

**Sample Successful Grant Application**

**Language Resource Center for the  
Center for Languages of the Central Asian  
Region (CeLCAR)  
Under Title VI of the Higher Education Act (1965)**

**INDIANA UNIVERSITY**

**PROPOSAL FOR 2010-2014**

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## **Introduction**

Since the events of September 11, 2001, the languages of the Central Asian region have become central for US strategic interests. Driven by the need to confront al-Qaeda, the Taliban and other violent, extremist movements in the region, the United States has undertaken massive military and civilian buildups to strengthen allied governments and project power in the region. Besides the US armed forces personnel in the region, the US government has dispatched a large number of aid workers and development experts there. Where security conditions permit, these have been joined by equally large numbers of NGO personnel as well as private businessmen. Centered on Afghanistan and the adjacent regions of Pakistan, US interests have also been urgently drawn to the issues of energy resources and narcotics trafficking, and Islamic and nationalist movement in the neighboring Central Asian regions of China and the old Soviet empire. Given the ever-changing political alliances in the region and its complex net of ethnicities and cultures that only rarely follow neat international boundaries, the languages of the whole Central Asian region, including Pashto, Dari, Tajiki, Uzbek, Uyghur, Turkmen, Azerbaijani, Kazakh, Kyrgyz, and Mongolian will retain exceptional strategic importance for the foreseeable future. An awareness of contemporary events must be matched with long-term language readiness, as the recent turmoil in Kyrgyzstan illustrates.

In 2002, Indiana University (IU) established CeLCAR in 2002 with financial support from the Department of Education's Title VI program. The goal was and has remained to enhance the nation's capacity for teaching and learning the languages of Central Asia (hereafter CA). CA languages have traditionally been underrepresented in the language offerings of US universities, with the notable exception of IU. If offered, courses have had to rely on out-of-date pedagogical

materials that use the grammar-based approach to language learning common when Americans had little or no contact with the living language and the speakers of these languages. Meanwhile, the urgent needs of US engagement in the region have generated a tremendous demand for new methods of instruction outside the university contexts, while new generation of students of CA languages have developed new learning styles based on computers and information technology. Initiatives from Washington have stressed both widening the pipeline to begin instruction in K-12 contexts as well as pushing students further to develop Superior-level language competence. Thus, while classroom-based materials will retain a central role, CeLCAR continues to expand the outreach of its language materials to embrace the full range of language learners and needs.

By the end of CeLCAR's first eight years of operation, we will have completed five completely new introductory-level textbooks with exercises, and accompanying CD-Roms, two in Iranian languages (Tajiki and Pashto) and three in Turkic (Uzbek, Uyghur, and Turkmen), and all based on communicative methodology. We have also developed intermediate and advanced modules in Uzbek, Pashto, Uyghur, Tajiki, Turkmen, Mongolian, and Kyrgyz, have developed an extensive archive of authentic audio-visual materials shot on location in CA, and have created empirically based proficiency standards. In this proposal, several new initiatives will build upon this work and extend the coverage, reach, and quality of materials provided through CeLCAR to meet current strategic language demands. These initiatives include developing the following: a) a three year series of Dari textbooks to include audio-visual material and a communicative approach; b) completing the development of intermediate and advanced-level textbooks in Pashto, Uyghur, Uzbek, based on our existing proficiency standards with audio-video materials. For Tajiki and Kazakh we still need to develop our proficiency standards and so expect to produce only one further level of a textbook (Intermediate for Tajiki, Introductory for Kazakh);

c) high-quality on-line, asynchronous, and hybrid distance introductory classes in Pashto and Dari, while making these languages available to a wide variety of learners, together with workshops training teachers to use them in non-university settings, including community colleges; d) the development of a set of proficiency standards for additional CA languages which do not have them, involving collaboration of eight National Resource Centers; e) ancillary materials to assist language learners both in making best use of classroom time and in handling dialectal issues in the field; f) new computer-based platforms and seminars for short-term language learning; and g) a comprehensive program of research on the effectiveness of language bridging techniques between closely related languages (Farsi to Dari, Tajiki; Turkish to Uzbek, etc.), with the results being built into materials development and classroom design.

IU is the ideal location for CeLCAR because it has been a pioneer in the field of CA Studies since 1956. In 1962, IU became the home of the Uralic and Altaic Language and Area Center, renamed in 1981 as the Inner Asian and Uralic National Resource Center (IAUNRC). IU's strengths in language study was further enhanced by the establishment of CeLCAR in 2002, the only national language resource center in the United States devoted to improving the nation's capacity to teach and learn CA languages. The creation of the Center for Turkic and Iranian Lexicography and Dialectology (CTILD) in 2008 further bolstered IU's lineup in CA languages.

CeLCAR's main partner at IU is the Department of Central Eurasian Studies (hereafter, CEUS), but it coordinates activities closely with the CTILD, IAUNRC, and other IU-based NRCs. CeLCAR, together with CEUS, CTILD, and IAUNRC, form the largest concentration of area studies expertise and language instruction in CA studies in the nation. These four units have distinguished faculty specialists who conduct research and teach about the people, languages, and cultures in an area stretching from Turkey to Afghanistan and on to Xinjiang in China and

Mongolia. Academic course offerings are devoted to the study of these regions' cultures, folklore, history, language, literatures, and socio-political systems. IU is the nation's premier institution conferring Master's and PhD degrees in Central Eurasian Studies.

This proposal will concentrate on the Central Asian region (referred to herein as CA) comprising of, for our purposes, Afghanistan, Pakistan's Northwest Frontier, the six independent republics of Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan, Turkmenistan, and Azerbaijan, the Uyghur Autonomous Region of Xinjiang (in the People's Republic of China), and Mongolia. Today, Afghanistan, and CA more broadly, remains at the center stage of US national security and a theater of military actions. President Obama's "Cairo Initiative" has highlighted the nation's need to engage this region successfully. To fulfill the promise of this initiative, we need to develop a deeper understanding of CA's cultures, societies, histories, and especially of its languages. CeLCAR's mission as a national language resource center establishing and strengthening US capacity to teach and learn the languages of CA is more vital than ever.

## **1. Plan of Operation**

### **1.A. Center Design.**

Since 2002, CeLCAR has made tremendous progress in moving CA language pedagogy from the traditional grammar-based or audio-lingual approaches toward the more interactive communicative method, emphasizing productive skills, particularly speaking, as much as receptive ones (reading and listening). This approach has been built into all of the textbooks and modules designed and written by CeLCAR developers, thus establishing a new baseline for introductory instruction in Tajiki, Uzbek, Pashto, Uyghur, and Turkmen languages. In cases

where satisfactory introductory textbooks do not yet exist, as with Dari or Kazakh, CeLCAR will develop them in the coming four years.

Over the past eight years, CeLCAR has developed an effective multi-stage textbook development procedure. First, we develop modules using authentic materials that can be used with differentiated instruction to enrich language learning at the introductory, intermediate, and advanced levels. Creation of these modules gives developers experience, allows preliminary assessment of proficiency levels, and pioneers incorporation of technology and authentic language materials in learning. These materials are immediately made available on CeLCAR's website for use, review, and evaluation.

The next stage is the development of introductory textbooks, and in some cases grammar handbooks. These materials are drafted by our developers and then tested in IU's Summer Workshop in Slavic, East European and Central Asian Languages (SWSEEL) and CEUS classes. At this stage, materials are available in print or CD form from CeLCAR at cost.

After final development and revisions, CeLCAR has contracted with Georgetown University Press to copyedit, print, publicize, and produce CeLCAR textbooks to the widest possible audience. This process has been completed with Tajiki (429 copies sold since June 2009), Uzbek is in the final stages before printing, Pashto is in the midst of the copyedit process, Uyghur has just been submitted for its initial approval, and Turkmen will be ready for forwarding to GUP by the conclusion of the grant period.

In the next grant period we plan to follow through on this procedure in the Intermediate and Advanced levels of these languages, and use the existence of a Tajiki template to produce three levels of Dari in four years. CeLCAR recognizes the need to expedite the process for Pashto and

Dari development, making sure the materials are available to NGOs and US military personnel in particular in the timeliest possible fashion, even if in somewhat rough form.

## **1.B Management Plan**

**1.B.1. Organizational Structure.** CeLCAR is an independent unit within the College of Arts and Sciences at Indiana University. CeLCAR will be directed for the period of the grant by a faculty member in the Central Eurasian Studies Department.

Key staff personnel include the Assistant Director, the Language Pedagogist, and the Information and Communication Specialist (ICT). Off-site, CeLCAR currently employs a Turkmen developer (whose employment will conclude in this funding cycle), and has also identified Tajiki and Kazakh developers who will produce materials in their languages. Without exception, project personnel are experienced in their field of expertise and have a proven record in producing proficiency-based language materials.

Additionally, faculty from IU's Second Language Studies Department (SLS) will give professional linguistic supervision, including the position of Chief Applied Linguist (a world-ranking specialist in textbook development) and directors of the Proficiency Testing Project (hereafter, PTP) and the Bridging Project.

These will all be discussed in more detail in Part 2: Quality of Key Personnel.

**1.B.2 Language Project Teams.** Each materials development project is tasked to a language project team, headed by that language's senior developer (if more than one developer) and supported by the center's ICT Specialist and Language Pedagogist. The Director, working with the Language Pedagogist, is ultimately responsible for all language development teams and directly supervises material developers and IT specialists. Priority languages during the grant

cycle will be: Pashto, Dari, Uzbek, and Uyghur. Kazakh, Tajiki, and other CA language materials will also be developed but the scope of work will be narrower.

