issue, focusing on forces of globalization and internationalization and highlighting the evolving mission statements of language centers across the U.S. Dr. Kern then illustrated how the Berkeley Language Center is making its own effort to adapt their mission to language needs in a globalized era.

Kramsch’s talk was titled “The Educational Promise of the Language Center in the Age of Globalization”. She asked the audience to reexamine what language, language teaching and language learning means in a globalized, post-national era, and stated that globalization offers both an opportunity and a challenge to universities and language centers. In response to globalization, she stated that language learning centers must adapt to take on new roles, looking beyond solely providing technological services. She highlighted that “cultural hybridity, linguistic multiplicity” and the “explosion of speech genres” heightens the need for flexibility, the tolerance for ambiguity, the expectation of diversity and difference, and the reevaluation of language ideologies.

Kramsch positions the language learning centers of research universities as a forum to discuss issues surrounding the role of language in a global economy. Kern then continued with the dialogue, with his presentation on the Berkeley Language Center, titled “Explicit And Tacit Missions of the BLC”.

One aspect of the BLC mission Kern highlighted was the Center’s support for language teacher professionalization, particularly graduate students and lecturers. Another aspects discussed were the Center’s role in supporting language research and its dissemination, and the development of new language materials by Berkeley faculty. Ultimately, Kern described the greater mission of the BLC is to boost the visibility of language learning on campus, foster collaboration between language colleagues, and create a community of language learners and educators. He highlighted initiatives of the Center, such as the Library of Foreign Language Film Clips and the BLC blog that allows undergraduates, graduates, and faculty to share updates with one another. Kern left the audience with 4 key objectives of the BLC, relating back to the themes presented by Kramsch: (1) outreach/inreach, (2) internationalization, (3) research, and (4) resources.

The partnership between the BLC and the DLC is built upon a shared commitment to the objectives outlined by Kern and Kramsch. As Kramsch stated, globalization presents added challenges to language teaching, but with the support of language learning centers, language educators and researchers face these challenge as part of a community and harness the opportunities together.

Watch videos of these presentations at: http://ucdlc.ucdavis.edu/events
The Why and How of Films Clips in Language Instruction

On November 5th, 2013, Dr. Mark Kaiser of the BLC gave a presentation on various uses of films in language instruction, promoting use of the BLC’s Library of Foreign Language Film Clips.

Dr. Kaiser’s presentation, “Developing Student Competencies through Film Clips”, began with a discussion of the benefits of using film in the classroom. Kaiser cited the pervasiveness of video, the access to authentic materials, the modeling of native conversations, the presentation of cultural artifacts, attitudes, and values, and the opportunity to develop students’ analytical skills as the rationale for including films in curricula. Kaiser then proceeded to present the BLC’s Library of Foreign Language Film Clips (LFLFC).

Traditional obstacles to using film in language instruction include only being able to show feature films in class, dedicating multiple class sessions to show a film, and issues with comprehension and quality control (e.g. YouTube). He demonstrated how the LFLFC allows instructors to work around these obstacles, as whole films or clips can be assigned outside of class using embedded URLs in Smartsite, complying with copyright limitations. The high quality of the films and film clips (audio, video) is consistent, with a number of comprehension aids—subtitles in English and/or the target language (depending on film), annotations, and an option to slow down the video.

Kaiser argued that clips are an ideal type of media to use with learners, as they allow for a close reading of a scene with the amount of language (4 minutes or under) manageable for students. He then proceeded to show clips in Russian, French, English, Japanese, and Chinese, describing how they could be incorporated into a lesson plan. He illustrated how film clips have the potential to simultaneously develop students’ linguistic, cultural, and symbolic competence, helping them to, as Kramsch describes (2006, 2009), “play with the code” of the target language.

More information about how to use the LFLFC and the LLC’s efforts to expand the film collection for use by UCD instructors can be found on pages 6-7.

Watch a video of this presentation at:

http://ucdlc.ucdavis.edu/events
**Critical Features and the CASP Model of Second Language Acquisition**

On February 20th, 2014, Dr. John Hawkins of the Department of Linguistics at UC Davis gave a talk at the LLC on his work with the Cambridge Learner Corpus of English (CLC).

Dr. Hawkins talk centered on proficiency assessment and the "critical features" of different levels of proficiency (see Hawkins & Filipovic 2012), as informed by data stemming from the Cambridge Learner Corpus of English (CLC).

Dr. Hawkins has played an integral role in the development of the CLC at Cambridge. The CLC is comprised of 40 million words of L2 written scripts in English across various proficiency levels and first language backgrounds. CASP, or Complex Adaptive System Principles (Filipovic & Hawkins 2013), is an empirically informed model of SLA developed utilizing data from the CLC. This model defines various learning principles, interactions of these principles, and predictions that can be formulated and evaluated using CLC data. This work, being both theoretical and empirical, informs language teaching, learning, and assessment.

During his presentation, Dr. Hawkins summarized his involvement with the CLC project, and illustrated the design, capabilities, and applications of the CLC with various lexical and syntactic examples.

**Watch a video of this presentation at:**

http://ucdlc.ucdavis.edu/events

For more information on the Cambridge Learner Corpus, visit the following site:

http://www.cambridge.org/gb/elt/catalogue/subject/item2701617/Cambridge-English-Corpus/?site_locale=en_GB

John Hawkins is a Professor of Linguistics and member of the Psychology Graduate Group and the Center for Mind and Brain. He is Emeritus Professor of English and Applied Linguistics at the University of Cambridge.

His current research focuses on language universals from a processing perspective, on SLA using electronic learner corpora, and on English and the Germanic language family.
Regional Events:

- Workshop on Curriculum Development, May 14 12:00-1:30. Learn the basics of how to design, implement, and evaluate curricula. UC Davis Health System – Sacramento Campus Education Building, Lecture Room 2207. Contact: tasha.peart@ucdmc.ucdavis.edu

Upcoming National and International Conferences:

Meet the DLC Staff

Administrative Staff

From left to right: Fuqiang Zhuo (Associate Director), Michael Mills (Office Coordinator), Chengzhi Chu (Interim Director), Annalisa Corioso (Graduate Assistant) and Nicholas Weigand (Application Programmer)

Undergraduate Student Assistants

From left to right: Neema Shah (Biological Sciences), Madeleine Hernandez (International Relations), Viktoria Smolikova (International Relations, Russian), Sally Lei (Managerial Economics), Cindy Santisteban (Spanish, Portuguese, Linguistics).

Not pictured: Tiffany Huynh (Human Development/Communications), Cindy Ton (Managerial Economics), Nhi Tran (Human Development/International Relations), and Jici Yang (Psychology/Computer Science)