Due to CeLCAR's location at IU, it can take advantage of CEUS's permanent and visiting language instructors and graduate students to adapt to emerging US strategic priorities. This flexibility is further enhanced by CeLCAR's strong working relationships with internationally known linguists and language pedagogy specialists in CA giving us the "language readiness" to address changing language needs. Finally, US and international instructors in nine CA languages (Pashto, Dari, Uzbek, Uyghur, Turkmen, Kazakh, Kyrgyz, Tajiki, and Mongolian) are brought to IU each summer for the intensive summer program (SWSEEL) where they will work with our PTP team to deepen and broaden our empirically based proficiency standards.

**1.B.3. Language Pedagogist.** CeLCAR's Language Pedagogist plays a crucial role in operations, serving as the Director's primary assistant in professional operations, just as the Assistant Director is in administrative and budgetary matters. The LP ensures that all CeLCAR products are pedagogically sophisticated, accessible to US learners, and yoked to appropriately designed technological platforms.

**1.B.4 ICT Specialist.** CeLCAR's Information and Communications Specialist assists the Director, the Language Pedagogist, and materials developers by programming and supporting graphic design, web design, software development, creating, editing, and formatting audio-visual material and incorporating them into CeLCAR products. The ICT specialist also manages the various databases including the all-important archive of authentic material, collected over four years in many CA countries.

**1.B.5 Local Advisory Board** (short CVs are attached in Appendix A). The center's administrators and project staff are advised by a Local Advisory Board who will review the

status of center projects on a regular basis throughout the academic year. The board consists of Indiana University faculty and administrators involved in language education that are drawn from the center's collaborating partners: SLS, CEUS, IAUNRC, SWSEEL, CTILD, and the Center for American and Global Security.

**1.B.6 National Advisory Board** (short CVs are attached in Appendix A). CeLCAR also has a National Advisory Board consisting of well-known area specialists and linguists with expertise in issues at the national level that affect the teaching and learning of less commonly taught languages, especially CA languages. This board will meet once a year during the next four years, at least in person at major professional conferences (Central Eurasian Studies Society or National Conference on Less Commonly Taught Languages (NCOCTL)), and no more than twice via videoconference (see section 2.D.2 for more details).

### **1.C. Objectives.**

Since its founding in 2002, CeLCAR's mission has been to improve the teaching and learning of the languages and cultures of CA. As the nation's only LRC devoted solely to the languages of this important area, CeLCAR meets the nation's critical need for accessible and reliable language tools usable in CA. CeLCAR focuses on materials development in both paper and web formats, using the most effective communicative proficiency-oriented methodologies. All of CeLCAR's products are available at cost to US higher education institutions as well as US government agencies, NGOs, etc. CeLCAR carries out research on new methodologies of teaching these languages and will offer training and certification to instructors of languages where the demand is particularly intense. CeLCAR will continue offering highly regarded seminars giving language and cultural preparation for military teams deploying to Afghanistan.

Cooperation with other NRC's and LRC's has been part of CeLCAR's operations from the beginning. A National Consortium of eight NRC and LRCs (see complete list in Appendix B) supports our PTP devoted to developing proficiency tests and guidelines for CA languages. IU's IAUNRC will support CeLCAR in offering training and certification workshops for Dari and Pashto speakers wishing to become community college instructors. CeLCAR will collaborate with the Language Acquisition Resource Center (LARC; based at San Diego State University) in evaluating each other's Pashto and Dari materials prepared for both military and civilian use. We will also collaborate with the National Middle Eastern Language Resource Center (NMELRC; based at Brigham Young University) in expanding their practical and popular "Handbooks for Students" from Middle Eastern languages to CA languages.

In the 2010-2014 period, CeLCAR is committed to meeting the following goals and objectives (adapted from Sec. 669.3):

1. *Research* empirically based methods for teaching and learning foreign languages more effectively and integrating technology with pedagogical research.
2. *Develop and disseminate* new materials for teaching foreign languages and reflecting the results of our research on effective teaching strategies.
3. *Develop, apply, and disseminate* performance testing to be used as standard and comparable measurement of skill levels in foreign languages.
4. *Train and certify* teachers in the use of CeLCAR print and online materials, particularly in areas of urgent national need.
5. *Serve* the nation through creating "language readiness" by supplying accurate and accessible information on CA languages from the level of inquirer to advanced learner.

6. *Develop and disseminate* new materials for teaching foreign languages at elementary and secondary school levels.

7. *Operate* seminars for military personnel and assist CEUS and the IAUNRC in operating and improving our intensive summer program (SWSEEL) with a focus on CA languages.

#### **1.D. CeLCAR Projects, Goals and Resources.**

The following sections list the specific projects that CeLCAR proposes to pursue within the four-year grant period as it meets the goals and objectives identified in the Announcement for this competition (refer to chapters 5 and 6 of this proposal for greater detail on the products that will emanate from these projects). In addition, project personnel and center resources are identified for each project as well as specific outcomes (see Appendix D for more information).

**1. Research in Teaching CA Languages (Goals 1,5).** For this cycle we will focus on the issue of language bridging. Currently, the number of Americans who are competent users of the languages of the Central Asian Region is critically small. Few US colleges and universities offer instruction in any of these languages, and where regular instruction is offered, enrollments are generally very modest and concentrated in only one or two of the relevant languages. By comparison, enrollments in two closely related languages outside of CA, Farsi and Turkish, are exponentially higher. These languages have much greater number of speakers (including significant numbers of heritage learners and speakers) and a far higher cultural and geo-political profile in the United States.

One obvious strategy would be to seek to train students who have already studied one (more commonly taught) Turkic/Iranian language in a second (less commonly taught) Turkic/Iranian language. This strategy was discussed in the summer of 2009 as part of the planning for the not yet extant CA Turkic Languages Flagship (to be funded by the National

Security Education Program (NSEP)). There is research to indicate this might be a feasible approach. As Gessica De Angelis points out in *Third or Additional Language Acquisition* (2007), post-childhood acquisition of two or more nonnative languages is not unusual cross-culturally. Furthermore, there is good reason to suppose that an adult who has acquired knowledge of one nonnative language will be able to acquire a second nonnative language with significant lexical and structural similarity with increased ease and efficiency. It has long been noted for example that college German majors find Dutch relatively straightforward; likewise, English-speakers who have already studied Spanish acquire Portuguese more successfully. One can even find textbooks such as Charles Townsend's *Czech through Russian* (1981), which is explicitly designed for English-speaking learners with a good knowledge of Russian. Indeed, research in Suzanne Flynn, Claire Foley & Inna Vinnitskaya's "The Cumulative-Enhancement Model for Language Acquisition" (in *International Journal of Multilingualism* [2004] 1: 3-16) provides empirical support for the traditional intuition that with each additional (lexically and/or structurally similar) language, the process of adult nonnative language acquisition somehow becomes easier (in ways still to be made precise).

In the 2006-2010 grant cycle, CeLCAR experimented with one week bridge classes from Turkish to Azerbaijani and from Farsi to Tajiki. Our conclusion was that while short-term bridge classes in the intermediate level do give students the ability to make the jump from one language to the other, the results were not entirely satisfactory. Rather than simply continue with such stop gap approaches, however, we believe more longitudinal research is needed. Specifically, CeLCAR proposes to develop streamlined instruction in Dari and Tajiki (L3s) for students who have already studied Farsi (L2), which all belong to the Southwestern branch of the Iranian language family, and Turkmen and/or Uzbek (L3s) for students who have already studied

Turkish (L2), which all belong to the Turkic branch of the (somewhat controversial) Altaic language family. (Terms L2 and L3 here refer to CA languages the learner has studied. Western European languages previously learned are not counted for these purposes.) Based on lexis and structure, there is every reason to believe that prior knowledge of the L2s will significantly facilitate acquisition of the L3s in this project.

CeLCAR plans to introduce these bridge programs experimentally and to track their success via a full-scale empirically based research project under the supervision of Professor Rex A. Sprouse of IU's SLS Department (and Germanic Studies Department). Specifically, we plan to study four main variables in order to test the effectiveness of the approach and to suggest refinements for future bridging programs. These results will be most directly applicable to these specific constellations of languages, but may also promise directions for research on the generalizability of the bridging approach to other less commonly taught languages. Our four variables will be:

- (1) Bridging vs. non-bridging: a comparison of Dari and Tajiki learners with vs. without background in Farsi; comparison of Turkmen and Uzbek learners with vs. without background in Turkish. The research hypothesis is that bridging facilitates acquisition.
- (2) Level of proficiency in the L2 at which bridging to the L3 occurs: a comparison of the effects of (the equivalent of) one year vs. two years of study of Farsi before beginning the study of Dari or Tajiki; a comparison of the effects of (the equivalent of) one year vs. two years of study of Turkish before beginning the study of Turkmen or Uzbek. The research hypothesis is that (the equivalent of) two years of study of the L2 will result in significantly greater success in the L3 than (the equivalent of) one year of study of the L2.

- (3) Receptive vs. productive language skills: a comparison of precision and accuracy attained in listening and reading skills vs. speaking and writing skills. The research hypothesis is that learners will attain high levels of proficiency in receptive skills in the L3, but will attain a relatively coarse-grained proficiency in speaking and writing in the L3, such that they may be able to communicate effectively with native speakers of the L3, while still, however, exhibiting many “interference” errors from the L2.
- (4) Modality of L2 acquisition: a comparison of learners whose knowledge of the L2 was acquired primarily through formal instruction vs. through contact learning. The research hypothesis is that bridging is more successful for learners with a high level of metalinguistic awareness of the L2.

We plan to pilot this research before the onset of the grant cycle at IU in summer 2010. By offering Intensive Dari during summer SWSEEL 2010 for students with prior knowledge of Farsi, we will have an opportunity to investigate questions (3) and (4) above and to begin to establish baselines for (1) and (2).

The findings of this research will inform the development of the bridging project at IU during and after the period of the grant and will be disseminated through presentations at national second language acquisition (hereafter SLA) conferences and in referred journals. If the results warrant, they will be incorporated into CeLCAR’s language materials and possibly form the basis for special bridging curricula. The results may also be presented in the conference “Research in the Language Classroom” at IU, which is being organized by IU’s Center for the Study of Global Change (a Title VI NRC). CeLCAR will also be contributing \$1,500 in Year 4 of the grant cycle to bring in a noted international scholar (to be identified) in CA language pedagogy.

**2. Materials Development Projects (Goals 2, 5):** In Years 1 and 2 of the cycle, we propose to build on existing Introductory Textbooks and higher-level modules to create Intermediate Textbooks for Uzbek, Pashto, and Uyghur. These projects will make use of many of the previously produced modules, which will be reconfigured to form part of a carefully designed sequence. CeLCAR's Intermediate and Advanced Textbooks Team have already designed a master scope and sequence template to ensure efficiency and consistency between the projects. Each language team has fleshed out this template to make sure that the grammatical, pragmatic, and cultural aspects of their particular language will be covered. Each textbook will be designed for use over a typical university academic year, though sufficient flexibility will be incorporated to allow for use in other settings and for self-study. While technological resources will be maximized, the primary emphasis will be on effective pedagogy, engaging and relevant reading/listening materials, and effective sequencing.

Years 3 and 4 of the grant cycle will be used to produce Advanced Textbooks for the languages above. While the design principles listed will continue to be applied, the advanced-level materials will place even greater emphasis on cultural knowledge, productive uses of language (i.e. speaking and writing), high-level skills in reading and listening, and sociopragmatic accuracy. Students who succeed in completing the advanced-level materials will be capable of functioning at high levels in the language in a large range of situations. In this way, CeLCAR materials will directly respond to the increasingly urgent call for advanced-level mastery of Less Commonly Taught Languages from the US government and elsewhere.

CeLCAR will also be working with off-site developers for Tajiki and Kazakh, first developing standards and proficiency tests for the PTP program, and then in developing one further level of a textbook (Intermediate for Tajiki, Introductory for Kazakh). We will follow the

plan outlined above for these languages, but the absence of modules, proficiency standards and other preparatory will make fleshing out the master scope and sequence template for these languages rather slower. Thus we do not plan on have more than one textbook level completed, and that perhaps only in draft, by the end of the four year grant cycle.

Finally, alongside the development of materials for these languages, we propose to introduce an additional language, Dari, with the goal of producing a textbook series for this language that will match the style, quality, and coverage of the existing and planned CeLCAR textbooks. With the ongoing US presence in Afghanistan and the region, Dari mastery has become increasingly essential to US interests, along with Pashto. CeLCAR is the obvious location to develop Dari materials—with our prior experience of textbook development and our regional expertise, we are better positioned than any other institution to complete this project. With the approval of our program officers, CeLCAR has already begun developing materials and has already instituted three levels of Dari in SWSEEL. Given the later start, we have thus engaged a full-time Dari developer for four years, to match the schedule of Pashto and other languages. Unlike other developers, he will have no teaching duties during the year, only in the summer, when he will pilot his materials. The overall timetable for this project is as follows:

Year 1-2: Completion of draft of a three-year sequence for textbooks from Introductory to Advanced.

Year 2-3: Collection of authentic texts, including written texts from Afghanistan, the US, and elsewhere; collection of audio and video materials, primarily in country, along the model already tried and tested with CeLCAR's Uzbek and Pashto projects.

Year 4: Piloting of textbooks (in IU's SWSEEL summer program); revision of materials, preparation for publication, submission of the textbook series to Georgetown University Press and further revisions.

Although our experience indicates that textbooks are still the preferred method for curriculum delivery for learners intending to achieve high levels of proficiency, there is an urgent need to make Pashto and Dari instruction available outside the university context. In Year 1, CeLCAR will thus design a simplified on-line version of its Dari and Pashto Introductory textbooks, which can be used either autonomously or using asynchronous interaction with a distance instructor. These resources will also be particularly useful for community colleges serving large populations of military and US government personnel. Community colleges and tertiary education institutions have increasingly moved into hybrid distance instruction for language learning to fit the needs of their students; CeLCAR's distance classes will be designed for that format, as well as designing classes and training instructors for using our materials in community colleges (see no. 4.1 below).

CeLCAR and San Diego State University's LARC are both developing Pashto materials albeit with different a different focus. For this grant cycle, CeLCAR has worked out a collaborative agreement with LARC, whereby we will each assess the others' Dari and Pashto materials (both for military seminars and for general audiences) as they are produced. In addition to satisfying the invitational priority of this competition, this will enable us to share methods, broaden our impact to another major LRC working in CA languages, and give us a "benchmark" for determining curricula and standards.

**3. Performance Testing Project (Goals 3, 4).** Proficiency guidelines help curriculum, materials, and assessment to be developed and students' progress to be diagnosed in terms of

second/foreign language proficiency. However, existing proficiency guidelines for CA languages were woefully deficient, and were not specific enough to guide test construction. Thus in the previous grant cycle, CeLCAR managed a multi-year Proficiency Testing Project (PTP) to develop proficiency guidelines and tests for CA languages. These guidelines are based on existing proficiency standards (ACTFL, ILR, and the Common European Framework of Reference for Languages) and adapted using specific constructions of each language. Currently, PTP guidelines have been developed for Pashto, Uzbek, Uyghur, and Turkmen. These guidelines feature six levels of proficiency (from novice I to advanced II) for speaking, writing, listening, and reading skills and feature specific language examples to illustrate each level descriptor for different language skills.

Along with these guidelines, CeLCAR has developed novice and multi-levels standardized proficiency tests to measure learners' progress in three skill areas – grammar, reading, and listening, with each item in these sections based on level descriptions defined in the PTP guidelines. Furthermore, CeLCAR provides these web-based proficiency tests for Pashto, Uzbek, Uyghur, and Turkmen free of charge in order to ensure that all postsecondary schools (even those with low enrollment) have access to sufficient resources to assess their students' progress. A detailed analysis of each test taker's results, complete with item specifications and question types, item difficulties according to the PTP guidelines, and answer keys is available to test administrators. (Preliminary tests for Kazakh have also been developed but need further testing to be validated.)

Pilot testing was completed using SWSEEL students enrolled in Uzbek, Turkmen, Pashto, and Uyghur; testing was administered at the beginning and end of the 8-week intensive summer course. Several items have been modified based on the analysis of the students' performance.

Additionally, CeLCAR has hosted language assessment-related training and workshops for US and international instructors of CA languages for discussing the rationale behind developing proficiency guidelines and their major characteristic, introducing the PTP test specifications, and training instructors to administer and interpret the test results.

In the next four-year cycle, CeLCAR will improve test reliability and validity through enlarging the item banks by creating more test items and piloting them in CA language classes at IU and in SWSEEL. Additionally, CeLCAR will again respond to national strategic demand by developing proficiency guidelines and tests for Dari, Kazakh, Tajiki, Azerbaijani, Kyrgyz, and Mongolian, working with US and international language specialists involved with SWSEEL to achieve this goal. The existing PTP proficiency guidelines will be used as a template and applied to the development of guidelines for these additional languages.

Furthermore, CeLCAR's PTP will develop test materials for knowledge of pragmatics in CA languages. There currently exist no language standards or test tools for pragmatic knowledge in CA languages, even though cross-cultural knowledge and pragmatics is an important element to language study and despite the vast cultural distance between CA and the US. Using our extensive data-base of authentic audio-visual materials and wide contacts in CA, CeLCAR will develop these guidelines and test materials for teaching and assessing CA languages' pragmatic knowledge.

Currently, PTP proficiency test tools exclusively measure learners' receptive language skills (listening and reading); therefore, we also propose to develop alternative test materials for assessing learners' oral and written language, to provide a more thorough evaluation of their overall proficiency. To do this, CeLCAR will develop a template for electronic language portfolios, that is, an online collection of students' work overtime containing samples of their

language performance at different stages along with the learners' and instructors' observations on the learners' progress. This PTP e-Portfolio will systematically document the on-going progress of language learning in reading, writing, speaking, listening, and pragmatics. Such e-portfolios have been shown to more accurately evaluate a learner's abilities, relate test practices to instruction, motivate learners, and provide tangible evidence of language development to other stakeholders.

**4. Teacher Training (Goal 4, 5, 7).** In the coming grant cycle, CeLCAR will design, manage and host a number of teacher-training workshops, responding to current demands.

*4.1. Dari and Pashto certification workshops.* Specifically, community colleges in areas with significant military and US government personnel (Washington, San Diego, etc.) have expressed interest in meeting the need in their communities with classes in Dari and Pashto. However, they lack both usable curricula for working students and pedagogically trained instructors. To meet these needs, CeLCAR plans to develop in the first two years of our grant a partially web-based curriculum in Introductory Dari and Pashto with room for asynchronous teacher-student interaction. This curriculum will be made available to community colleges and other interested institutions of higher learning throughout the nation. Beginning in summer 2011, we will also develop and initiate three-week training programs, giving aspiring Dari and Pashto teachers in the US without specialized training (the vast majority of them) training in both formal language pedagogy principles and in using our print and on-line materials effectively. This will be done in conjunction with both our intensive classes in these languages in SWSEEL and/or as part of a STARTALK program if funding is available.

*4.2. SWSEEL curriculum development workshops.* In cooperation with the PTP project and the gradual development in SWSEEL of higher language levels of CA languages, CeLCAR will

hold pre- and post-workshops for language instructors in selected languages that concentrate on creating curricula where they do not already exist, improving instruction, developing proficiency guidelines, and evaluating results. We have already planned pre- and post- workshops for the first SWSEEL teaching of Dari this summer.

**5. Military Seminars (Goals 2, 4, 5, 7).** In recent years, CeLCAR has run a number of seminars for Provincial Reconstruction Teams (PRT) and Agricultural Development Teams (ADT) to be deployed to Afghanistan. These seminars combine cultural and political knowledge with intensive language instruction in Dari or Pashto (depending on the province assignment of the service members). In doing so, CeLCAR has trained and developed a cadre of Dari and Pashto teachers, two of whom will be teaching Dari this summer in IU's SWSEEL. We have also developed languages materials oriented particularly towards military learners. This experience has demonstrated our ability to bring high-quality language and culture training beyond an academic environment directly toward mid-career learners. Most importantly, of course, operating such seminars has directly served the national need for language and culture training for US personnel in Afghanistan. The feedback from our seminars has been overwhelmingly positive and we are currently engaged to offer two more this summer. Note that no DoE funds have been or will be used for these seminars, which are paid for directly by the military. CeLCAR however reaps considerable benefits from them in experience in teacher training.

**6. Curriculum Development (Goals 2, 4, 5).** As part of the plans to develop Intermediate and Advanced textbooks and the PTP program for standards and testing, CeLCAR will concurrently develop standardized curricula of varying specificity for the teaching and learning of CA languages. These curricular standards will be made available on CeLCAR's website for

all interested persons. By the end of the grant cycle, we expect to have curricular standards on-line for three levels of Pashto, Dari, Uzbek, Tajiki, Uyghur, and Mongolian.

**7. Pilot-Testing During Summer Language Institute (Goals 1, 2, 4, 5, 7).** For four consecutive summers, CeLCAR developers will have the opportunity to pilot-test their materials while teaching in IU's intensive eight-week SWSEEL program, making this important summer workshop an integral part of CeLCAR's activities.

**7. Disseminate knowledge about CA languages (Goals 1, 2, 5).** CA has an extraordinary diversity of languages. Teachers and learners rightly focus on the major dialects that have been chosen as official national languages. However, this approach only scratches the surface of CA language issues. Countries of CA and neighbors (Pakistan, Russia, China, Iran) contain significant minority languages closely related to those of CA. Even when called by the same name, for example, CA languages are often found in multiple countries with different scripts and standard dialects. For example, the Uzbek of Afghanistan is not the same in script or pronunciation as the Uzbek of Uzbekistan. Even within one country, standard dialects can vary dramatically from what is actually spoken by people in the country, making adjustment very difficult for learners in the field, even after years of formal instruction. Effective communication usually involves a process of adjusting from the standard language (which in many cases, such as Uzbek, is a synthetic dialect not identical to any actual spoken language) to the local spoken dialect. CeLCAR proposes to create print and on-line/CD-ROM materials that will give US persons on the ground in CA an ability to deal practically with this diversity.

*7.1. Informational Pamphlets on Central Asian Languages:* At the most general level, CeLCAR will also produce pamphlets covering all regional languages of CA, including regional languages (Karakalpak, Shughni, etc.), trans-border versions of national languages (Afghan

Uzbek, Xinjiang or Chinese Kazakh, etc), and areas in CA of strategic importance for which CeLCAR is not currently developing materials (North Caucasus, Tibetan plateau, etc.). These will contain condensed descriptions of the languages, available textbooks, places where taught, and suggestions for further reading. For minor languages, advice will be offered on what the closest possible national language might be. For example, the entry for Karakalpak would suggest Kazakh as the closest other language.

*7.2. Interactive Guide to CA dialects:* Working in collaboration with IU's CTILD, and using the expertise of CeLCAR linguists and developers, CeLCAR will develop an on-line interactive dialect guide demonstrating and describing the socio-linguistic situation of nations and regions of CA. During this four year grant we will begin with Afghanistan, Uzbekistan, and Tajikistan. Distributed in on-line or CD-ROM format, this guide will open with a map of the countries covered. Learners will use the guide by clicking on the province for which they would like more information. This will then open a brief orientation to the dialects of the national language spoken in the area, how these dialects differs from the standard language in phonology, morphology, and vocabulary. The guide will be linguistically accurate but given in lay-friendly terms. It will also include audio samples of authentic local speech both speaking common vocabulary such as numbers and simple greetings and characteristic words and phrases, providing learners with a basis for interaction as they encounter the speech on the ground.

*7.3. Handbook for Students of Uzbek, Pashto, Dari, Tajiki, and Uyghur:* A crucial part of language learning consists of meta-linguistic knowledge about languages: how to study effectively, how to make adjustments for mediocre teaching or teaching based on uncongenial methodologies, how the language being learned may relate to other languages already known to the learner, and understanding of historically based peculiarities of the script or vocabulary.

Thus, CeLCAR will work in cooperation with NMELRC to develop handbooks for CA languages (beginning with Dari, Pashto, Uzbek, and Uyghur) similar to the effective ones NMELRC has developed for Arabic, Hebrew, Turkish, and Persian.

**8. Participating in Title VI funded K-12 Initiatives (Goals 4, 6).** In teaching LCTL's it is widely recognized that widening the pipeline – expanding the number of early learners – is essential. Moreover early exposure to language learning leaves a lasting international orientation which prepares learners for exposure later in life. For this reason, CeLCAR is proud to support IU's Title VI Center for the Study of Global Change in its programs “K-6 World Language Teacher Certification” and “Bridges: Children, Languages, World.” The first, directed by Professor Martha Nyikos (former Chair of the Language Education Department, IU School of Education) will develop classes at the IU School of Education to certify language instructors for early grades. The second, pioneered by Naomi Spector (PhD in Arabic language, IU) is bringing world language classes to Boys and Girls Clubs, Monroe County Library and other venues in IU. In response to community interest, this grant will set aside \$2,000 to add CA languages such as Dari, Mongolian, and Pashto to this program.

#### **1.E Equal Access and Treatment.**

Indiana University supports the national mandate of the Americans with Disabilities Act (ADA) to eliminate discrimination against individuals with disabilities by making reasonable accommodations so that qualified individuals with disabilities are provided access to the same employment opportunities as individuals without disabilities. Eigenmann Hall, the location of CeLCAR, is ADA-compliant for accessibility. CeLCAR also strives to make its project outcomes accessible to learners with disabilities. Thus all CD-Roms and online materials have

been produced to allow access to learners with disabilities, and are tested by IU's Adaptive Technology and Accessibility Center for compliance.

## **2. Quality of Key Personnel** (brief CVs in Appendix A)

### **2.A. Center Director and Assistant Director.**

CeLCAR is currently headed by Christopher P. Atwood (PhD Indiana University, Central Eurasian Studies) who has served as Interim Director since October, 2009. Dr. Atwood is also an Associate Professor in CEUS and Chair of this Department. As a world-recognized specialist in Mongolian area studies, he has devoted his life to research and dissemination of knowledge about Mongolia and Central Asia more broadly, as seen for example in his *Encyclopedia of Mongolia and the Mongol Empire* (2004, named one of *Library Journal's* "Best Reference Sources of 2004" and one of *Choice's* "Outstanding Academic Titles of 2004."). He has also taught three levels of Mongolian language for several years at IU and has served on numerous occasions as a high-level interpreter and translator for the US government since 1990, including for Presidents Bill Clinton and George W. Bush. Working at the intersection of research, area studies, language teaching, government service, and public dissemination of knowledge, he understands multiple roles that a Title VI center has to play. His term as Interim Director has revitalized CeLCAR's operations after a period of leadership transition and will continue until the planned hire of an Applied Linguist on the CEUS faculty. His .20 FTE administrative salary is paid by IU's College of Arts and Sciences as part of its cost share.

Until the present, the teaching of CA languages has been dominated by a stratified area studies paradigm with area studies specialists as professors and language instructors as lecturers. As the home of the first CA LRC, IU recognizes the importance of establishing CA language pedagogy as an independent field. Despite the extremely tight budgets faced by it and all

universities, IU has recently authorized CEUS to make a tenure-track hire in Applied Turkic Linguistics, showing its understanding of the importance of giving Applied Linguistics a fully independent academic role in teaching and research on CA. We expect that this hire will occur during Year Two of the grant, and this tenure track faculty member will be transitioned into leadership as Director of CeLCAR during the course of the next four-year cycle.

Assistant Director of CeLCAR since 2007 is Mr. David Baer (MBA, Brigham Young). His experience in business (American Airlines, IBM) and non-profit (Red Cross, Community Service Council of Tulsa) administration, and his interest in CA languages (he has studied 1-2 years of several Turkic and Iranian languages) give him an excellent background for the administrative and budgetary side of CeLCAR. His salary is paid half from the grant and half by the College of Arts and Sciences as part of its cost-share. The College also pays the full salary of Ms. Froozan Safi, accounting representative for CeLCAR as part of its cost share.

## **2.B Professional Staff.**

The Language Pedagogist plays a key role in ensuring that all CeLCAR products combine pedagogical and technological sophistication with accessibility to non-specialist learners. Ms. Amber Kent (MA, Indiana University) has training and experience perfectly tailored for this role, with masters degrees from IU in TESOL & Applied Linguistics and Computational Linguistics, three years of experience as the Coordinator of the Language Learning Center at Bowling Green University, and six years combined adult and K-12 ESL teaching experience. Since joining CeLCAR in the summer of 2009, she has excelled as “translator” between linguists, materials developers, IT specialists, administrative staff, and academics at CeLCAR. In Year 2, .25 of her salary, and in Years 3 and 4 .5 of her salary will be covered by the College.

Since December, 2007, CeLCAR's ICT Specialist has been Mr. Sukhrob Karimov (MPA, Indiana University). Mr. Karimov combines both backgrounds in web and graphic design and cinematography with knowledge of Tajiki and Russian languages and the Cyrillic and Arabic-Persian scripts. His knowledge of these scripts has made him invaluable in working with Pashto and Uyghur developers to find solutions for integrating these languages' diacritic-rich versions of the Arabic-Persian script with Flash and other software platforms. His salary is paid entirely from the grant.

Three faculty members of IU's SLS Department will be assisting CeLCAR on research and development projects. Professor Bill Johnston (PhD Hawaii, Second Language Acquisition) has been Chief Applied Linguist at CeLCAR since 2002, providing guidance in theory and practice and hosting in-house workshops for CeLCAR developers. He has been at IU since 1997 and is an associate professor in the program in TESOL & Applied Linguistics. His specialties are training teachers to develop curricular materials and classroom methodology. For a number of years, he has been the lead instructor at University of Minnesota's Center for the Advanced Research on Language Acquisition (CARLA) LRC for the materials development seminar for teachers of the LCTLs.

Dr. Sun-Young Shin has been directing CeLCAR's PTP project since he joined the faculty of the IU's SLS Department in the Fall of 2007. He received his PhD in Applied Linguistics with an emphasis on language assessment from UCLA under the guidance of Professor Lyle Bachman. His research interests include: second/foreign language assessment, language testing for academic purposes, computer/web-based language testing, standard setting, and heritage language learning and teaching.

Professor Rex Sprouse (PhD Germanic Linguistics, Princeton U) will head CeLCAR's Bridging Project. Full Professor of Germanic Studies and SLS, he has an extensive record of publications and research on second language acquisition of phonology, morphosyntax, semantics, and lexicon, models of nonnative language acquisition, and contact-induced language change, and experience as advisor and PI for grants from the National Science Foundation.

All of these distinguished academics will work with CeLCAR regularly and receive .10 FTE salary from the grant. Dr. Shin and Professor Sprouse will also receive travel money for conferences to present the results of their research.

#### 2.C. Language Materials Developers.

Throughout its existence, CeLCAR has been recruiting and training native-speaker curriculum developers from CA countries. Professional development occurs both through work with CeLCAR's professional staff and through teaching in CEUS classes during the academic year and in SWSEEL during the summer. Because of this, we have built a strong roster of committed and highly able developers.

Dr. Rakhmonkhoja Inomkhojaev has been CeLCAR's Pashto Curriculum Developer since 2005. He earned his PhD from the Tashkent State Institute of Oriental Studies. From 1970–2005 he worked in a number of senior positions as a specialist in Afghan languages and literature in the Institute of Oriental Studies of the Academy of Sciences of Uzbekistan, Tashkent State University and has published more than 50 articles, monographs, and textbooks. His Introductory Pashto textbook has been accepted for publication by GUP and is currently in revision. He teaches two levels of Pashto at IU and during the period of this grant, he will devote .33 FTE to developing materials; as a CEUS lecturer, his salary will be paid by the College of Arts and Sciences and IAUNRC.

CeLCAR's Uzbek Curriculum Developer is Nigora Azimova from Tashkent, Uzbekistan. She has been developing Uzbek language materials and teaching introductory Uzbek classes in SWSEEL since 2003. Azimova is a graduate student at IU in the department of SLS. Her interests include sociolinguistics, classroom discourse and teacher education. She recently completed CeLCAR's *Uzbek: An Introductory Textbook*. As a student she works .5 FTE at CeLCAR, and her fee remission is part of the College's cost share.

Dr. Gulnisa Nazarova, Uyghur lecturer in CEUS at IU, is the principle curriculum developer for Uyghur. In 1992, Dr. Nazarova defended her PhD dissertation on Uyghur lexicology. From 1994-2005 she worked in the Turkic Philology department of the Institute of Oriental Studies in Tashkent, teaching Uyghur and Turkish languages. She is currently researching the comparative lexicology of several Turkic languages (Uyghur, Uzbek, Kazakh, Turkish). Her recently completed Introductory Uyghur text is now being considered for publication by GUP. She will devote .33 FTE to supervising Uyghur materials development in CeLCAR. She is assisted by Mr. Kurban Niyaz, a PhD student in CEUS, who will devote .25 FTE to Uyghur materials development, with a fee remission as part of the College's cost share.

Dr. Rahman Arman is the principal Dari curriculum developer. He received his M.D. from Herat University in Afghanistan, but in January 2007 he began serving as a Pashto/Dari translator for USAID and Academy for Educational Development (AED) and editing Dari and Pashto materials for websites and language programs. He has been working at CeLCAR since November 2007 and has taught Pashto both at the advanced level at IU and in intensive military seminars. He is currently developing Dari materials and will teach Dari this summer in SWSEEL, while continuing his training in language pedagogy. He will be employed full time at

CeLCAR devoting .75 FTE to Dari development and .25 FTE to assisting Dr. Inomkhojayev with Pashto development.

As in the past grant cycles, CeLCAR will make use of non-resident developers. For this coming grant cycle's work in Tajiki and Kazakh languages, we have identified potential developers with pedagogical training and experience teaching intensive summer classes in SWSEEL. For the PTP, pilot testing materials, and other projects we also work with language instructors in CEUS (Ms. Tserenchunt Legden for Mongolian, Dr. Malik Hodjaev for Uzbek), SWSEEL summer instructors in Tajiki, Azerbaijani, and other languages, and Fulbright Foreign Language Teaching Assistants in Uzbek, Kyrgyz, Mongolian, and Kazakh to extend the reach of our primary developers.

## **2.D. Advisory Boards.**

*2.d.1 Local Advisory Board* The Director and professional staff will rely on its Local Advisory Board to provide them with expert advice and evaluation on the design and future strategy of the center's projects. The board is composed of members of IU's faculty and administration, all with a vested interest in CeLCAR and the CA Region. The Director will convene the Advisory Board at least once a semester to report on the work of the center and to seek guidance on matters of policy and substance. Members of the Local Advisory Board are: Kathleen Bardovi-Harlig, Chair, SLS; John Erickson, Director, CTILD; David Fidler, Director, Center on American and Global Security and James Louis Calamaras Professor of Law; Edward Lazzarini, Director IAUNRC; Prof. Nazif Shahrani, Chair of IU's Near Eastern Languages and Civilizations Department and eminent Afghanistan specialist; Ariann Stern-Gottschalk, Director of SWSEEL.

*2.d.2 National Advisory Board.* The National Advisory Board will provide strategic advice on CeLCAR's activities and its relationship to national trends and developments in foreign language teaching. During the four years of the grant, the National Advisory Board will meet twice in Bloomington and twice by videoconference. Current members are: Victor Friedman, Professor of Slavics and Linguistics at the University of Chicago; Erika Gilson, Professor of Turkic languages at Princeton University; Michael C. Hillmann, Professor of Persian Studies at the University of Texas; Adeeb Khalid, Professor of Central Asian History at Carleton College; and François Tochon, Head of World Language Education at the Education School, University of Wisconsin - Madison.

Additional members of both boards may be added later at the discretion of the Director.

#### **2.E. Non-Discriminatory Employment.**

Indiana University's Office of Affirmative Action (OAA) ensures compliance with all federal, state, and local regulations pertaining to the hiring of faculty and staff. This office also actively works to eliminate inequality and discrimination, to foster a climate of tolerance and inclusiveness, and to provide opportunities for full participation in university life. IU recruits, hires, promotes, educates, and provides services to all persons based upon their individual qualifications. Discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status is prohibited.

By their very nature, IU's programs in CA languages and cultures attract a diverse faculty, administrative staff, student participants, and visiting scholars and include both US and foreign nationals. The university is also committed to enriching diversity on campus and there are an ever-growing number of office and services available: the Office of the Vice Chancellor for

Academic Support and Diversity; the Commission on Multicultural Understanding; Faculty Council Affirmative Action committees; Americans with Disabilities Task Force; Recruitment of Minorities and Senior Women Faculty, and others.

### **3. Adequacy of Resources**

#### **3.A. Central Asian Resources at IU.**

Indiana University is the most appropriate site for an LRC dedicated to the languages of the CA region because it . IU has one of the nation's most extensive concentrations of materials, human resources, and technical capabilities necessary to carry out CeLCAR's mission. The university has invested heavily over many years to support high quality research and publication by tenured and tenure track faculty in CEUS, and to support language instructor positions for CA languages. All CeLCAR activity will be closely coordinated with activities undertaken by both the IAUNRC and CEUS.

SWSEEL, an intensive eight-week summer institute with abundant course offerings in CA languages, plays a critical role in CeLCAR's mission by allowing our developers and instructors the opportunity to pilot-test the materials they are developing and also practice the new teaching methodology for which they have been trained. With support from Title VIII funding and the College, SWSEEL has been continuously operating for over 50 years and is the premier summer institute for intensive study of CA languages. SWSEEL 2010 will include 20 instructors for eight CA languages.

#### **3.B. LCTL and CA Language Resources at IU.**

IU has an impressive commitment to instruction in LCTL's, teaching 77 languages regularly, of those, 46 are taught throughout the year, while 31 are offered periodically during

the two summer sessions. In particular, IU has a national reputation for instruction in the languages of Central Asia. Each academic year, IU offers courses in: Pashto, Uzbek, Uyghur, and Mongolian; Kazakh and Kyrgyz have also been offered during the year. The academic year offerings are supplemented by summer courses at SWSEEL in Azerbaijani, Kazakh, Tajiki, Turkmen, Uyghur, and Uzbek (beginning and intermediate levels), and Pashto and Mongolian (beginning). In 2010 for the first time SWSEEL will offer Advanced Tajiki and Uyghur, Intermediate Pashto, and three years of Dari. Counting summer and fall semesters together, IU had 17 undergraduate and 67 graduate enrollments in CA languages in 2009.

### **3.C. Other Collaborating Units at IU.**

Besides the strong collaboration between IAUNRC, CEUS and SWSEEL, CeLCAR also works closely with other units at IU, including Second Language Studies and the School of Education's Program in Language Education and Instructional System Technologies, both valuable resources for language pedagogy, methodology, assessment, and effective use of technology in education.

International Programs at IU currently has several important activities in CA, including a long-term linkage with the American University of Central Asia, funded through USAID. IU's Center of International Education and Development Assistance (CIEDA) has been the leading international partner for this important new university and has assisted in building unique programs open to all future leaders of CA. In addition, CIEDA will manage a portion of the Presidential Bolashak Scholars Programs, whereby IU will host between 50 and 100 Kazakh scholars each year as they pursue graduate degrees in the US. These young scholars will join a host of other CA native-speakers at IU including Fulbright scholars and FLTAs.

### **3.D. Technology Resources.**

IU has major resources in instructional consulting, media services, and computer technology to support educational projects. The university's Instructional Support Services, an arm of the Office of Academic Affairs, provides consultation to support teaching, course development, classroom assessment, and classroom innovations, particularly helping faculty integrate new instructional strategies and technologies into their courses. In 2006, IU was voted by *PC Magazine* "most wired" among publicly supported universities in the US.

*3.e.1 Language and Computer Laboratories.* IU's outstanding language technology resources include labs and audio-video production facilities. The Center for Language Technology and Instructional Enrichment (CeLTIE) provides technological expertise to support language teaching, learning, and research at IU, creating a cutting-edge language educational environment in fostering faculty collaboration, improving research, and instructional capabilities with innovative tools and pedagogy. It also provides access to pedagogy training and performance-based teaching measurements. CELTIE and SLS work together to incorporate new scholarship on second language learning into teaching pedagogy throughout the campus.

### **3.E. Library Resources.**

IU houses outstanding CA resources in both the Herman B. Wells Library and several specialized collections. In January, the Association of College and Research Libraries named the IU Bloomington Libraries winner of its Excellence in Academic Libraries Award in the university division. The Herman B. Wells library has over 20,000 volumes in CA languages (including Persian, which is not counted separately from Dari in statistics). IU supports a full time Central Eurasian Librarian and a part time Central Eurasian cataloguer (.5 FTE), and assigns the equivalent of one FTE of three other cataloguers who handle CA materials. The most

important specialized collection is the Sinor Research Institute for Inner Asian Studies (SRIFIAS), which contains over 10,000 volumes and provides access in a single location to basic reference works, textbooks, grammars, and dictionaries relevant to Inner Asia, as well as to rare books and manuscripts. The IU Library is a member of the Center for Research Libraries (CRL) consortium.

### **3.F. Center Office Space.**

CeLCAR is located in Eigenmann Hall on the campus of IU - Bloomington. CeLCAR has 8 offices, a large conference room, and a meeting room, totaling over 2,170 square feet. Each office is equipped with a PC, Ethernet connection, and many of the offices have printers and scanners. CeLCAR also has an audio-visual laboratory, where the database of authentic materials and videotapes are maintained. All CeLCAR professional staff have multimedia work stations capable of producing the full range of print and web-based language materials. Following IU models, CeLCAR practices a three-year replacement cycle for hardware and software. CeLCAR also owns digital cameras (video and still) as well as the basic sound and picture editing software to allow in-house production of material. CeLCAR's server enables collaborative work on individual projects involving large-file processing.

### **4. Need and Potential Impact.**

There are at least four main issues in teaching languages of CA, all of which will be addressed by CeLCAR activities to be undertaken as part of the proposed funding. First, there is the lack of high quality, pedagogically sound instructional materials. Second, there is a lack of qualified teachers of these languages in the US. Third there is a lack of accepted proficiency standards and/or guidelines for CA languages. Fourth, more information on the learning outcome

needs of specific learners is required and in this context, specific curricula to address these needs are lacking. Obviously these problem areas are interconnected and must be addressed together; this has been the CeLCAR model since 2002 and has wider implications for foreign language study in the US.

#### **4.A.1. Need for Materials.**

One of the principal reasons why CeLCAR needed to be created in 2002 was the almost total lack of quality teaching materials for any of the languages of the Central Asian region. Over the first two cycles of the Center's existence, a significant portion of available resources was devoted to rectifying this lack. All materials development at CeLCAR has been guided by a set of principles and criteria: The materials produced at the Center are designed using the most up-to-date principles of language teaching methodology; they are based on the communicative approach, broadly conceived, which stresses language fluency as well as grammatical accuracy, emphasizes cultural understanding and pragmatic competence, and encourages active learning; the materials incorporate appropriate and effective use of various forms of technology; they are designed both for use in classrooms and for individual study; and they are attractively and professionally presented, enhancing the learner's pedagogical experience and increasing their motivation.

Thus far, CeLCAR has completed high-quality textbooks for introductory Tajiki and Uzbek, and is completing work on similar textbooks for Pashto, Uyghur, and Turkmen; also, a large number of freestanding web-based modules for these languages as well as Kazakh, Kyrgyz, and Mongolian have been created and piloted. Analysis of usage, however, indicates that sequenced textbooks are more desirable than free-standing modules—which could be due to a lack of effective teacher training for CA languages (a common problem with LCTLs), and/or

because of the significant number of users employing CeLCAR materials for self-study. For this reason, in the materials development component of its third grant cycle we believe the primary language need is complete three sequenced textbooks in the four primary languages (Uzbek, Pashto, and Uyghur and Dari), and develop further textbooks in Kazakh and Tajiki.

**4.A.2. Need for Instructors.** Closely related to the lack of appropriate material is the lack of qualified teachers of these languages in the US. There are no tenure-track positions and relatively few permanent lectureships for instructors of CA languages. For languages of former Soviet CA, US universities rely mostly on visiting instructors from the region (IU has recently moved to permanent lectureships for Uzbek, Uyghur, and Mongolian). For Afghan languages, there are numerous immigrant and heritage speakers, but very few with formal pedagogical training. In past grant cycles, CeLCAR has emphasized training for instructors from former Soviet CA, moving them from a grammar-translation approach to a communicative approach. In the current grant cycle, based on US strategic needs, we will continue to work with instructors from former Soviet CA countries in SWSEEL, but will focus more on expanding the cadre of trained Dari and Pashto instructors. From 2006 to 2009, 68% of our customers sought materials on Pashto language. Informal surveys of Afghans involved in teaching Pashto and Dari show that demand far exceeds supply, as demonstrated by salaries of over \$200,000 available for Pashto speakers willing to work in Afghanistan. Clearly the need for trained Dari and Pashto speakers is there; we intend to meet it. Similarly, as large numbers of learners enter classrooms with inexperienced teachers, often not fully cognizant of the meta-linguistic issues in their language, there is need for handbooks that can orient them (and would be instructors) to these issues; this will be supplied by our “Handbook for Students” produced in cooperation with NMELRC.

#### **4.A.3. Need for Proficiency Standards and Guidelines and Assessment of Learning**

**Outcomes and Goals.** Although initial steps have been made in some of the languages of CA, generally agreed upon standards or guidelines by which students' progress in the language can be assessed still do not exist. Some promising research and projects seem to be close to bearing fruit, but only for individual languages (e.g. DLPT 5 for Pashto, STAMP project for Turkish). Language programs as well as funding agencies need quantifiable, reliable, and empirical data on the progress made by students in the classroom. Similarly, government and non-government agencies need access to an accepted standard to refer to when making hiring and promotion choices. CeLCAR's PTP project has already gone far in resolving this issue, however lingering disputes about levels in Pashto between for example DLI and Foreign Service Institute instructors indicate that there remains much to be done. There is also a still unfilled need for multi-level proficiency testing and a method to assess speaking and writing. These needs will be addressed in the next phase of the PTP program.

#### **4.B Dissemination of Proposed Material and Activities.**

CeLCAR is disseminating activities through a combination of downloads from our website, mailing of CD-Roms and print materials, and through a contract with GUP to increase the profile of our textbooks. Once developing and pilot testing of materials is completed, CeLCAR submits textbooks to GUP. These materials receive anonymous peer reviews, generating additional constructive critiques and suggestions for improvement. Once approved for publication, the textbooks thereby have behind them the publicity and distribution network of a major university press, exponentially increasing their marketability. Modules, pamphlets, curricular standards, and proficiency tests will all continue to be available free or at cost from our website or by mail. For example, with our Elementary Tajiki textbook, from 2006 to 2009, we delivered a total of 85

copies to customers. By contrast, since publication in June, 2009, GUP has already delivered a total of 556 copies (429 sales and 127 gratis) of the three volumes derived from it. This is an enormous increase in our impact. However, modules, pamphlets, curricular standards and proficiency tests will all continue to be available free or at cost from our web-site or by mail.

As demonstrated by the “2006-2009 Review of Customers and Web Visitors” report produced by the Center for Evaluation and Education Policy, demand for CeLCAR’s products has increased dramatically in the last four years. The total number of items ordered increased from 33 in 2006 to 1104 in 2009. Distinct hosts served on our website more than doubled from 15,633 in 2006 to 34,022 in 2009. CeLCAR’s customers represent the full range of organizations: 44% were from academic organizations, 28% were individuals, 11% were from government-supported businesses, 10% were from government, and 1% from NGOs.

Research efforts are also being disseminated through conferences. For example, Dr. Sun-Young Shin, project head for PTP, has presented the results of PTP at several workshops including “Best Practices in Proficiency Testing for Slavic and Eurasian Languages” (Oct. 13, 2007, Duke University), and twice at NCOLTCL at University of Wisconsin - Madison (“Developing the Proficiency Guidelines and Tests for Uzbek,” April 25, 2008, and “Developing the Proficiency Tests for Turkic Languages” April 26, 2009) both times with Ms. Nigora Azimova, CeLCAR’s primary Uzbek developer. Several CeLCAR developers will also be presenting at NCOLCTL this year, and the Interim Director will be speaking on the history of CA language pedagogy in a panel of LRC directors.

#### **4.C. Impact on Foreign Language Study in the US.**

CeLCAR activities have directly influenced language study in both academic and non-academic environments. Reviews of CeLCAR works from academic audiences have been

extremely favorable. Professor Michael C. Hillman (University of Texas, Persian Studies) has written of our *Tajiki: An Elementary Textbook* that “In visual appeal, realistic language situations, authentic texts, and up-to-date methodology, and with its illustrations and audio and video materials, *Tajiki: An Elementary Textbook* is the most engaging, rich, and efficient classroom textbook yet for beginning students of Dari, Farsi, and Tajiki dialects of Persian.” Ms. Nigora Azimova’s Introductory Uzbek textbook will appear this Fall from GUP and has been praised by Güliz Kuruoglu, Turkish lecturer at UCLA, as follows: “This long-awaited textbook is quite special. It is one of the first published books on a Turkic language that uses the communicative approach. . . . It familiarizes students to the spoken language by presenting real life dialogues and video clips. It has clear and precise grammar explanations and provides the student with exercises and situations for using the language in context. Overall, it is fun to use. I would recommend it to all teachers of Uzbek.”

Outside academia, the impact of our work is high as well. Dr. Inomkhojayev has served as consultant for Pashto instructors at the Defense Language Institute in Monterey, California (30 instructors at various session and 120 students in a single session), to Tor Achekzai at the University of Utah in Salt Lake City, Ashraf Yusufi and another representative from the US Government, and Aziz Sofai from the US Military. 621 copies of our Pashto textbooks have been purchased by various organizations in the US Government related to national security, with another 42 purchased by organizations in the Canadian government related to security (Royal Canadian Mounted Police deploying on UN missions and repeated purchases from Canadian Foreign Service Institute). CeLCAR military seminars have already delivered high-quality intensive short-term language instruction in Dari and Pashto to a total of 500 service members with approximately 170 planned for this summer.

The problems faced by the students and teachers of CA languages in the US are similar in many ways to those faced by students and learners of other LCTL. The “CeLCAR model” may be applicable to other world areas or language groups faced with the immense task of not only developing suitable materials but also simultaneously training teachers for work in US classrooms while providing information on assessment. We will maximize the impact of this model by continuing to cooperate with other LRC’s and NRC’s, presenting our results at conferences such as ACTFL, NCOLCTL, and elsewhere. In the small, but critically important field of CA languages, CeLCAR’s proposed activities will continue to have an effect on all LCTL programs in the United States.

## **5. Likelihood of Achieving Results**

### **5.A. Methodology and Procedures.**

The core mission of CeLCAR is to produce language materials that aim for communicative and cultural competence. The guiding principles behind CeLCAR’s approach to textbook design are as follows:

- \* Extensive, integrated coverage of all four language skills (reading, writing, speaking, listening) and pragmatics
- \* Exclusive use of authentic or simulated-authentic materials for both reading and listening
- \* Emphasis on skill development and effective strategy use
- \* A task-based approach that teaches learners how to make use of any text (even long and complex texts), without necessarily having to understand every word
- \* Careful sequencing to progress from receptive to productive language use, and from less complex to more complex materials

- \* An emphasis throughout on active learning and learner autonomy, encouraging learners to take responsibility for their own learning
- \* A strong emphasis both on cultural knowledge and on pragmatic appropriateness
- \* A recognition of what learners themselves bring to the learning process—incorporating their own stories, experiences, interests, and creative ideas
- \* a “spiral syllabus” design that emphasizes the importance of revising and building upon previously learned material

This methodology constitutes an ideal aim for all of CeLCAR’s materials, which will be incorporated into modules, teacher training, and other activities to the extent applicable.

Development begins with designating a team with a leader. All project teams as well as CeLCAR professional staff will attend both regular all-CeLCAR staff meetings as well as their own project meetings. Each staff member will be a member of several projects, and projects have been designed so that all professional staff will collaborate across teams in order to make best use of center resources and expertise. Each language project will begin with a review of the relevant materials and research and their implications for materials development. Where relevant, these sessions will draw on on-going and completed CeLCAR research projects. Where necessary, materials developers will arrange to collect additional authentic material in CA, and using CeLCAR equipment, will record video, still, and audio material to be added to CeLCAR’s rich archive of authentic materials. All materials will be pilot-tested during SWSEEL, often by the authors of the materials themselves. Where relevant, textbook and on-line course production will benchmarked with the standards developed in the PTP project and in pre- and post-SWSEEL workshops.

The Director of CeLCAR will implement IU's Human Resources Management Performance review protocols with the CeLCAR staff to formally provide individual feedback to the staff on their performance on an annual basis. This will provide a structured means for guiding the staff and insuring that the Language Coordinators remain on task and on time with the project's proposed outcomes.

#### **5.B. Practicability of Plans – Expectations of Success.**

(see integrated timeline on page 18). The plan of operations set forth in this proposal constitutes a considerable quickening of the pace of CeLCAR's materials development clock over the previous eight years. We believe that this plan is feasible due both to successful staff hires, the replacement of rotating visiting lecturers at IU with permanent lecturers, and the considerable backlog of intermediate and advanced materials already collected.

Strategic hires include that of the full-time language pedagogist, a position only filled in the summer of 2009. As described, this position plays an absolutely central role in facilitating professional interaction between different staff with very different backgrounds: materials developers from CA, administrative staff, IT personnel, and academic directors. In her less than a year at CeLCAR, Ms. Kent has shown how this role acts as a key catalyst for moving CeLCAR forward.

We believe also that a director actively committed to CA languages and area studies is crucial. Although much of language pedagogy is transferable to other language groups, much is not. Moreover, as someone already familiar with the administration and academic culture of IU, Interim Director Christopher Atwood has been able to increase coordination with related organizations such as CEUS, IAUNRC, SWSEEL, and SLS. With the planned transition to leadership by a new tenure-track Turkic applied linguist professor in CEUS, this close

cooperation will be strengthened by the combination of pedagogical expertise and area studies commitment.

For three of this proposal's four focus languages, Pashto, Uzbek, and Uyghur, CeLCAR will have .5 or slightly more of personnel allocated. For the other focus language, Dari, where we are beginning from a lower baseline, we will have .75 FTE assigned. The senior Uyghur and Pashto materials developers have already spent years teaching Intermediate and Advanced levels of these languages at IU. They have thus collected a large, if unsystematic, body of materials. Added to these are the existing modules in Uzbek, Pashto, and Uyghur, which were produced in the previous and current grant cycles of CeLCAR, many of which were developed by current staff and can be plugged, virtually as is, into the intermediate and advanced textbooks. The primary desideratum is thus to organize these materials according to an empirically determined sequence of proficiency grades and the correct principles of textbook organization set out above. For these two tasks, Dr. Sun-young Shin and Professor Bill Johnston will supply guidance. For the PTP and the Bridging projects, we will rely on both the considerable achievements of PTP to date and the past record of their project leaders, Dr. Shin and Professor Rex Sprouse.

The online Pashto and Dari textbooks will be based upon the introductory material already developed or in process during this four-year grant. Our ICT specialist, Mr. Karimov, having researched potential models such as the online Yoruba class designed by the National African Language Resource Center (NALRC), is confident that we will be able to rapidly produce a class with equal or greater sophistication.

For Kazakh and Tajiki PTP and related textbook development, we have planned a slower pace, due to the absence of such an already laid groundwork. Thus we budget only one draft

textbook for the period of the grant. The work will be performed off-site, with close supervision from the Language Pedagogist.

The production of pamphlets, interactive map, dialect guide, and student handbook will draw on the skills and interests of the language staff, particularly Dr. Inomkhojayeve and Ms. Azimova, and the graphic design skills of Ms. Kent and Mr. Karimov. CeLCAR will also benefit from its close ties to CEUS. Dr. Inomkhojayeve has immense experience in every part of Afghanistan and Tajikistan, and thorough familiarity with the Russian tradition of linguistics. While this tradition may be criticized for its “grammar-translation” methodology in language teaching, it created a tremendous database of information on dialects of CA. We are eager make this information accessible to US audiences. Likewise Ms. Azimova has been collecting dialect samples of Uzbek for many years in an effort to address the problem her US students have confronted when on the ground and speaking to actual Uzbek speakers of different regions.

Finally, the feasibility of our teacher training is demonstrated by CeLCAR’s considerable success in taking a number of Pashto and Dari speakers with no formal language pedagogy background and turning them into highly successful instructors for military seminars. Several of them have, now or will this summer, gone on to teaching languages in an academic environment. Thus, when we seek to run seminars for training and certifying Dari and Pashto teachers we are only doing in a more formal way what we have already learned to do.

## **6. Description of Final Form Results**

The expected results from CeLCAR's activities will include products in the form of language learning materials and proficiency guidelines, improvements in terms of increased teacher effectiveness, increased capacity to measure learners and programs progress in teaching, and learning CA languages and new insights into how to best use technology to serve the needs of learners and teachers of these languages. The expected products will be as follows:

1) Intermediate and Advanced level textbooks for Pashto, Uzbek, and Uyghur, conforming to CeLCAR's "house style" and based on the pedagogical methodology described in 5.A.

2) A full set of Elementary, Intermediate, and Advanced Dari textbooks, conforming to CeLCAR's "house style" and based on the pedagogical methodology described in 5.A.

3) Online Elementary Dari and Pashto classes usable either for autonomous learning or for asynchronous teaching. To the extent practicable in the format, these will conform to CeLCAR's "house style" and be based on the pedagogical methodology described in 5.A.

4) Articles and presentations based on empirical research in "bridging" between closely related Turkic and Iranian languages. If warranted by research this may lead to specific language materials designed to facilitate such bridging.

5) Enlarged item banks for multi-level proficiency tests in Pashto, Uzbek, Uyghur, and Turkmen linked to more precise curricular standards. These tests and curricular standards will be available on the CeLCAR website.

6) Proficiency tests in Dari, Azerbaijani, Tajiki, Kyrgyz, and Mongolian linked to curricular standards. These tests will be available on the CeLCAR website.

7) A template for student e-portfolios demonstrating proficiency in active skills (writing and speaking) in addition to reading, listening, and pragmatics. This will be available for download on the CeLCAR website.

8) Test materials for measuring proficiency in pragmatics.

9) Operate workshops linked with SWSEEL to improve instruction and standardize curricula according to the standards set down in no. 6 and pedagogical methodologies outlined in 5.A.

10) Train and certify about 28 instructors in Dari and Pashto in four years (roughly 10 annually in years 1 and 2, 4 annually in years 3 and 4) to work with CeLCAR print and online materials and teach in community college and other academic or in-career contexts.

11) Train somewhere about 150 military personnel per year in language and culture for deployment to Afghanistan (depending on US military priorities). Note: No DoE funds will be used for these seminars, although CeLCAR will reap benefits in teacher training.

12) Interactive website and pamphlet series introducing all national and regional languages of CA, with general language and area studies information and bibliography. This will be made available on the CeLCAR website in interactive format and as downloadable pdfs.

13) Interactive dialect guide for southern CA, including lay-friendly descriptions, audios of basic vocabulary, characteristic features, and simple dialogues, all keyed to an interactive map. This will be available on the CeLCAR website in interactive format and on CD-ROM.

14) “Handbook for Students” of our four focus CA languages: Dari, Pashto, Uzbek, and Uyghur. This will be made available on the CeLCAR and the NMELRC center websites as downloadable pdfs.

## **7. Evaluation Plan**

The Center for Evaluation and Education Policy (CEEP) at Indiana University School of Education will conduct an ongoing external evaluation of CeLCAR. CEEP, with a three million dollar operating budget and more than four decades of experience in evaluation planning and execution, regularly conducts rigorous program evaluations on the international, national, regional and local levels. CEEP has a staff of over 60, including a number of PhD-level senior staff. The research staff has a wealth of experience in conducting evaluations in higher education. In the most recent Title VI funding, CEEP served as an external evaluator for seven NRCs and for CeLCAR. CEEP's experience and use of advanced methodologies will continue to provide CeLCAR with meaningful and useful measurable criteria and outcome-oriented data.

CEEP will focus the external evaluation on the following two objectives corresponding to Title VI priorities: 1) CeLCAR will increase its development and dissemination of Pashto, Dari, Uzbek, and Uyghur language materials in web-based, CD-ROM, and book formats (Competitive Preference Priority); 2) Through its development of teacher training seminars (in cooperation with IAUNRC and SWSEEL), CeLCAR will increase SWSEEL participants' satisfaction with the language instruction they receive (Invitational Priority); and 3) CeLCAR will increase the number of certified Dari and Pashto language instructors through its development of certification workshops. This evaluation plan summarizes what CEEP will evaluate; however, CeLCAR will also track and analyze data internally (e.g., customer database, web analytics).

### **7.A. Evaluation Components.**

The comprehensive four-year evaluation will include formative and summative evaluation of CeLCAR's materials and seminars. The formative component will 1) evaluate the extent to which new activities are being implemented as intended and accomplishing their stated

need, and 2) allow for continuous improvement to help ensure that objectives are met. The summative component will measure the extent to which CeLCAR has impacted participants' teaching, career, research, studies, and language use. In order to measure long-term outcomes, CEEP will maintain and regularly update a database housing participation records and contact information. An online Annual CeLCAR Survey will be the primary measurement instrument used in the evaluation.

A few examples of formative evaluation questions include:

- To what extent are customers and participants satisfied with the CeLCAR materials and products?
- To what extent do participants find the language instruction provided effective?

A few examples of specific summative evaluation questions include

- To what extent do current students, alumni, faculty, US governmental personnel, and PTP test-takers, partners and customers, and other participants report that they are utilizing CeLCAR materials in their current employment or studies?
- To what extent do SWSEEL participants report that they are utilizing knowledge learned from SWSEEL in their current employment or studies?

In Year 1, CEEP will also conduct a formative evaluation of CeLCAR's new teacher training seminars. CeLCAR will provide training to 1) SWSEEL language instructors in cooperation with IAUNRC and SWSEEL and 2) Dari and Pashto instructors seeking certification. Evaluation questions will include:

- To what extent are participants of CeLCAR teacher training seminars satisfied?
- To what extent have the seminar participants implemented the relevant knowledge gained from teacher training seminars into their teaching?

Note: no evaluation of CeLCAR-run military seminars will be conducted with DoE funds.

### **7.B. Evaluation Timeline and Deliverables.**

Data collection will begin in the winter of 2011 and will continue on an annual basis. A formative/summative evaluation report will be submitted annually, reporting on the activities and outcomes of the preceding year, as well as any applicable longitudinal outcomes. In year 4, a final summative report will focus on the extent to which the grant program accomplished the pre-established objectives.

The aggregate information provided by these components will allow CeLCAR to make the necessary improvements as well as to document the impact that the center's activities has had on a variety of participants including current undergraduate/graduate students, alumni, university faculty, and non-IU language learners and instructors.

### **8. Budget and Cost Effectiveness**

The budget proposed is adequate to complete the activities detailed in this proposal and close attention has been paid to the cost effectiveness of all proposed activities. The proposed budget refers to the activities in the narrative. The College of Arts and Sciences will ramp up its already extensive cost share, including providing prime office space on the campus of Indiana University in Bloomington, clerical support for all CeLCAR activities, considerably more than half of the aggregate compensation for the top administration of CeLCAR, fee remissions for graduate student developers, and most importantly, an authorization to hire a Turkic Applied Linguist both as CEUS faculty member and CeLCAR administrator. The College also supports a wide range of academic programs in the field of CA Studies (IAUNRC, SWSEEL, CEUS, etc.),

and linguistics (SLS) creating a unique collection of academic and research resources in a low-cost Midwestern town.

The project activities have been designed to maximize the grant funds. This has been accomplished over the past grant cycle by investing in highly qualified individuals with multiple skill sets so that a variety of projects and activities can be developed simultaneously and have multiple functions. All of CeLCAR staff are multi-lingual and many combine talents in language pedagogy with those in IT, graphic design, and other relevant skills.

In addition, CeLCAR will aggressively seek to diversify funding by applying for additional USG grants, especially in the form of military seminars, Fulbright FLTAs, possible STARTALK programs in Dari, and K-12 initiatives. Through close collaboration and the wider sharing of university resources, both direct and indirect, and by following a flexible approach to product design, CeLCAR will be able to achieve its ambitious project in a cost-effective manner.

## **9. Competitive Preference Priority**

This proposal will increase US language readiness in a total of ten languages out of the total of seventy-eight (78) priority languages identified as strategic in the US Department of Education's list of LCTLs. In alphabetical order, the languages with which we proposed to work include Azerbaijani (Azeri), Dari, Kazakh, Kyrgyz (Kirghiz), Mongolian, Pashto, Tajiki, Turkmen, Uyghur (Uigur), and Uzbek. Our introductory pamphlets will also introduce basic facts about North Caucasus languages such as Chechen. It is a measure of the strategic importance of the CA region that not only will we cover 10 out of the 78 listed languages, but *every single language dealt with in this proposal is strategic*. This is something few other LRC's can say.